

Territory-wide System Assessment 2011

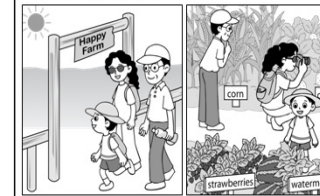
Primary 3 English Language - Writing

General Observations of Students' Performances



TSA 2011 – At the Farm

Part 5
Sam goes to a farm with his parents:
You are Sam. Look at the pictures and write the story in about 30 words.
• You may use the words in the boxes to help you.
• What happens in the end? Finish the story.



go

look at



throw stones



I _____

END OF PAPER



P.3 Student Performances in TSA 2011 Writing (At the Farm) – Students at BC level

Content

- Students wrote a short story about a visit to Happy Farm based on the given pictures. The description is quite clear.
- The storyline is clear. The ideas are organized and presented according to the sequence of pictures given.



P.3 Student Performances in TSA 2011 Writing (At the Farm) – Students at BC level

Content

- Students were able to provide a factual account of the story based on pictorial cues such as name of the farm, the weather, the clothes Sam and his parents wore, the things they brought with them and the things they saw on the farm.



P.3 Student Performances in TSA 2011

Writing (At the Farm) – Students at BC level

Content

- Provided brief but relevant ideas
- Made use of the word prompts and vocabulary given in the pictures
 - I went to **Happy Farm** with Dad and Mom last Saturday, the weather was sunny.'
 - ...the weather was hot, so we wear hats and sunglasses.
 - Dad bring water. Mom and I bring a bag.
 - We look at the **corn, carrots, strawberries, watermelons.**

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P.3 Student Performances in TSA 2011

Writing (At the Farm) – Students at BC level

Content

- Wrote brief ideas about what happened near the pond:
 - I can see the boy and girl throw stones.
 - I am angry, I said "you not no throw stones."
 - The children have listen and say "sorry" to the ducks.

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P.3 Student Performances in TSA 2011

Writing (At the Farm) – Students at BC level

Content

- the pond → chicken house
- ducks → chickens, goose, fish

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P.3 Student Performances in TSA 2011

Writing (At the Farm) – Students at BC level

Content – Some students were able to include **short conversation exchanges** which made the story more interesting

- Mom say "The vegetable is very beautiful!"
- "It look like yummy, said Sam's father."
- I say, "don't hurt the animals, please.",
- 'Hay! Stop throwing, the ducks were getting hurt!' I shouted to them.
- 'Don't throw stones into the pond.'
- I say: 「 you not throw stones. 」
- I say don't throw stones to fish the fish is sarend.

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Content – Most students were able to provide a very **brief ending** to the story:

- At last, they go home by bus happy.
- At last, the worker were very angry that he scold them.
- Soon we brought the watermelons home.
- I go and scold them. They stop. At last I told my mum and dad. They said I am a good boy.
- The police arrested them. The ducks were safe.

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Language

- Students used a small range of vocabulary, sentence patterns and/or cohesive devices, with some grammatical and spelling mistakes.

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Language

• Vocabulary commonly used:

happy, look at, photo, beautiful, throw stones, angry, hurt, sorry, go home

• Short sentences are written:

- I went to Happy Farm last week.
- I see corn, carrots, strawberries and watermelons.
- I go to the pond.
- I see some peoples throw stones.
- I say "Don't throw the stones boys!"
- They say "sorry" and don't throw the stones in the pond. I feel very happy.

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Language

Cohesive devices are used:

1. I go to the Happy farm with my mum **and** my dad.
2. **First**, we look at the plants...**Next**, I go to the pond.
3. **But** they do not listen to me...**Then** I talk to Dad...**So** they ran out to Happy Farm.
4. **At last**, we went back home. What a happy day!

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Verbs and Tenses

1. I **goes** to Happy Farm.
2. I **am go** to Happy Farm.
3. I am **exciting**.
4. I **don't found** Mum and Dad
5. I saw some kids **are throwing** stones
6. I **can saw** two chicken throwed some stone in the pond.
7. You **are don't** throw stones in the pond
8. The duck **will** unhappy.
9. He **don't** listen.
10. They **not** happy and angry.
11. Then the parents **is come**.



Incorrect Sentence Structure

1. There have corn, watermelons...
2. There had two children...
3. I with my dad and mum go to Happy Farm.
4. I go to Chicken House look at.
5. We went to home.
6. I look at watermelons and strawberries is very yummy.



girl	gril/girt/gris	farm	fram
mother	mather	children	chicken/chirdern
father	fother	bring	bing
duck	buck/drak	because	becase/beause
first	frist	beautiful	beautiful/beaitful
sorry	shorry	photo	poto



shout	short	stop	shop
hurt	hunt	angry	hungry
thing	think	talk	take
cap	cup	pond	pool



TSA 2011 At BC Level (At the Farm)

I am Sam. Today I and my parents are go to Happy Farm play. I see corn, carrots, strawberries and watermelons, I go to the pond. I see two people throw the stones in the pond. I say "You do not put the stones in the pond." Two say I like to throw the stones in the pond. The duck is scared. The duck scared away.

- a factual account of the story (I and my parents are go to Happy Farm play... I see two people throw the stones... the duck is scared.)
- appropriate ending is given: The duck scared away.
- use a small range of vocabulary and cohesive devices with some grammatical and spelling mistakes

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TSA 2011 At BC Level (At the Farm)

I and family go to Happy Farm. I look at the corn, the carrots, the strawberries and the watermelons. I go to the pond, I see the boy and the girl throw stones the bucks. I said "They mustn't throw stones the bucks in the Pond." father go to the pond said "They mustn't throw stones the bucks because The bucks are cute!"

- factual account of the story (I look at the corn, the carrots, the strawberries... I said "They mustn't throw stones the bucks in the Pond")
- appropriate ending (father go to the pond said "They mustn't throw stones the bucks because the buck are cute")
- use a small range of vocabulary and cohesive device with some grammatical and spelling mistakes

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P.3 Student Performances in TSA 2011 Writing (At the Farm) – Students with Best Performance

Content

- Students were able to write an interesting story based on the pictures with many supporting details.
- Students could write well-organized paragraphs and could elaborate on their ideas.
- Students could provide conversation exchanges with good ideas.
- Students were able to provide a good ending to the story with details.

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P.3 Student Performances in TSA 2011 Writing (At the Farm) – Students with Best Performance

Language

- Students used a range of vocabulary (Splash! Splash!... lovely little ducks, some rowdy children came, armed with stones), sentence patterns and cohesive devices (because, while, so, suddenly, then, at once, also), with minor, few or no grammatical and spelling mistakes.

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TSA 2011 Best Performance (At the Farm)

I went to Happy Farm with my parents on a sunny Saturday morning. We took a train from the MTR Station and arrived there.

First, we went to the farm to look at the crops. We saw corn, carrots, (all) strawberries and watermelons. They all looked fresh and tasty.

Then, we went to the Pond. There, I saw four naughty children throwing rocks to the ducks and trying to hurt them. I ran over and told them that their actions were wrong. They stopped throwing rocks at the birds and apologized to me.

When Mum and Dad saw me teaching the other children not to injure the birds, they walked over and praised me for being very brave. I was very joyful the whole day.

- Interesting story with many supporting details (We took a train from the MTR Station and arrived there... They all looked fresh and tasty)

- good ending (I was very joyful the whole day.)

- use a range of vocabulary, sentence patterns and cohesive device with few grammatical and spelling mistakes

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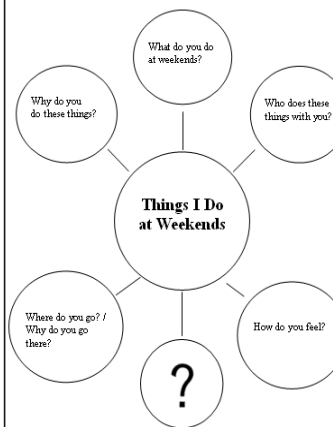
TSA 2011 – Things I Do at Weekends

Part 5

You are writing about things that you do at weekends.

Write about 50 words.

You may use your own ideas or the following questions to help you:



I

END OF PAPER

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P.3 Student Performances in TSA 2011 Writing (Things I Do at Weekends) – Students at BC level

Content

- Students were able to write about the things they do at weekends with the help of prompts.
- Students were able to write about activities that they do at weekends: shopping, swimming, reading, playing computer games, visiting grandparents, going to the library and the park, doing homework
- Students made use of prompts given and organize their ideas:
 - I play football in the weekends, I play football at nine o'clock with Ryan. I go to Happy Park. I kick the ball into a goal. I feel happy, because I goal.

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P.3 Student Performances in TSA 2011 Writing (Things I Do at Weekends) – Students at BC level

Content

- Students wrote about the people they spent their weekends with and why they did those things. They could talk about how they felt about the weekends, usually expressing a happy mood:
 - I played computer game at weekends...I felt happy!
 - I go shopping on weekends because we are happy.
 - I go the Sunny park at the weekends. I go with my mom and dad.
- The ideas were brief but relevant.

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Language

- Students used a small range of vocabulary, sentence patterns and/or cohesive devices, with some grammatical and spelling mistakes.

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Language• **Vocabulary commonly used:**

play football, play computer games, shopping, swimming, mom and dad, sister, brother, friend, park, home, because, sometimes, happy, fun and bored

• **Short sentences are written:**

- I usually go to playground at weekends with my friend.
- My brother went to swimming pool with me.
- I listen to CDs and music and I play computer games.
- We play hide-and-seek together. I always win.
- I feel happy because it is good to play there.

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Language

Cohesive devices are used:

1. My brother **and** I watched cartoons in our sister home.
2. I feel happy **because** I have a good time.
3. **When** it is two o'clock in the afternoon I will go to have lunch with my sister.
4. I go to my friend's house...**Then**, I went shopping with my mum.

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Grammatical Mistakes_ Things I Do at Weekends*Verbs*

1. Tom **read** with me...I reading in my home.
2. I usually **skipping** in the weekends....
3. ...because the games **is** funny. I **feel is** happy.
4. I don't like weekend because it **was to** boring.
5. I **playing** computer at weekends.

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Grammatical Mistakes – Things I Do at Weekends

Incorrect Sentence Structure

1. I played in the playground **because had** many friends.
2. I was **boing** so **I and mum go** shopping.
3. I always go to English lesson at the weekends...**there had** many people...’.
4. **I do** at weekends **is go** to Ocean Park.



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Spelling Mistakes – Things I Do at Weekends

boring	boing	think	thing
swimming	swiming	bring	brind
beautiful	beaiteful	marks	maks
back	bark	strong	storg
sister	sisten	friend	fiend
because	becasue	badminton	badminiton
buy	bug	healthy	health
collect	collet	cute	cut



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TSA 2011 At BC Level (Things I Do at Weekends)

I do exercise with my brother in the morning at weekends. He these things with me because he likes me. I go to my bedroom to do exercise because exercise is fun. I like it. I feel happy

- Provide brief and relevant ideas to the questions (I do exercise with my brother in the morning at weekends...I go to my bedroom to do exercise because exercise is fun)
- use a small range of vocabulary and cohesive devices with some grammatical and spelling mistakes



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P.3 Student Performances in TSA 2011 Writing (Things I Do at Weekends) – Students with Best Performance

Content

- Students were able to provide relevant ideas to the topic with many supporting details.
 - I go to Time Square to shop because it is big so I can buy many things there.
 - At night, my Mum cooking for dinner. She is very good at cooking. The foods are yummy.
 - Mummy sometimes will take me to the beach. I love to make sandcastle. It is fun.



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Language

- Students used a range of vocabulary, sentence patterns and cohesive devices, with minor, few or no grammatical and spelling mistakes.

Content

- Students were able to use a wide range of vocabulary: **delighted, fantastic, far from the city, peaceful, feel great.**
- Students were able to write their ideas with varied sentence patterns, e.g. **we will buy some sweets or ice-cream to eat if we want, I go on picnics because we can breath fresh air.**
- Students could write well-organized paragraphs and could elaborate on their ideas.

Comparison of Performances from 2008 to 2011

P.3 Writing

Strengths

Content

- clear storyline/relevant ideas based on question prompts
- appropriate ending is given
- ideas are organized

Language

- use a small range of vocabulary
- try to use cohesive devices to link up ideas

Weaknesses

Content

- no elaboration on ideas
- lack of creativity and imagination

Language

- grammatical mistakes
- incorrect sentence structure
- spelling mistakes on common words

全港性系統評估

Comparison of Performances from 2008 to 2011

P.3 Writing – Grammatical Mistakes

The Frog

1. Teacher **show** a frog to the children.
2. Miss Wong **have** a **frogs** in the classroom.
3. **Jenny and Tom** very happy.

Tom and the Cat

1. Tom and cat **was** very happy.
2. **I am gave** milk the poor cat.
3. You **has** a cat.

At the Farm

1. I **goes** to Happy Farm.
2. I **am go** to Happy Farm.
3. The duck **will** unhappy.
4. He **don't** listen.

Comparison of Performances from 2008 to 2011
P.3 Writing – Spelling Mistakes

The Frog		Tom and the Cat		At the Farm	
frog	frong	because	becuse	because	becase
feel	feet	see	sea	mother	mather
teacher	teacher	said	sad	father	fother
class	cless	feel	feet	duck	buck
listen	liston	boring	boiring	children	chicken
jump	jume	happy	happly	bring	bing
cried	ciéd	milk	mike	girl	gril/girt
away	alway	park	prak	beautiful	beautiful

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Comparison of Performances from 2008 to 2011
P.3 Writing – Cohesive devices

The Frog	Tom and the Cat	At the Farm
1. Mary is afraid. <u>So</u> teaches take frog in the box.	1. Tom wears a scarf <u>and</u> a thick jacket.	1. I go to the Happy farm with my mum <u>and</u> my dad.
2. <u>Then</u> the frog jumping the Mary.	2. <u>When</u> they walk past a tree they see a poor cat.	2. First , we look at the plants... Next , I go to the pond.
3. <u>Suddenly</u> , the frong jump on Mary.	3. <u>At last</u> , they take it home and keep it at a pet.	3. But they do not listen to me... Then I talk to Dad... So they ran out to Happy Farm.
		4. At last , we went back home. <u>What</u> a happy day!



Comparison of Performances from 2008 to 2011
P.3 Writing – Grammatical Mistakes

The School Picnic	My Day at School	Things I Do at Weekends
1. I <u>can many</u> trees.	1. <u>I singing</u> and playing in the music lessons.	1. Tom <u>read</u> with me...I reading in my home.
2. I <u>like go</u> to the picnic very much.	2. <u>Today was happy because today has computer studies.</u>	2. I usually <u>skipping</u> in the weekends....
3. I ate bread and milk. I <u>am</u> happy.	3. In the recess, I <u>drink</u> some water. Today was happy.	3. ...because the games <u>is</u> funny. I <u>feel is</u> happy.
4. <u>We eat lot of food is</u> yummy.		4. I don't like weekend because it <u>was to</u> boring.
5. We <u>is</u> tired.		5. I <u>playing</u> computer at weekends.

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Comparison of Performances from 2008 to 2011
P.3 Writing – Spelling Mistakes

The School Picnic		My Day at School		Things I Do at Weekends	
bread	beard	classmate	classmas	thing	think
sandwich	sandwirths	projects	porjects	bring	brind
flowers	flowns	General Studies	Genarl Studies	marks	maks
school	shool	morning	moring	strong	storg
happy	hpple	happy	happ	friend	fiend
beautiful	beartiful	sandwich	sandwitch	badminton	badminiton
feel	feet	because	becase	healthy	health
pizza	pizze	test	text	cute	cut

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Comparison of Performances from 2008 to 2011
P.3 Writing – Cohesive devices

The School Picnic	My Day at School	Things I Do at Weekends
<p>1. I eat the apple <u>and</u> sandwich.</p> <p>2. <u>In the end</u>, I feel very happy.</p>	<p>1. I was very happy...The class was happ <u>too</u>..</p> <p>2. I can played computer games, <u>then</u>, teacher teaches my classmate the computer study..</p> <p>3. Today was happy, <u>because</u> today has computer studies.</p>	<p>1. My brother <u>and</u> I watched cartoons in our sister home.</p> <p>2. I feel happy <u>because</u> I have a good time.</p> <p>3. <u>When</u> it is two o'clock in the afternoon I will go to have lunch with my sister.</p> <p>4. I go to my friend's house...<u>Then</u>, I went shopping with my mum.</p>

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TSA 2008 At BC Level (The Frog)

Mary is a clever girl. One day, teacher talked about a frog. Teacher shows a frog to the children. But the frog jump to the Mary. Mary is afraid. So teacher take frog in the box.

- clear storyline (the teacher talked about frog, frog jumped to Mary, Mary was afraid)
- appropriate ending (the frog back in the box)
- some grammatical and spelling mistakes

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TSA 2010 At BC Level (Tom and the Cat)

Tom and his mum walked to the school. When they nearly went to school, they saw a cat. Tom think "poor cat". Tom looked at the cat, and want to give the cat some milk. At last, mum gave him to get home.

- factual account of the story (walked to the school...saw a cat...poor cat...want to gave the cat some milk)
- appropriate ending (At last, mum gave him to get home)
- use a small range of vocabulary and cohesive device with some grammatical and spelling mistakes

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TSA 2011 At BC Level (At the Farm)

I am Sam. Today I and my parents are go to Happy Farm play. I see corn, carrots, strawberries and watermelons. I go to the pond. I see two people throw the stones in the pond. I say "You do not put the stones in the pond." Two say I like to throw the stones in the pond. The duck is scared. The duck scared away.

- a factual account of the story (I and my parents are go to Happy Farm play...I see two people throw the stones...the duck is scared.)
- appropriate ending is given: The duck scared away.
- use a small range of vocabulary and cohesive devices with some grammatical and spelling mistakes

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全港性系統評估
TSA 2008 At BC Level (The School Picnic)

Dear Kate,

last week, I had a school picnic. We went to Hong Kong park. I played with my friend. We saw a cat. The cat was cute. In the afternoon, we ate an apple, milk and water. In the end, we feel very happy.

Love,

Mary

- relevant but brief ideas (had a school picnic...went to Hong Kong park...played with my friend...a cat...ate an apple...In the end...feel very happy)

- some grammatical and spelling mistakes

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全港性系統評估
TSA 2010 At BC Level (My Day at School)

Tuesday 8th June

sunny

I went to school by school bus. Today was happy because today has computer studies. In this time, I can played computer games. Then, teacher teaches my classmate the computer study. In the recess, I drink some water. Today was happy.

- relevant but brief ideas (Today was happy because today has computer studies...In this time, I can played computer games...In the recess, I drink some water)

- Use a small range of vocabulary and cohesive devices with some grammatical mistakes

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全港性系統評估
TSA 2011 At BC Level (Things I Do at Weekends)

I do exercise with my brother in the morning at weekends. He these things with me because he likes me. I go to my bedroom to do exercise because exercise is fun. I like it. I feel happy.

- Provide brief and relevant ideas to the questions (I do exercise with my brother in the morning at weekends...I go to my bedroom to do exercise because exercise is fun)

- use a small range of vocabulary and cohesive devices with some grammatical and spelling mistakes

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全港性系統評估
Comparison of Performances from 2008 to 2011
P.3 Writing

Progression of Performances

Content

- able to write a story based on given pictures or a topic based on prompts

Language

- able to write sentences and try to write more details
- able to use cohesive devices to link up ideas

Challenges

Content

- creativity and imagination
- elaboration on ideas
- organisation of ideas

Language

- using correct verb forms
- spelling mistakes on common words

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Thank you!

