

**Gainful Use
of
TSA 2021 Materials
P3 English Language**



- 1. GU 2021 Assessment Materials**
- 2. Performance Analysis for “Gainful Use of TSA 2021 Materials” (GU 2021)**
- 3. Overall Performance of P3 Students in Participating Schools in 2021: Listening, Reading & Writing**
- 4. Conclusion**



BCA Webpage: www.bca.hkeaa.edu.hk

P3 English Language



The screenshot shows the homepage of the Basic Competency Assessment (BCA) website. At the top left is the logo of the Hong Kong Examinations and Assessment Authority (HKEAA). The main header features a large image of students in a classroom. Below this, there is a navigation bar with links for Home, Sitemap, and Chinese. The central section is titled 'Basic Competency Assessment' and includes a paragraph about the Education Commission's report 'Learning for Life, Learning through Life'. Below this, there are three main categories: 'SA' (Student Assessment), 'TSA' (Territory-Wide System Assessment), and 'Training and Seminars', each with a 'Learn more' button. On the right side, there is a login section with fields for ID and Password, and a 'Login' button. Below the login section is a 'What's New' section with a list of recent updates, including dates and descriptions of new materials and assessments.

香港考試及評核局
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Home / Sitemap / 中文

Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

[Learn More](#)

SA
Student Assessment
[Learn more](#)

TSA
Territory-Wide System Assessment
[Learn more](#)

Training and Seminars
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ID: [Login](#)

Password:

What's New

- 28-Oct: The revised primary Mathematics curriculum (Primary 1-3) has been implemented since the 2019/2020 school year. The updated Basic Competency Descriptors for Key Stage 1 (Primary 1-3) Mathematics will be effective from the 2022 Primary 3 Territory-wide System Assessment and onwards. Please refer to the EDB's website for details.
- 13-Jul: Question Papers and Marking Schemes of TSA 2021 (Secondary 3) - Gainful Use of TSA 2021 Materials and Other Assessment Resources Originally Designed for TSA 2021 are available. Please click here for details.
- 13-Jul: Question Papers and Marking Schemes of TSA 2021 (Primary 3 and Primary 6) - Gainful Use of TSA 2021 Materials and Other Assessment Resources Originally Designed for TSA 2021 are available. Please click here for details.
- 29-Jun: Education Bureau Circular Memorandum No. 84/2021 - Territory-wide System Assessment of Chinese Language, English Language and Mathematics at Primary 3 (P3) and Secondary 3 (S3) in 2021/22
- 09-Jun: Do you want to know more about what assessment /educational measurement is? For details, please click here to watch the video clips which will provide you with some more information about assessment. (Special thanks to ITEMS, Instructional Topics in Educational Measurement, ITEMS Portal: Home commpartners.com for permission to use the video clips for training purpose.)
- 07-May: Presentation slides of the 'Gainful Use of Territory-wide System Assessment 2021 Materials' briefing session (Chinese version only)
- 26-Apr: Arrangement for the "Gainful Use of Territory-wide System Assessment 2021 Materials". Please click here for details.



Assessment Materials

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Home / Sitemap / 中文

TSA > Primary > Question Papers and Marking Schemes

Question Papers and Marking Schemes

善用2021年全港性系統評估材料 — 各科卷別
Gainful Use of TSA 2021 Materials - Sub-papers of Individual Subjects

小學三年級
Primary 3

中國語文科

分卷一	寫作	聆聽	聽話內容 - 普通話 聽話內容 - 廣州話	練習文本	閱讀
分卷二	寫作	聆聽	聽話內容 - 普通話 聽話內容 - 廣州話	練習文本	閱讀
分卷三	--	--	--	--	閱讀
分卷四	--	--	--	--	閱讀

English Language

Sub-paper 1	Reading	Writing	Listening	Tapescript : Part 1A Part 1B Part 2
Sub-paper 2	Reading	Writing	Listening	Tapescript : Part 1A Part 1B Part 2
Sub-paper 3	Reading	Writing	Listening	Tapescript : Part 1A Part 1B Part 2

數學科 Mathematics

中文版	English Version
分卷一	Sub-paper 1
分卷二	Sub-paper 2
分卷三	Sub-paper 3
分卷四	Sub-paper 4

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Require [Adobe Acrobat Reader](#)

需以 [Windows Media Player](#) 收聽
Require [Windows Media Player](#)



Assessment Design

Skill	Primary 3 English Language		
	Sub-paper	No. of Items Per Paper	Assessment Time
Listening	3EL1	19	about 20 minutes
	3EL2		
	3EL3		
Reading	3ER1	20	20 minutes
	3ER2		
	3ER3		
Writing	3EW1	1	10 minutes
	3EW2		
	3EW3		



Assessment Design

- **Specific question intents - Basic Competency (BC) descriptors* provided by Education Bureau (EDB)**
- **Items cover various BC descriptors and each student does one sub-paper for each subject**

*http://www.bca.hkeaa.edu.hk/web/en/2021QuickGuidePri/QG_P_BC_E.pdf



GU 2021 – Feedback

Participating schools can obtain the following information:

- Data Analysis (Listening & Reading): Overall correct percentage of each item for own school and all participating schools
- Data Analysis (Writing): The percentage of each score level of own school and all participating schools
- Performance Analysis: Qualitative analysis of the overall performance of all participating schools

Report	Own school	All participating schools
Data analysis of Listening, Reading & Writing	✓	✓
Descriptions of Students' overall Performance in Listening, Reading & Writing		✓



P3 English Listening

Performance Analysis for Participating Schools



Performance Analysis (Qualitative)

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Gainful Use
of
TSA 2021 Materials

Primary 3 Listening

Analysis of Students' Overall Performance
of Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

December 2021

SAMPLE

1. Introduction

- There were three Listening sub-papers in Primary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2021 Materials" (GU 2021). Participating schools taking either the pen-and-paper mode or the online mode on the Student Assessment Repository (STAR) platform were allocated one of the Listening sub-papers.
- The contents of this report include:
 - Section 2: Overall correct percentage (facility index, FI) of participating schools in each listening sub-paper
 - Section 3: The observations of student's overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the listening papers of GU 2021. They are the raw data that illustrate all participating students' performance in GU 2021.

English Listening

HKEAA

1



Performance Analysis (Qualitative)

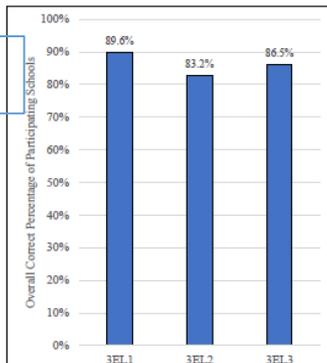
2. Students' Overall Performance of Participating Schools in GU 2021 English Listening

Each student attempted one of the three Listening sub-papers. The duration of each sub-paper was about 20 minutes. Table 1 and Figure 1 show the overall performance of Primary 3 students taking the Listening assessment in each sub-paper.

Table 1 Overall Correct Percentage of Participating Schools in Each Listening Sub-Paper

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
3EL1: Listening	89.6
3EL2: Listening	83.2
3EL3: Listening*	86.5

Figure 1 Overall Correct Percentage of Participating Schools in Each Listening Sub-Paper



Fictitious figures

Overall correct % for each sub-paper and presented in a bar chart

3. General Observations on Students' Overall Performance in GU 2021 English Listening

Skill	Observations
Listening	<ul style="list-style-type: none"> The listening performance of students was very good. The majority of students could identify key words in conversations. They were able to follow the conversations between speakers. Many of them could also identify key words in a story. Most students were able to identify key words on familiar topics (e.g. subjects). They were able to identify the favourite subject of Uncle Peter from the verbal cue: 'I loved English.'

Overall Performance of all participating schools

...fy key words related to daily life (support). They were able to identify the word: 'I go home by bus.'

...and the connection between ideas using 'also' and 'but'. They could identify the book when they heard Helen saying 'I go to the library there.' They could also understand the word 'but'. They could identify what Helen said when they heard Helen saying: 'I sometimes make mistakes. But I like playing the piano most.'

...stand ideas in the story linked by 'because'. They could identify the reason why Paul was afraid when they heard: 'Paul is afraid because the forest is dark.'

- Most students were able to understand basic differences in intonation. They could identify that the speaker was puzzled when they heard Helen saying 'Dad, I want to buy some food for Miss Chan. But I don't know what she likes.' They could also understand that the speaker was surprised when they heard Mr Ho saying: '8:30? So early!'

- Most students could discriminate words with a small range of consonant sounds. They were able to discriminate initial consonants 'B', 'L', 'M' and 'T'. They could identify the name of Helen's friend as 'Bing Bing' from 'Ling Ling', 'Ming Ming' and 'Ting Ting'. The majority of the students could also discriminate the ending sound 'Ron' from 'Rob', 'Roa' and 'Rock'. However, some students found it challenging to discriminate the vowel sound 'Lina' from 'Lana', 'Lona' and 'Luna'.



Performance Analysis (Quantitative)

Information Analysis Report

Question & Answer

Information Analysis

School Percentage

Overall % of Participating Schools

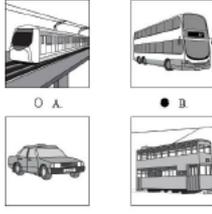
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Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料資料分析報告 機 密
Information Analysis Report on Gainful Use of TSA 2021 Materials Confidential

SAMPLE

Fictitious figures

學校名稱:
School Name:

級別 Level: 小三 Primary 3
科目 Subject: English Language
範疇 Dimension: Listening
卷別 Paper: 3EL3
學生人數 Number of students: 33

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 ^{1,2,4} School percentage ^{1,2,4} (%)	參與學校整 體百分率 ^{3,4} Overall percentage of participating schools ^{3,4} (%)
PIA* Q01	1. Helen goes home by 	A Students might have missed 'by bus' / were possibly distracted by 'train'.	3.0	1.5
		B* Students were able to follow the conversation and identify 'by bus'.	74.4	97.4
		C Students might have missed 'by bus' / might have used their daily life experiences about 'public transport'.	6.1	0.2
		D Students might have missed 'by bus' / were possibly distracted by 'tram'.	13.5	0.4
		U#	3.0	0.2

- Remark(s):
- Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.
 - "School percentage" refers to the percentage of each option chosen or score/grade obtained by students in the school.
 - "Overall percentage of participating schools" refers to the percentage of each option chosen or score/grade obtained by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021. Thus, this percentage should not be directly compared with the percentage calculated using the weighting method in the previous TSA.
 - The total of percentage figures may not be 100% due to rounding.
 - Participating schools taking either the pen-and-paper mode or the online mode were only allocated one/two of the sub-papers.

+ Due to the design of the STAR platform, "Part" in the paper version is renamed as "Task" in the online version (e.g. from "Part 1A" to "Task 1").
* Correct answer
No or invalid answer

2021

Primary 3 Listening



P3 English Language – Listening

Listening Tasks

- *After School (conversation)*
- *At the Park (conversation)*
- *Uncle Peter's Photos (conversation)*
- *School Picnic (conversation)*
- *Paul and David (story)*
- *Helen is Sorry (conversation)*



2021 P3 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
<p>L2-L-1-P3BC</p> <p>Discriminating between common words with a small range of vowel and consonant sounds</p>	<p>Sound discrimination</p>	<p>3EL1 P2 Q.6 3EL3 P1B Q.3 3EL1/2 P1B Q.2</p>
<p>L2-L-3-P3BC</p> <p>Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents</p>	<p>Key words</p> <p>Connection between ideas</p> <p>Intonation</p>	<p>3EL1 P2 Q.3 3EL1 P2 Q.9 3EL2 P1A Q.2 3EL1/3 P1A Q.4 3EL1/2 P1B Q.3 3EL2/3 P2 Q.5 3EL2 P1A Q.5 3EL3 P1B Q.2</p>



2021 P3 Listening Performance of Participating Students (Strengths)

- identify key words on familiar topics or on topics related to daily life experiences with verbal and pictorial cues
- understand the connection between ideas using cohesive devices
- understand ideas in the spoken texts linked by 'because'
- understand basic differences in intonation
- discriminate between common words with a small range of consonant sounds and ending sounds



Performance of Participating Students (Strengths)

P3 English Listening

Key Words

Familiar Topic:
Subjects

3EL1 P2 Q3

3. Uncle Peter's favourite subject was _____.

- A. Chinese
- B. English
- C. Maths
- D. PE

Students were able to

- follow the conversation
- identify 'English'

Uncle Peter:

Do you know what my favourite subject was?

Helen:

Hmm, PE? Maths? Chinese?

Uncle Peter:

No! I loved English. // (beep) (8-second pause)



Key Words

Familiar Topic:
Places

3EL1 P2 Q9

9. The dog liked to play _____.

- A. in the playground
- B. at home
- C. in the school
- D. in the park

Students were able to

- follow the conversation
- identify 'in the park'

Helen: Oh, the dog in this photo was cute.

Uncle Peter: It was Bobby. It did not like to stay at home. It liked to play in the park.

Helen: These are very interesting photos, Uncle Peter. // (beep)(8-second pause)



Key Words

**Related to Daily Life Experiences:
Quantity**

3EL2 P1A Q2

2. Helen wants to buy _____ cupcakes for the picnic.

- A. two
- B. three
- C. five
- D. six

Students were able to

- **follow the conversation**
- **identify 'six'**

Dad: Do you want to buy anything? I can help you.

Helen: Yes. Please buy two bottles of lemon tea, three bags of potato chips and six cupcakes. They are for my classmates.

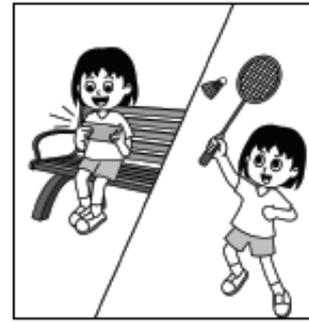
Dad: Sure. // (beep)(8-second pause)



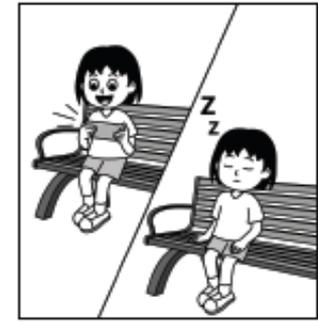
Connection between Ideas
also

Students were able to understand the ideas linked by 'also'.

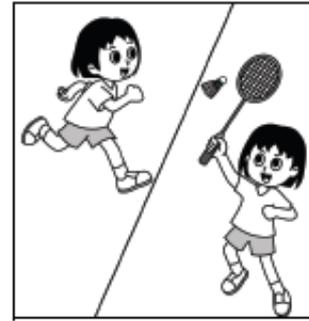
3. What does Helen do in the park?



A.



B.



C.



D.

Aunt Mary:

What do you do there?

Helen:

I go running and I also play badminton there.

Aunt Mary:

That's good. Don't play games on your phone or sleep all the time.
(beep)(8-second pause)



Performance of Participating Students (Strengths)

P3 English Listening

Connection between Ideas

but

3EL1/3 P1A Q4

4. After dinner, Helen likes _____ most.

- A. watching TV
- B. reading
- C. making models
- D. playing the piano

Students were able to understand the ideas contrasted by 'but'.

Mr Ho: What do you like to do after dinner?

Helen: I sometimes make models, watch TV or read books. But I like playing the piano most.

Mr Ho: That's good! // (beep)(8-second pause)



Connection between Ideas

because

3EL2/3 P2 Q5

5. Paul is afraid because _____

- A. he cannot find the river
- B. the forest is dark
- C. David is slow
- D. David laughs at him

Students were able to understand the ideas linked by 'because'.

Mum:

One day, they play hide-and-seek in the forest. Paul cannot find David. Paul is afraid because the forest is dark. He runs to the Kong River.

Narrator:

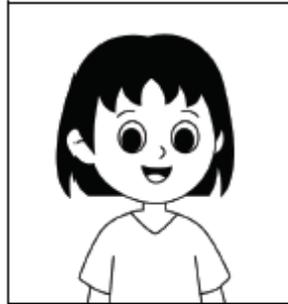
Question 5. Paul is afraid because _____. // (beep)(8-second pause)
Question 6. Paul runs to the _____ River. // (beep)(8-second pause)



5. How does Helen feel?



A.



B.



C.



D.

Intonation

Puzzled

3EL2 P1A Q5

Students were able to use the verbal cue:

‘But I don’t know what she likes.’



Helen:

Dad, I want to buy some food for Miss Chan. But I don’t know what she likes. (*puzzled tone*) // (*beep*)(8-second pause)



Performance of Participating Students (Strengths)

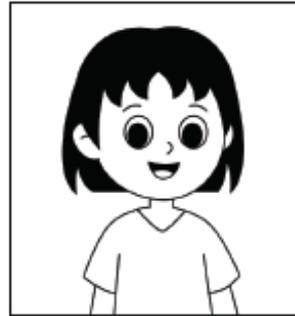
3EL3 P1B Q2

P3 English Listening

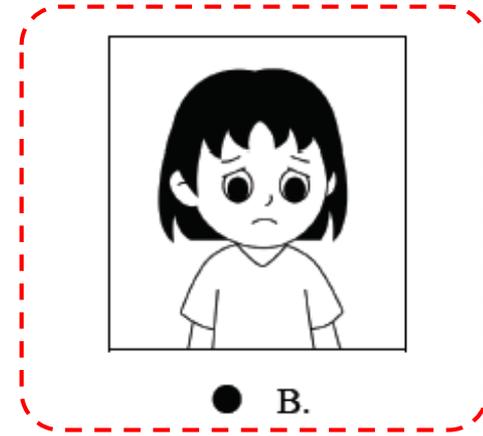
Intonation

Sad

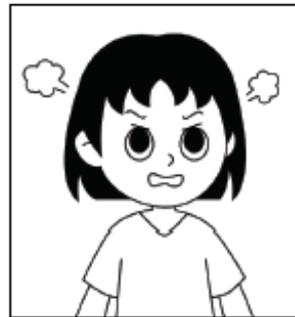
2. How does Helen feel?



A.



B.



C.



D.

Students were able to use the verbal cue:

‘My friend does not want to talk to me.’

Helen: No, Grandpa, I don't want to eat now.

Grandpa: What's wrong?

Helen: My friend does not want to talk to me. *(sad tone)* // *(beep)* *(8-second pause)*



Sound Discrimination

Bing

Ling, Ming, Ting

3EL3 P1B Q3

Students were able to discriminate the initial consonants.

Grandpa: Which friend?

Helen: Bing Bing. // (beep)(8-second pause)

3. Who is Helen's friend?

- A. Bing Bing
- B. Ling Ling
- C. Ming Ming
- D. Ting Ting



Ron

Rob, Rod, Rock

3EL1 P2 Q6

Students were able to discriminate the ending sounds.

Helen: Who was this boy next to you?

Uncle Peter: He was my best friend, Ron. // (beep)(8-second pause)

6. Uncle Peter's best friend was _____.

- A. Rob
- B. Rod
- C. Rock
- D. Ron



2021 P3 Listening
Performance of Participating Students
(Weakness)

- discriminate vowel sounds

Sound Discrimination

3EL1/2 P1B Q2

Some students found it challenging to discriminate the vowel sounds.

2. Which park does Helen go to?
- A. Lana Park
 - B. Lina Park
 - C. Lona Park
 - D. Luna Park

Aunt Mary: Which park do you go to?

Helen: We go to Lina Park. // (beep)(8-second pause)



Performance of Participating Students in Listening: very good

- Students were able to identify key words on familiar topics/related to daily life experiences.
- They could understand the connection between ideas (e.g. because, also, but).
- They were able to understand basic differences in intonation (e.g. puzzled, sad).
- They could discriminate words with a small range of consonant sounds.

Suggestions for Follow-up in Learning and Teaching

- exposure to a wider range of vowel and ending sounds



P3 English Reading

Performance Analysis for Participating Schools



Performance Analysis (Qualitative)

SAMPLE

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Gainful Use
of
TSA 2021 Materials

Primary 3 Reading

Analysis of Students' Overall Performance
of Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

December 2021

1. Introduction

- There were three Reading sub-papers in Primary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2021 Materials" (GU 2021). Participating schools taking either the pen-and-paper mode or the online mode on the Student Assessment Repository (STAR) platform were allocated one of the Reading sub-papers.
- The contents of this report include:
 - Section 2: Overall correct percentage (facility index, FI) of participating schools in each reading sub-paper
 - Section 3: The observations of students' overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the reading papers of GU 2021. They are the raw data that illustrate all participating students' performance in GU 2021.

English Reading

Performance Analysis (Qualitative)

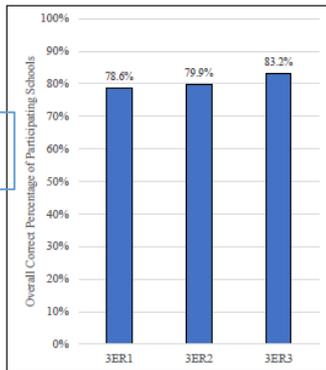
2. Students' Overall Performance of Participating Schools in GU 2021 English Reading

Each student attempted one of the three Reading sub-papers. The duration of each sub-paper was 20 minutes. Table 1 and Figure 1 show the overall performance of Primary 3 students taking the Reading assessment in each sub-paper.

Table 1 Overall Correct Percentage of Participating Schools in Each Reading Sub-Paper

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
3ER1: Reading	78.6
3ER2: Reading	79.9
3ER3: Reading	83.2

Figure 1 Overall Correct Percentage of Participating Schools in Each Reading Sub-Paper



Fictitious figures

Overall correct % for each sub-paper and presented in a bar chart

¹ of all items listed using considering the ed with the

3. General Observations on Students' Overall Performance in GU 2021 English Reading

Skill	Observations
Reading	<ul style="list-style-type: none"> The reading performance of students was good. Most students could recognise key words on familiar topics (e.g. prices and ages). By referring to the advertisement about cooking classes, they could recognise '\$400' as the price that David had to pay to join Class C. When referring to the advertisement about summer activities, the majority of students could recognise '8' as the age in which the activities were targeted for.

Overall Performance of all participating schools

key words related to daily (and feelings). By referring to could identify what Tom did words 'plays the piano'. When students could recognise key e to tell that Billy was happy e straightforward contextual

ausal relationship of ideas . They were able to identify ng to the story 'I am happy

- Many students could understand the connection of ideas in an advertisement. By referring to the teachers in the advertisement, students could identify 'Auntie May' as the teacher who taught two classes in the summer classes.
- The majority of students were able to understand the connection between ideas by following pronoun references in a story. They were able to interpret 'She' as 'Mandy' by reading 'Mandy makes a mango and strawberry cake. She does not...'. However, quite a number of students were able to interpret 'They' as 'the small birds' by reading 'All the small birds come out. They sing...'.¹
- Many students were able to predict the meaning of unfamiliar words in a story. They could predict the meaning of the unfamiliar word 'worried' correctly with the help of the contextual clue 'looks sad' and the pictorial cues given in the options.
- A considerable number of students could understand the ideas linked by 'also' in a story. When asked what Billy put on the tree, students could identify 'lights' and 'balls' by referring to the story 'He puts lights on the tree. He also puts colourful balls on it.'



Performance Analysis (Quantitative)

Information Analysis Report

Question & Answer

Information Analysis

School Percentage

Overall % of Participating Schools

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SAMPLE

學校名稱: School Name:
 級別 Level: 小三 Primary 3
 科目 Subject: English Language
 範疇 Dimension: Reading
 卷別 Paper: 3ER3
 學生人數 Number of students: 33

Fictitious figures

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 ^{1,2,4} School percentage ^{1,2,4} (%)	參與學校整 體百分率 ^{3,4} Overall percentage of participating schools ^{3,4} (%)
P1 Q01	1. The children seem to make _____ in Class A. <input type="radio"/> A. apple pie <input type="radio"/> B. cookies <input type="radio"/> C. pizza <input checked="" type="radio"/> D. sushi	A Students might have overlooked 'Class A' in the question and looked at the wrong part of the advertisement/ might have missed 'Sushi' and were possibly distracted by 'Apple Pie'.	3.0	1.8
		B Students might have overlooked 'Class A' in the question and looked at the wrong part of the advertisement/ might have missed 'Sushi' and were possibly distracted by 'Cookies'.	7.1	3.2
		C Students might have overlooked 'Class A' in the question and looked at the wrong part of the advertisement/ might have missed 'Sushi' and were possibly distracted by 'Pizza'.	8.9	1.0
		D* Students were able to recognise 'Sushi' in the advertisement.	81.0	93.5
		U#	0.0	0.5

- Remark(s): 1. Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.
 2. "School percentage" refers to the percentage of each option chosen or score/grade obtained by students in the school.
 3. "Overall percentage of participating schools" refers to the percentage of each option chosen or score/grade obtained by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021. Thus, this percentage should not be directly compared with the percentage calculated using the weighting method in the previous TSA.
 4. The total of percentage figures may not be 100% due to rounding.
 5. Participating schools taking either the pen-and-paper mode or the online mode were only allocated one/two of the sub-papers.

* Correct answer
 # No or invalid answer



2021

Primary 3 Reading



2021 P3 English Language – Reading

Reading Tasks:

- *Cooking Classes (advertisement)*
- *My Classmates (notes)*
- *Christmas Tree (story)*
- *Summer Activities (advertisement)*
- *David's Family (notes)*
- *Dad's Birthday Cake (story)*



2021 P3 Reading

Performance of Participating Students (Strengths)

- recognise key words on familiar topics/related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection of ideas in an advertisement
- understand the connection of ideas by following pronoun reference in a story
- predict the meaning of unfamiliar words



Performance of Participating Students (Strengths)

P3 English Reading

3ER1/3 P1 Q3

Key Words
Familiar Topic:
Prices

3. David wants to join Class C. He must pay _____.

A. \$270

B. \$300

C. \$400

D. \$555

Part 1

David is reading an advertisement about cooking classes.

Read the advertisement.

**Cooking Classes for Children
with Auntie Anna**



Class B
Apple Pie
1st, 8th, 15th April
(Thursdays)
9 am – 11 am \$270

Class A
Sushi
8th, 15th, 22nd March
(Mondays)
3 pm – 5 pm \$300



Sara's Activity Centre
20/F, Ming Building,
555 Apple Road,
Central

Class C
Pizza + Cookies
7th, 9th, 14th, 16th April
(Wednesdays and Fridays)
10 am – 12 noon \$400

To join our classes, call Tammy on 4011 0560.

Students were able to recognise '\$400' in the advertisement.



Performance of Participating Students (Strengths)

P3 English Reading

Key Words

Familiar Topic:

Ages

3ER2 P1 Q2

2. The activities are for children of age _____.

- A. 2
- B. 4
- C. 8
- D. 10

Part 1
David is reading an advertisement about summer activities.
Read the advertisement.

Summer Activities 

Dates: 4th August (Tuesday) – 7th August (Friday)
Time: 10 am – 11 am
Age: 8

Tuesday
Story Writing 
Teacher: Uncle Jacky

Wednesday
Face Painting 
Teacher: Auntie May

Thursday
Sing and Dance 
Teacher: Uncle Sam

Friday
Making Balloon Toys 
Teacher: Auntie May

King Centre, 2 – 3 Happy Road, Sha Tin
Join us! Call 4160 0193.

Students were able to recognise 'Age:8' in the advertisement.



Performance of Participating Students (Strengths)

P3 English Reading

Key Words

Related to Daily Life Experiences:

Musical Instruments

Part 2

David is writing some notes about his classmates.

Read the notes.

My Classmates



Sam plays basketball with his brother Peter on Saturdays. He helps his sister with English because he is good at it. He likes to play chess.

Jane loves Music lessons. She plays the guitar, violin and drums. On Sundays, she goes shopping with her mum and dad.



Tom reads Chinese books every evening. He also plays the piano.

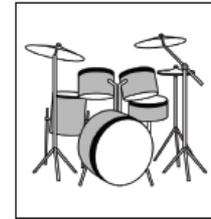
Mary's favourite subject is Maths. She helps her mum cook every day. At night, she watches TV.



5. What does Tom play?



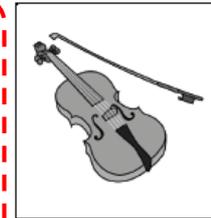
A.



B.



C.



D.

Students were able to recognise 'plays the piano' in the notes.

10



Performance of Participating Students (Strengths)

P3 English Reading

Key Words

Related to Daily Life Experiences:

Feelings

3ER1/2 P3 Q8

Students were able to recognise 'Billy is happy' in the story.

Part 3

David is reading a story.

Read the story.

Christmas Tree

Christmas is coming. Billy has Christmas cards, candles and bells in his home, but he wants a Christmas tree.

Billy goes to a hill. He takes a big axe with him to cut down a tree. Billy finds a tree. It has many leaves. He wants to cut the tree, but a mother bird flies out and stops him. She is worried and looks sad. The mother bird asks Billy not to cut the tree because it is her lovely home. Billy goes away.

On Christmas Day, Billy goes back to the tree. He puts lights on the tree. He also puts colourful balls on it. He says to the mother bird, "Merry Christmas!" All the small birds come out. They sing Christmas songs for him. Billy is happy.

8. At the end of the story, Billy is _____.

- A. happy
- B. big
- C. small
- D. sad



Connection between Ideas and

Part 2

David is writing some notes about his classmates.

Read the notes.

My Classmates



Sam plays basketball with his brother Peter on Saturdays. He helps his sister with English because he is good at it. He likes to play chess.

5

Jane loves Music lessons. She plays the guitar, violin and drums. On Sundays, she goes shopping with her mum and dad.



10



Tom reads Chinese books every evening. He also plays the piano.



Mary's favourite subject is Maths. She helps her mum cook every day. At night, she watches TV.

3ER1 P2 Q4

4. Who goes shopping with Jane?

- A. her mum and sister
- B. her mum and dad
- C. her sister and brother
- D. her brother and dad

Students were able to understand the connection of ideas linked by 'and'.

Performance of Participating Students (Strengths)

P3 English Reading

Connection between Ideas in the Advertisement

3ER2 P1 Q5

Part 1

David is reading an advertisement about summer activities.

Read the advertisement.

5. Who teaches two classes?

Summer Activities 

Dates: 4th August (Tuesday) – 7th August (Friday)
Time: 10 am – 11 am
Age: 8

Tuesday
Story Writing
Teacher: Uncle Jacky 

Wednesday
Face Painting
Teacher: Auntie May 

Thursday
Sing and Dance
Teacher: Uncle Sam 

Friday
Making Balloon Toys
Teacher: Auntie May 

King Centre, 2 – 3 Happy Road, Sha Tin
Join us! Call 4160 0193.

- A. Uncle Jacky
- C. Uncle Sam

- B. Uncle King
- D. Auntie May

Students were able to understand the connection of two pieces of information in the advertisement.



Connection between Ideas because

3ER3 P3 Q8

Part 3

David is reading a story.

Read the story.

Dad's Birthday Cake

Mandy likes cooking. She makes Dad a birthday cake. Her mum and sister help her.

Mandy makes a mango and strawberry cake. She does not put peaches or grapes on it because Dad does not like them. She makes it from 2 to 4 pm. Mandy puts 5 candles on the cake because Dad is 50. The cake is ready. Mandy takes a photo of the cake and writes a birthday card. She takes the cake out of the kitchen. Her dog Coco is sleeping on the floor. She does not see Coco. She falls on it and drops the cake. Mandy is upset and feels sad.

Dad comes home. Mandy can only show him the photo of the birthday cake. Dad says, "I am happy because I can look at the cake every day." Mandy smiles again.

8. Read lines 13 – 14. Dad is happy because _____.

- A. he is 50
- B. Coco is sleeping
- C. he likes cooking
- D. he can look at the cake every day

Students were able to understand the connection of ideas linked by 'because'.



Performance of Participating Students (Strengths)

Connection between Ideas

Following Pronoun Reference in a Story:

She

P3 English Reading

3ER3 P3 Q3

Part 3

David is reading a story.

Read the story.

3. Read line 4. The word 'She' refers to _____

- A. Mandy
- B. Coco
- C. Mandy's sister
- D. Mandy's mum

Students understood that 'She' refers to 'Mandy'.

Dad's Birthday Cake

Mandy likes cooking. She makes Dad a birthday cake. Her mum and sister help her.

Mandy makes a mango and strawberry cake. She does not put peaches or grapes on it because Dad does not like them. She makes it from 2 to 4 pm. Mandy puts 5 candles on the cake because Dad is 50. The cake is ready. Mandy takes a photo of the cake and writes a birthday card. She takes the cake out of the kitchen. Her dog Coco is sleeping on the floor. She does not see Coco. She falls on it and drops the cake. Mandy is upset and feels sad.

Dad comes home. Mandy can only show him the photo of the birthday cake. Dad says, "I am happy because I can look at the cake every day." Mandy smiles again.



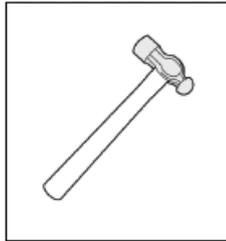
Unfamiliar Words

Axe

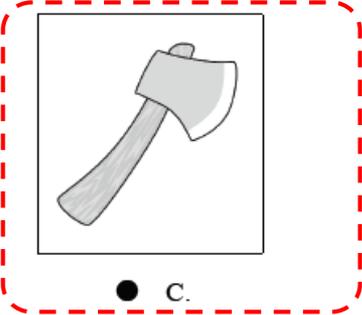
2. Read lines 4 – 5. What does Billy take with him?



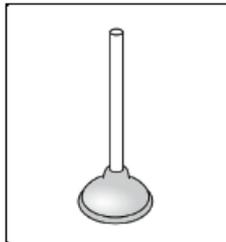
A.



B.



C.



D.

Pictorial cue

Part 3
David is reading a story.
Read the story.

Christmas Tree

Christmas is coming. Billy has Christmas cards, candles and bells in his home, but he wants a Christmas tree.

Billy goes to a hill. He takes a big axe with him to cut down a tree. Billy finds a tree. It has many leaves. He wants to cut the tree, but a mother bird flies out and stops him. She is worried and looks sad. The mother bird asks Billy not to cut the tree because it is her lovely home. Billy goes away.

On Christmas Day, Billy goes back to the tree. He puts lights on the tree. He also puts colourful balls on it. He says to the mother bird, "Merry Christmas!" All the small birds come out. They sing Christmas songs for him. Billy is happy.

Contextual clue

Students were able to understand the meaning of the unfamiliar word by using the contextual clue 'to cut down a tree'.



2021 P3 Reading Performance of Participating Students (Weaknesses)

- recognise key words on familiar topics
- understand the connection between ideas using cohesive devices
- following pronoun reference

Performance of Participating Students (Weaknesses)

P3 English Reading

3ER1/3 P1 Q5

Part 1

David is reading an advertisement about cooking classes.

Read the advertisement.

**Cooking Classes for Children
with Auntie Anna**



Class A
Sushi
8th, 15th, 22nd March
(Mondays)
3 pm – 5 pm **\$300**

Class B
Apple Pie
1st, 8th, 15th April
(Thursdays)
9 am – 11 am **\$270**

Class C
Pizza + Cookies
7th, 9th, 14th, 16th April
(Wednesdays and Fridays)
10 am – 12 noon **\$400**



Sara's Activity Centre
20/F, Ming Building,
555 Apple Road,
Central

To join our classes, call Tammy on 4011 0560.

Key words

Familiar Topic:

Names

Some students failed to recognise 'Tammy' in the advertisement.

5. David wants to join a cooking class. He can call _____.

A. Tammy

B. Ming

C. Apple

D. April

Connection between Ideas also

3ER1/2 P3 Q6

6. On Christmas Day, Billy puts _____ on the tree.

- 1) Christmas bells
- 2) Christmas cards
- 3) lights
- 4) balls

- A. 1 and 2
- C. 2 and 3

- B. 1 and 4
- D. 3 and 4

Part 3

David is reading a story.

Read the story.

Christmas Tree

Christmas is coming. Billy has Christmas cards, candles and bells in his home, but he wants a Christmas tree.

Billy goes to a hill. He takes a big axe with him to cut down a tree. Billy finds a tree. It has many leaves. He wants to cut the tree, but a mother bird flies out and stops him. She is worried and looks sad. The mother bird asks Billy not to cut the tree because it is her lovely home. Billy goes away.

On Christmas Day, Billy goes back to the tree. He puts lights on the tree. He also puts colourful balls on it. He says to the mother bird, "Merry Christmas!" All the small birds come out. They sing Christmas songs for him. Billy is happy.

5

10

Some students were not able to understand the connection of ideas linked by 'also'.



Connection between Ideas

Following Pronoun Reference in a Story:
They

3ER1/2 P3 Q7

Part 3

David is reading a story.

Read the story.

7. Read line 12. The word 'They' refers to _____.

- A. the small birds
- B. the balls
- C. the leaves
- D. the mother bird and Billy

Some students found it difficult to follow the pronoun reference in a story and failed to understand that 'They' refers to 'the small birds'.

Christmas Tree

Christmas is coming. Billy has Christmas cards, candles and bells in his home, but he wants a Christmas tree.

Billy goes to a hill. He takes a big axe with him to cut down a tree. Billy finds a tree. It has many leaves. He wants to cut the tree, but a mother bird flies out and stops him. She is worried and looks sad. The mother bird asks Billy not to cut the tree because it is her lovely home. Billy goes away.

On Christmas Day, Billy goes back to the tree. He puts lights on the tree. He also puts colourful balls on it. He says to the mother bird, "Merry Christmas!" All the small birds come out. They sing Christmas songs for him. Billy is happy.



Conclusion

Performance of Participating Students in Reading: good

- Students could recognise key words and understand the connection of ideas in advertisements, notes and stories.
- They could predict the meaning of unfamiliar words with contextual clues and pictorial cues.
- They could understand the connection between ideas when the ideas were linked by 'and' and 'because'.
- The performance of students in following pronoun references was unstable.

Suggestions for Follow-up in Learning and Teaching

- exposure to different cohesive devices (e.g. also)
- teach students how to follow pronoun reference in continuous prose (e.g. stories)
- teach students to look for contextual clues and pictorial cues to work out the meaning of unfamiliar words



P3 English Writing

Performance Analysis for Participating Schools



Performance Analysis (Qualitative)

CONFIDENTIAL

Gainful Use
of
TSA 2021 Materials

Primary 3 Writing

Analysis of Students' Overall Performance
of Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

December 2021

English Writing

SAMPLE

1. Introduction

- There were three Writing sub-papers in Primary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2021 Materials" (GU 2021). Participating schools were allocated one of the Writing sub-papers.
- The contents of this report include:
 - Section 2: Overall percentage of participating schools in each writing sub-paper
 - Section 3: The observations of students' overall performance in this section are based on the score percentages of the assessment criteria in the writing papers of GU 2021. They are the raw data that illustrate all participating students' performance in GU 2021.

2. Students' Overall Performance of Participating Schools in GU 2021 English Writing

- Each student attempted one of the three Writing sub-papers. The duration of each sub-paper was 10 minutes. For each writing task, the range of scores for Content is 0-3, Language is 0-3.
- In the first writing task 'Little Tom' (3EW1), students were asked to write a story about Little Tom and his dog based on the pictures provided. For the second writing task 'My Favourite Place' (3EW2) and the third writing task 'My School' (3EW3), students were asked to respond to questions and pictorial prompts and write about the place they liked to go to and about their school respectively.
- Table 1 and Figure 1 show the overall performance of Primary 3 students taking the Writing assessment in each sub-paper.

Table 1 Overall Percentage of Participating Schools in Each Writing Sub-Paper

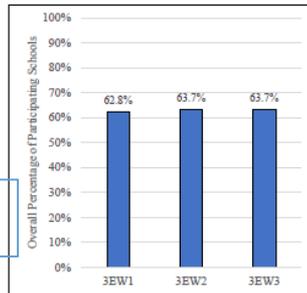
Paper: Skill	Overall Percentage of Participating Schools (%) ¹
3EW1: Writing	62.8
3EW2: Writing	63.7
3EW3: Writing	63.7

Fictitious figures

SAMPLE

Performance Analysis (Qualitative)

Figure 1 Overall Percentage of Participating Schools in Each Writing Sub-Paper



Fictitious figures

3. Overall correct % for each sub-paper and presented in a bar chart

Writing
<ul style="list-style-type: none"> The writing performance of students was satisfactory. In the writing task 'Little Tom', students were given word prompts 'give / ice cream', 'jump / fall' and 'cry / angry' for the three pictures. Students in general were able to provide a factual account of the story based on the pictures using the word prompts. The description was quite clear. For example, 'mum gives Tom ice cream eats. Tom is happy, the dog wants it, the dog jump to Tom. the ice cream fall on the floor...mum is angry.' Students could provide a brief ending to the story, for example, 'Mum buy Tom a new ice cream.' However, some students were not able to use 'jump' and 'fall' correctly (e.g. 'dog jump fall...'). The more capable students could provide ideas with some supporting details to the story, for example, 'Mom gave little Tom some ice cream. His dog want some too but dogs can't eat ice cream. Then the dog jumps and the ice cream fall...Mom was angry when she saw the dog is eating

HKEEA

2

Skill	Observations
	<p>ice cream...Mom gave Tom a new ice cream and put the dog away from Tom and the ice cream'.</p> <ul style="list-style-type: none"> In the writing task 'My Favourite Place', students were asked to write about the place they liked to go to. Question prompts were given to help students: 'Where do you like to go?', 'Who goes there with you?', 'What do you see there?', 'What do you do there?' and 'How do you feel when you are there? Why?' Students in general were able to respond to the questions with brief and relevant ideas. They were able to name their favourite place and what they saw and did there. They also wrote about how they felt when they were there and why. The ideas were quite clear. For example, '...I like to go to Monkey country park. My dad and I go to there. I can see Monkeys. I ride bicycle and fly kites. I feel happy because I can see a lot of monkeys.'
	<p>Overall Performance of all participating schools</p> <p>relevant to the and coherent. here with me I play in the happy when I te about their ow do you go l at school?', your school? questions with they went to school and what they did there. They could also write why they liked their school. The ideas were quite clear. For example, 'I go to school by bus. I play football at school. I feel happy at school. My best friend is Luky. I like the school because I like with classmate play at school.'</p> <ul style="list-style-type: none"> The more capable students were able to provide relevant ideas to the questions. The ideas were clear and coherent. Some supporting details were given. For example: 'I go to school on foot with my sister. I like talking with my classmate and play with them. I feel very happy at school. My best friend is Derek, he is tall and he always makes us laugh. I like my school because school is fun.' Some students were able to use a limited range of vocabulary in the writing tasks. The vocabulary was generally related to the topic, for example, 'mum', 'happy' and 'eat' (3EW1), 'dad', 'tree' and 'fun' (3EW2), 'bus', 'play' and 'good' (3EW3). They wrote short and simple sentences, for example, 'Little Tom was very happy', 'The dog jump and

HKEEA

3



Performance Analysis (Quantitative)

Item Analysis Report

Assessment
Criterion

Score/Grade

School Percentage

Overall % of
Participating
Schools

SAMPLE

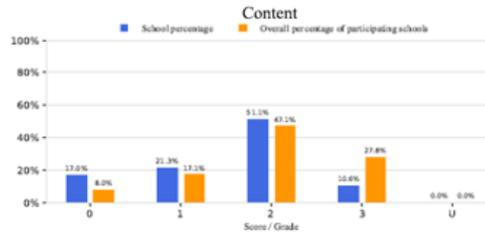
Fictitious figures

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料題目分析報告
Item Analysis Report on Gainful Use of TSA 2021 Materials

機 密
Confidential

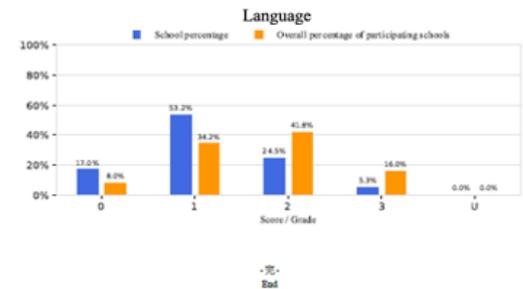
學校名稱:
School Name:

級別 Level: 小三 Primary 3
科目 Subject: English Language
範疇 Dimension: Writing
卷別 Paper: 3EW1
學生人數 Number of students: 32



Remark(s): 1. Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.
2. "School percentage" refers to the percentage of each score/grade obtained by students in the school.
3. "Overall percentage of participating schools" refers to the percentage of each score/grade obtained by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021. Thus, this percentage should not be directly compared with the percentage calculated using the weighting method in the previous TSA.
4. The total of percentage figures may not be 100% due to rounding.
5. Participating schools taking either the pen-and-paper mode or the online mode were only allocated one-two of the sub-papers.

1



Remark(s): 1. Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.
2. "School percentage" refers to the percentage of each score/grade obtained by students in the school.
3. "Overall percentage of participating schools" refers to the percentage of each score/grade obtained by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021. Thus, this percentage should not be directly compared with the percentage calculated using the weighting method in the previous TSA.
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5. Participating schools taking either the pen-and-paper mode or the online mode were only allocated one-two of the sub-papers.

2



2021

Primary 3 Writing



2021 P3 Exemplar Items (Writing)

Basic Competency Descriptors	Exemplars
<p>L2-W-3-P3BC</p> <p>Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues</p>	<p><u>Little Tom</u> Exemplar 1 Exemplar 2</p>
<p>L2-W-4-P3BC</p> <p>Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes</p>	<p><u>My favourite Place</u> Exemplar 3 Exemplar 4</p> <p><u>My School</u> Exemplar 5 Exemplar 6</p>

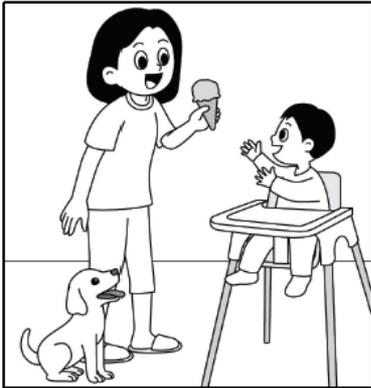
Little Tom

3EW1

You are writing a story about little Tom and his dog.

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.



give / ice cream



jump / fall



cry / angry



2021 P3 Writing Writing Marking Scheme (Little Tom)

Education Bureau
Territory-wide System Assessment 2021
Primary English Language
Writing
Marking Scheme

3EW1

Little Tom

Score Level	Content	Language
3	<ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with some supporting details The description is clear and coherent. Provides an ending to the story 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with <i>minor*</i>, few or no grammatical and spelling mistakes <i>* errors that do not affect comprehension</i>
2	<ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with almost no supporting details The description is quite clear. May provide an ending to the story 	<ul style="list-style-type: none"> Uses a <i>limited range*</i> of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Uses a <i>very limited range*</i> of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes <i>* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</i>
1	<ul style="list-style-type: none"> The ideas used to write the story are very limited. <p>OR</p> <ul style="list-style-type: none"> The story is unclear or disconnected, which may confuse the reader. <p>OR</p> <ul style="list-style-type: none"> The story might have some irrelevant ideas. 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	<ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p>OR</p> <ul style="list-style-type: none"> The ideas are just a repetition of the prompts. 	<ul style="list-style-type: none"> The language is incomprehensible.
U	<ul style="list-style-type: none"> No attempt is made (blank script) 	<ul style="list-style-type: none"> No attempt is made (blank script)

2021 P3 Writing Performance of Participating Students

Little Tom – Content

- wrote a short story with word prompts: give, ice cream, cry, angry
- provided a story about what happened to little Tom based on the pictures
- provided an ending to the story
- the description was quite clear
- a familiar topic to students
- could not use *'jump'* and *'fall'* correctly



2021 P3 Writing
Performance of Participating Students
Writing (Little Tom) – Content

Providing Ideas Based on Pictures and Word Prompts

- *‘Mom gave little Tom some ice cream.’*
- *‘Tom is happy.’*
- *‘The dog looked at the ice cream.’*



2021 P3 Writing
Performance of Participating Students
Writing (Little Tom) – Content

Providing Ideas Based on Pictures and Word Prompts

- *‘The dog want ice cream.’*
- *‘The dog jump to Tom.’*
- *‘The ice cream fall on the floor.’*



2021 P3 Writing
Performance of Participating Students
Writing (Little Tom) – Content

Providing Ideas Based on Pictures and Word Prompts

- *‘The dog eats ice cream.’*
- *‘Tom cry and mum is angry.’*



2021 P3 Writing
Performance of Participating Students
Writing (Little Tom) – Content

Providing an Ending to the Story

- *‘Then mum give the baby some yummy ice cream.’*
- *‘Mum buy Tom a new ice cream.’*
- *‘Mum shout at it and gave a new ice cream Sam.’*
- *‘At the end she took the dog to punish the dog in a corner.’*

2021 P3 Writing
Performance of Participating Students
Writing (Little Tom) – Language

Using Vocabulary Related to the Topic

- *today, in the morning, one day*
- *Mum, dad, happy, eat*
- *table, floor*
- *sad, happy, new, yummy*



Performance of Participating Students
Writing (Little Tom) – Language

Providing Short and Simple Sentences

- *‘Little Tom was happy.’*
- *‘The dog jump and the ice cream fall.’*
- *‘The dog eats the ice cream.’*

Using a Limited Range of Cohesive Devices

- *‘He cry and Mom is angry.’*
- *‘...my dog look at my ice cream. Then my dog jump to eat the ice cream...’*
- *‘Mum give ice cream for the baby but the dog want the ice cream...’*

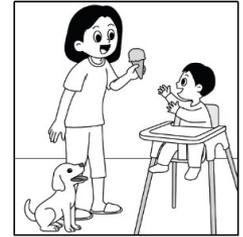


Exemplar 1



[Mom gave little Tom some ^① ice cream. His dog ^① want some too but dogs can't eat ice cream.] Then [the dog ^① jump] and the ice cream fall on the floor. Mom was angry when she saw the dog is eating ice cream from the floor and little Tom is crying.

^② [Mom gave Tom a ^① new ice cream and put the dog ^① away from Tom and the ice cream.]

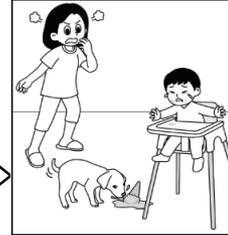
**Content**

- ① Provides a factual account of the story based on the pictures with some supporting details. The description is clear and coherent.
- ② Provides an ending to the story.

Language

- Uses a small range of vocabulary: *want, too, floor, new, away from*
- Uses a small range of sentence patterns with minor, few or no grammatical and spelling mistakes: *Mom gave little Tom some ice cream. His dog want some too but dogs can't eat ice cream. Then the dog jump and the ice cream fall on the floor. ...Mom gave Tom a new ice cream and put the dog away from Tom...*
- Uses a small range of cohesive devices: *but, Then, and, when*

Exemplar 2



[MUM gives Tom ^① ice cream. eats.] [Tom is happy. the dog ^① wants it.]
 [the dog jump ^① to Tom.] the ice cream fall on the floor. the dog eat
 ice cream and Tom cry. mum is angry. ^② [Mum buy Tom a ^① new ice cream]

Content

- ① Provides a factual account of the story based on the pictures with almost no supporting details. The description is quite clear.
- ② Provides an ending to the story.

Language

- Uses a limited range of vocabulary: *wants, floor, new*
- Uses a limited range of sentence patterns with some grammatical mistakes:
mum gives Tom ice cream eats...the dog jump to Tom... the dog eat ice cream and Tom cry ...Mum buy Tom a new ice cream.
- Uses a limited range of cohesive devices: *and*

My Favourite Place

P3 English Writing

3EW2

David is writing a letter to his friend Paul about **ONE** place he likes to go to.

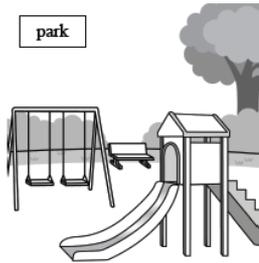
You are David. Write the letter in about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

- ◆ Where do you like to go?
- ◆ Who goes there with you?
- ◆ What do you see there?
- ◆ What do you do there?
- ◆ How do you feel when you are there? Why?

e.g.

park



e.g.



4th June 20XX

Dear Paul,

How are you? I want to tell you I like to go to

Your friend,
David



2021 P3 Writing

Writing Marking Scheme (My Favourite Place)

Education Bureau
Territory-wide System Assessment 2021
Primary English Language
Writing
CANCELLED
Marking Scheme

3EW2

My Favourite Place

Score Level	Content	Language
3	<ul style="list-style-type: none"> The ideas/responses to the questions are relevant, some supporting details are given. The ideas are clear and coherent. 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes <p><i>*errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> The ideas/responses to the questions are brief* and relevant to the questions. The ideas are quite clear. <p>* almost no supporting details</p>	<ul style="list-style-type: none"> Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes <p>OR</p> <ul style="list-style-type: none"> Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes <p><i>* responds to the questions with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> The ideas/responses to the questions are very limited. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses are unclear or disconnected, which may confuse the reader. <p>OR</p> <ul style="list-style-type: none"> Some ideas/responses to the questions are irrelevant. 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	<ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses to the questions are just a repetition of the questions/prompts. 	<ul style="list-style-type: none"> The language is incomprehensible.
U	<ul style="list-style-type: none"> No attempt is made (blank script) 	<ul style="list-style-type: none"> No attempt is made (blank script)

2021 P3 Writing Performance of Participating Students Writing (My Favourite Place) – Content

- Students wrote about their favourite place.
- Question prompts:
 - Where do you like to go?
 - Who goes there with you?
 - What do you see there?
 - What do you do there?
 - How do you feel when you are there? Why?
- Ideas provided: quite clear



2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Content

Providing Relevant Ideas to the Questions

Where do you like to go?

- *the park, the shopping centre, the beach, my friend's home*

Who goes there with you?

- *'My family go there with me too!'*
- *'My dad and I go to there.'*

2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Content

P3 English Writing

Providing Relevant Ideas to the Questions

What do you see there?

- *'I can see a bug and a bee.'*
- *'I see a toy car.'*
- *'I see a tree.'*

What do you do there?

- *'I play see saw.'*
- *'I play slides and swings with Mum.'*
- *'We go to eat dim sum.'*
- *'I play with my friend in the park.'*



2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Content

Providing Relevant Ideas to the Questions

How do you feel when you are there? Why?

- *‘I feel happy in the park because I can play with my Dad.’*
- *‘I feel happy because there are a lot of toy store.’*
- *‘I feel happy because I can play with him and eat cookies every day.’*

2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Language

Using Vocabulary Related to the Topic

- *near home, tree, slides, swings, shops, supermarkets*
- *dad, mum, friends, children*
- *play on the slide, play football, see a lot of people*
- *happy, good, fun*

2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Language

Providing Short and Simple Sentences

- *‘I go to park with mum.’*
- *‘I go to the shopping centre with my mum.’*
- *‘I like playing in the park.’*
- *‘It is very big.’*
- *‘I go there with mum on Sunday.’*
- *‘I feel happy.’*
- *‘It is fun.’*



2021 P3 Writing
Performance of Participating Students
Writing (My Favourite Place) – Language

Using a Limited Range of Cohesive Devices

- *‘I go to the park with friends and mother.’*
- *‘I am happy because it is fun.’*
- *‘I feel happy because I play in the park.’*

Exemplar 3

P3 English Writing

4th June 20XX

Dear Paul,

How are you? I want to tell you I like to go to the beach. [My family go there with me too!]

I see sand, sea [There is a lot of things I like to see.] I play in the sea, build sandcastle [The beach is a lot of fun!]

[At last, we go back home happily.]

[I feel happy when I was there, because there is a lot of activities in the beach]

Content

- ① Provides relevant ideas to the questions with some supporting details. The ideas are clear and coherent.

Language

- Uses a small range of vocabulary: *beach, family, sand, sandcastle, happily, activities*
- Uses a small range of sentence patterns with minor, few or no grammatical and spelling mistakes:
...My family go there with me too!...There is a lot of things I like to see!...The beach is a lot of fun! At last, we go back home happily. I feel happy when I was there, because there is a lot of activities in the beach.
- Uses a small range of cohesive devices: *too, when, because*



4th June 20XX

Dear Paul,

How are you? I want to tell you I like to go to Monkey country park. [My Dad and I^① go to there] [I can see^① Monkeys] [I ride bicycle^① and fly kites.] [I feel happy because I can see a^① lot of monkeys.]

Content

① Provides brief and relevant ideas to the questions. The ideas are quite clear.

Language

- Uses a very limited range of vocabulary: *country park, ride bicycle, fly kites*
- Uses a very limited range of sentence patterns with few or no grammatical and spelling mistakes: *My Dad and I go to there...I ride bicycle and fly kites. I feel happy because I can see a lot of monkeys.*
- Uses a very limited range of cohesive devices: *and, because*



My School

P3 English Writing

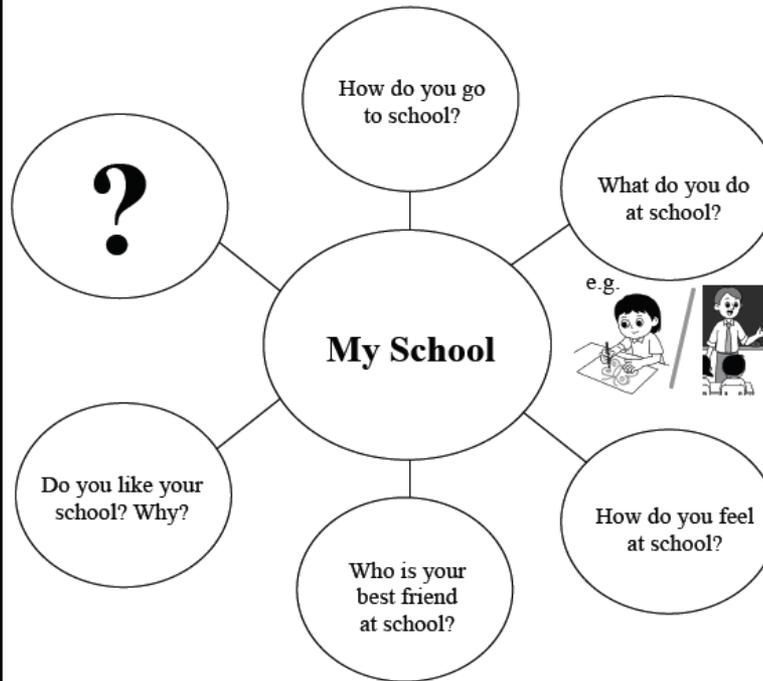
3EW3

You are writing about your school.

Write about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

e.g.



2021 P3 Writing

Writing Marking Scheme (My School)

Education Bureau
Territory-wide System Assessment 2021
Primary 3 English Language
Writing
CANCELLED
Marking Scheme

3EW3

My School

Score Level	Content	Language
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**2021 P3 Writing
Performance of Participating Students
Writing (My School) – Content**

- Students wrote about their school.
- Question prompts:
 - How do you go to school?
 - What do you do at school?
 - How do you feel at school?
 - Who is your best friend at school?
 - Do you like your school? Why?
- Ideas provided: quite clear



2021 P3 Writing
Performance of Participating Students
Writing (My School) – Content

Providing Relevant Ideas to the Questions

How do you go to school?

- *‘I go to school by school bus.’*
- *‘I go to school by bus.’*
- *‘I go to school on foot.’*
- *‘I go to school by MTR.’*

What do you do at school?

- *‘I draw at school.’*
- *‘I play with my friend.’*
- *‘I drew and reading some books with my friend.’*



2021 P3 Writing
Performance of Participating Students
Writing (My School) – Content

P3 English Writing

Providing Relevant Ideas to the Questions

How do you feel at school?

- *‘I feel happy at school.’*
- *‘I feel so good.’*
- *‘I feel so excited.’*

Who is your best friend at school?

- *‘My best friend is Kelly.’*
- *‘My best friend is Ben.’*
- *‘My best friend is Yammy. Her favourite subject is Putonghua.’*



2021 P3 Writing
Performance of Participating Students
Writing (My School) – Content

Providing Relevant Ideas to the Questions

Do you like your school? Why?

- *‘I like my school because I can talk to classmates.’*
- *‘I like my school because all classmates can be my best friend.’*
- *‘I like my school because my school is good.’*

2021 P3 Writing
Performance of Participating Students
Writing (My School) – Language

Using Vocabulary Related to the Topic

- *listen, teacher, draw, play*
- *on foot, bus, school bus, my father's car*
- *happy, good, nice, kind*



**2021 P3 Writing
Performance of Participating Students
Writing (My School) – Language**

Providing Short and Simple Sentences

- *‘I went to school by bus every day.’*
- *‘Alex is my best friend.’*
- *‘I feel very happy at school.’*
- *‘Our teacher is good to me.’*
- *‘I can play with my friend, May.’*



2021 P3 Writing
Performance of Participating Students
Writing (My School) – Language

Using a Limited Range of Cohesive Devices

- *‘I paint pictures at school and listen to the teacher.’*
- *‘She is kind but not hardworking.’*
- *‘I like my school because I feel fun at the school.’*

Exemplar 5

P3 English Writing

[I go to school on foot with my ^① sister]
[I like talking with my ^① classmate
and play with them] [I feel very happy
at school] [My best friend is Derek, he is ^①
tall and he always ^① makes us laugh] I like
my school because school is fun.

Content

- ① Provides relevant ideas to the questions with some supporting details. The ideas are clear and coherent.

Language

- Uses a small range of vocabulary: *on foot, sister, classmate, makes us laugh*
- Uses a small range of sentence patterns with minor, few or no grammatical and spelling mistakes:
I go to school on foot with my sister. I like talking with my classmate and play with them ... My best friend is Derek, he is tall and he always makes us laugh. I like my school because school is fun.
- Uses a small range of cohesive devices: *and, because*



[I go to ① school by bus] [I play ① football at school.] I feel happy at school. [My best ① friend is Luky.]
[I like the school because I like with ① classmate play at school]

Content

① Provides brief and relevant ideas to the questions. The ideas are quite clear.

Language

- Uses a very limited range of vocabulary: *bus, football, classmate*
- Uses a very limited range of sentence patterns with few or no grammatical and spelling mistakes:
I go to school by bus. I play football at school...My best friend is Luky. I like the school because I like with classmate play at school.
- Uses a very limited range of cohesive devices: *because*

Performance of Participating Students - Summary

- subject-verb agreement (e.g. *Mum give the baby ice cream. I loves my school. He play a lot of game with me. My mum and sister is happy. I has a best friend.*)
- errors in tenses and incorrect expressions (e.g. *Tom his dog jump. I like play see saw. I by bus went to the school. I very like my school because I can have they.*)
- errors in the usage of prepositions, singular and plural nouns (e.g. *Mum give a new ice cream for Tom. I feel happy because I can learn a lot of thing at school. She had a big eyes. I like the school because I can talk at classmates.*)
- spelling mistakes on common words related to the topic (e.g. *very/verey, feel/fell, brother/bother, homework/homwrok, by/buy, because/beuses, happy/happe)*



Performance of Participating Students in Writing : satisfactory

Content

- 3EW1: Students were able to provide a story with factual account. The ideas were quite clear and relevant to the pictures. The more able students could provide ideas with some supporting details.
- 3EW2 & 3EW3: Students were able to provide ideas relevant to the topics. Some supporting details were given by the more able students.

Language (3EW1-3)

- Students in general used a limited range of vocabulary, sentence patterns and/or cohesive devices in their writing.
- Common mistakes were found: subject-verb agreement, errors in tenses, incorrect expressions, spelling mistakes

Suggestions for Follow-up in Learning and Teaching

- expose students to a wider variety of vocabulary
- expand their vocabulary bank
- expand on the prompts provided and elaborate on their ideas
- increase students' awareness of possible grammatical and spelling mistakes – establish a habit of peer editing



THANK YOU!

