Gainful Use
of
TSA 2022 Materials

P3 English Language

1. **GU 2022 Assessment Materials**

2. **Performance Analysis for "Gainful Use of TSA 2022 Materials" (GU 2022)**

3. **Overall Performance of P3 Students in Participating Schools in 2022: Listening, Reading & Writing**

4. **Conclusion**

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

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Assessment Materials

Assessment Design

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

Assessment Design

- **Specific question intents - Basic Competency (BC) descriptors* provided by the 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 2022 – 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

➤ Sub-paper Analysis Report (New): School's average percentage versus overall average percentage of participating schools per sub-paper in Chinese Language, English Language, and Mathematics

	Own school	All participating schools
Data analysis of Listening, Reading & Writing **Sub-paper Analysis Report (New)**	✓	✓
Descriptions of Students' Overall Performance in Listening, Reading & Writing		✓

P3 English Listening

Performance Analysis for Participating Schools

Performance Analysis (Qualitative)

SAMPLE

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Gainful Use
of
TSA 2022 Materials

Primary 3 Listening

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

Hong Kong Examinations and Assessment Authority

October 2022

1. **Introduction**

- There were three Listening sub-papers in Primary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2022 Materials" (GU 2022). 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 students' overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the listening papers of GU 2022. They are the raw data that illustrate all participating students' performance in GU 2022.

English Listening

HKEAA   1

Performance Analysis (Qualitative)

2. **Students' Overall Performance of Participating Schools in GU 2022 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 (%)
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 2022 English Listening**

Skill	Observations
Listening	• 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.'*
• Most students could identify key words related to daily life experiences (e.g. public transport). They were able to identify the [...] they heard: *'I go home by bus.'*
• [...] understand the connection between ideas using [...] as 'also' and 'but'. They could identify the [...] the park when they heard Helen saying *'I go [...] badminton there.'* They could also understand [...] contrasted by 'but'. They could identify what [...] when they heard Helen saying: *'I sometimes make [...] and books. But I like playing the piano most.'*
• [...] understand ideas in the story linked by [...] 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 *'$: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'*, *'Rod'* and *'Rock'*. However, some students found it challenging to discriminate the vowel sound *'Lina'* from *'Lana'*, *'Lena'* and *'Luna'*.

Overall Performance of all participating schools

English Listening

Performance Analysis (Quantitative)

Information Analysis Report

- Question & Answer
- Information Analysis
- School Percentage
- Overall % of Participating Schools

Fictitious figures

SAMPLE

SAMPLE

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Hong Kong Examinations and Assessment Authority 機　　密
善用 2022 年全港性系統評估材料分卷分析報告 **Confidential**
Sub-paper Analysis Report on Gainful Use of TSA 2022 Materials

學校名稱:
School Name:

級別 Level:　　　　　　　　　小三 Primary 3
科目 Subject:　　　　　　　　英國語文 English Language

Fictitious figures

卷別[1] Paper[1]	學生人數 Number of students	分卷滿分 Maximum score of the sub-paper (A)	學校平均分[2] School average score[2] (B)	學校百分率[2] School percentage[2] (%) (B /A x 100%)	參與學校整體百分率[3] Overall percentage of participating schools[3] (%)
聆聽 Listening					
3EL1	0	19	N.A.	N.A.	93
3EL2	93	19	16.0	84	93
3EL3	0	19	N.A.	N.A.	93
閱讀 Reading					
3ER1	0	20	N.A.	N.A.	93
3ER2	93	20	15.6	78	93
3ER3	0	20	N.A.	N.A.	93
寫作 Writing					
3EW1	93	6	3.5	59	93
3EW2	0	6	N.A.	N.A.	93
3EW3	0	6	N.A.	N.A.	93

-完-
End

2022
Primary 3 Listening

P3 English Language – Listening

Listening Tasks

- *In the Art Lesson (conversation)*

- *Dinner Time (conversation)*

- *At the Country Park (conversation)*

- *Jenny's New Book (conversation)*

- *Teddy (story)*

- *Jenny and Miss Green (conversation)*

2022 P3 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	Sound discrimination	**3EL1/3 P1A Q.4** **3EL2 P1A Q.1** **3EL1/2 P1B Q.3**
L2-L-3-P3BC 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	Key words Connection between ideas Intonation	**3EL1/3 P1A Q.2** **3EL1 P2 Q.2** **3EL1 P2 Q.4** **3EL1/2 P1B Q.2** **3EL2 P1A Q.2** **3EL3 P1B Q.2** **3EL1/2 P1B Q.5** **3EL2 P1A Q.5** **3EL1/3 P1A Q.1**

2022 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 basic differences in intonation

- discriminate between common words with a small range of consonant sounds and ending sounds

- understand the connection between ideas using cohesive devices

- understand ideas in the spoken texts linked by 'because'

Sound Discrimination

3EL1/3 P1A Q4

4. Who is Jenny's teacher?

    ○   A.   Mr Kam

    ●   B.   Mr Lam

    ○   C.   Mr Tam

    ○   D.   Mr Yam

_Kam, _Tam, _Yam

Students were able to discriminate the initial consonants.

Jenny: Our teacher, Mr Lam, said we were helpful.

Dad: That's good. // *(beep)(8-second pause)*

Sound Discrimination

3EL2 P1A Q1

1. Which book is Jenny reading?

   ● A.   Coco the Rabbit

   ○ B.   Cody the Rabbit

   ○ C.   Cola the Rabbit

   ○ D.   Coven the Rabbit

Cody, Cola, Coven

Students were able to discriminate the ending sounds.

Grandpa:	〖Hi, Jenny. You're very quiet.
Jenny:	Yes, Grandpa. I'm reading a book.
Grandpa:	What's the name of the book?
Jenny:	Coco the Rabbit. // *(beep)(8-second pause)*

Performance of Participating Students (Strengths)

Key Words

Familiar Topic / Related to Daily Life Experiences:

Dates

3EL1/3 P1A Q2

2. The Open Day is on _____.

  ○ A. 5th November

  ○ B. 6th November

  ○ C. 7th November

  ● D. 8th November

Students were able to

• **follow the conversation**

• **identify '8th'**

Dad:	What did you do?
Jenny:	We made some gifts for our visitors on Open Day.
Dad:	Oh! Is it on the 5th, 6th or 7th of November?
Jenny:	No! It's on the 8th. // *(beep)(8-second pause)*

19

3EL1/2 P1B Q2

2. Jenny's favourite food is _____.

○ A.
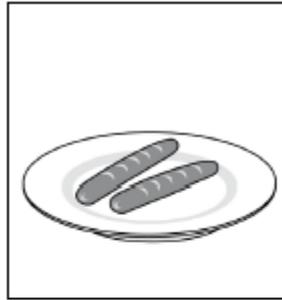
○ B.

● C.

○ D.

Key Words

Familiar Topic / Related to Daily Life Experiences:

Food items

Students were able to

• **follow the conversation**

• **identify 'your favourite chicken wings'**

Jenny: What's for dinner?

Mum: I've made sausages, noodles, vegetables and your favourite, chicken wings. // (beep)(8-second pause)

Performance of Participating Students (Strengths)

Key Words

Familiar Topic / Related to Daily Life Experiences: Weather

3EL1 P2 Q2

2. What was the weather like?

○ A.

○ B.

● C.

○ D.
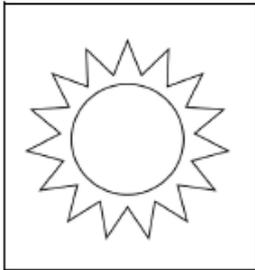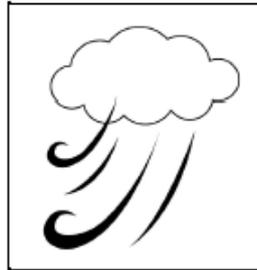
Students were able to

- **follow the conversation**
- **identify 'sunny'**

Grandma: Was it cloudy or windy there?

Jenny: No. It was sunny. // *(beep)(8-second pause)*

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Performance of Participating Students (Strengths)

Key Words

Familiar Topic / Related to Daily Life Experiences:

Colours

3EL1 P2 Q4

4. Jenny's mum likes _____ flowers.

- ● A. red
- ○ B. yellow
- ○ C. pink
- ○ D. white

Students were able to

- **follow the conversation**
- **identify 'red'**

Jenny:	Mum took pictures of the beautiful flowers.
Grandma:	I love yellow, pink and white flowers.
Jenny:	Mum likes red flowers. / (beep)(8-second pause)

Key Words

Familiar Topic / Related to Daily Life Experiences: Family members

3EL2 P1A Q2

2. Where did Jenny get the book?

- ○ A. from her grandpa
- ○ B. from her mum
- ● C. from Uncle John
- ○ D. from the library

Students were able to

- **follow the conversation**
- **identify 'from Uncle John'**

Grandpa: Did you get the book from the library or from your mum?

Jenny: No. It was a birthday gift from Uncle John. // *(beep)(8-second pause)*

Performance of Participating Students (Strengths)

Key Words

Familiar Topic / Related to Daily Life Experiences: Subjects

3EL3 P1B Q2

2. Jenny's favourite subject is _____.

● A. Music

○ B. English

○ C. Chinese

○ D. PE

Students were able to

- **follow the conversation**

- **identify 'Music'**

| Miss Green: | And which subject do you like most? Chinese? PE? |
| Jenny: | No. My favourite subject is Music. // *(beep)(8-second pause)* |

Performance of Participating Students (Strengths)

Connection between Ideas also

3EL1/2 P1B Q5

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

5. What does Mum want to buy?
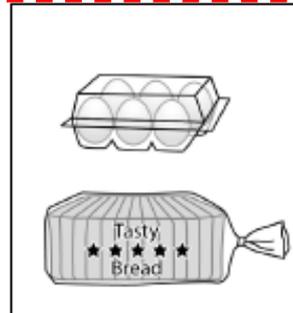
● A.

○ B.
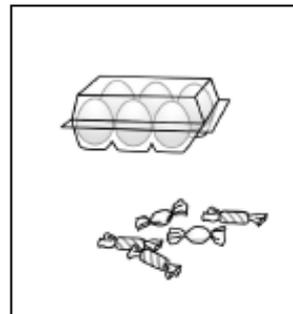
○ C.
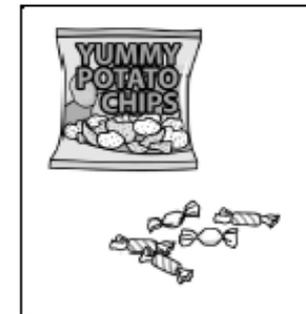
○ D.

Jenny:	Alright.
Mum:	I want to buy some bread. I also need some eggs. Let's go to the supermarket after dinner.
Jenny:	Okay. //(beep)(8-second pause) 】

Connection between Ideas

because

3EL2 P1A Q5

5.   Jenny likes the book because _____.

   ○   A.   the story is short

   ●   B.   the pictures are beautiful

   ○   C.   it is a birthday gift

   ○   D.   it is easy to read

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

Jenny:	It's ok. The rabbit runs away quickly. I like this book very much.
Grandpa:	Do you like it because the story is short or it's easy to read?
Jenny:	No. I like it because the pictures are beautiful. //(beep)(8-second pause) 】

Intonation

Happy

3EL1/3 P1A Q1

Students were able to use the verbal cue:

'It was fun!'

1. How did Jenny feel?

● A.

○ B.

○ C.

○ D.

Jenny:	【Hi, Dad.
Dad:	Hi, Jenny. Did you enjoy school today?
Jenny:	Yes. I had an Art lesson. It was fun! *(happy tone)* // *(beep)(8-second pause)*

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Intonation

Angry

3EL1/2 P1B Q4

Students were able to use the verbal cue:

'You didn't listen to me! No more chips!'

4. How does Mum feel?

○ A.   ● B.
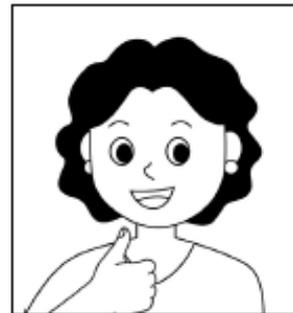
○ C.   ○ D.

Jenny:	New supermarket? Can we go there and buy some potato chips and candies?
Mum:	No. You ate too many potato chips last night. You didn't listen to me! No more chips! (*angry tone*) // (*beep*)(*8-second pause*)

2022 P3 Listening
Performance of Participating Students (Weakness)

- discriminate vowel sounds

Sound Discrimination

3EL1/2 P1B Q3

3. Where did Mum buy the food?

● A. from Bannie's Supermarket

○ B. from Binnie's Supermarket

○ C. from Bonnie's Supermarket

○ D. from Bunnie's Supermarket

Binnie, Bonnie, Bunnie

Some students found it challenging to discriminate the vowel sounds.

Jenny: Thank you, Mum. Hmm… the food is yummy!

Mum: I bought it from Bannie's Supermarket. It's a new supermarket down the road. // *(beep)(8-second pause)*

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Conclusion

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).

➢ They were able to understand basic differences in intonation (e.g. happy, angry).

➢ 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)

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Gainful Use
of
TSA 2022　Materials

Primary 3 Reading

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

Hong Kong Examinations and Assessment Authority

December　2022

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

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Performance Analysis (Qualitative)

2. **Students' Overall Performance of Participating Schools in GU 2022 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 (%)[2]
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
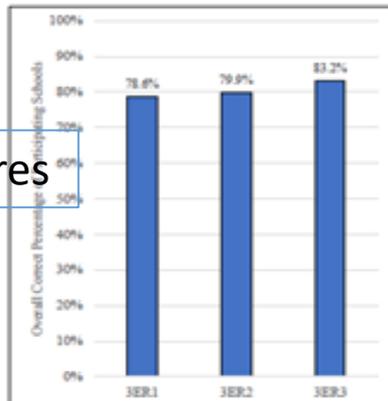
Fictitious figures

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

3. **General Observations on Students' Overall Performance in GU 2022 English Reading**

Skill	Observations
Reading	• 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 '5' as the age in which the activities were targeted for.
	• The majority of students could recognise key words related to daily ... (musical instruments and feelings). By referring to ... mates', students could identify what Tom did ... nising the key words 'plays the piano'. When ... Christmas Tree', students could recognise key ... s'. They were able to tell that Billy was happy ... with the help of the straightforward contextual ...
	• ... understand the causal relationship of ideas ... ked by 'because'. They were able to identify ... s happy by referring to the story 'I am happy ... cake every day.'
	• 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...'.
	• 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.'

Overall Performance of all participating schools

English Reading

Performance Analysis (Quantitative)

Information Analysis Report

- Question & Answer
- Information Analysis
- School Percentage
- Overall % of Participating Schools

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 **2022** 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 2022 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:	Reading
卷別 Paper:	3ER3
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 School percentage (%)	參與學校整 體百分率 Overall percentage of participating schools (%)
P1 Q01	1. The children love to make ____ in Class A. ○ A. apple pie ○ B. cookies ○ C. pizza ● 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

1

2022
Primary 3 Reading

2022 P3 English Language – Reading

Reading Tasks:

- *English Day (poster)*

- *Summer Camp (diary)*

- *Well Done, Mary! (story)*

- *English Writing Competition (poster)*

- *At the Pet Shop (diary)*

- *Grandma Plays the Piano (story)*

2022 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	Key words Connection between ideas Unfamiliar words	**3ER1/3 P1 Q.1** **3ER1/3 P1 Q.3** **3ER2 P1 Q.2** **3ER1 P2 Q.4** **3ER1/2 P3 Q.8** **3ER3 P3 Q.6** **3ER3 P3 Q.7** **3ER1/2 P3 Q.2**

2022 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

Performance of Participating Students (Strengths)

3ER1/3 P1 Q1

Key Words

Familiar Topic / Related to Daily Life Experiences :

Dates

1. The English Day is on _____.

   ○ A. 10th December   ○ B. 11th December

   ○ C. 12th December   ● D. 13th December

Part 1

Peter is reading a poster at school.

Read the poster.

Ka Sing Primary School

Come and Join Our English Day!

13th December (Tuesday)

Activities:

Singing English Songs

Time: 9 am – 10 am
Place: Music Room

Storytelling

Time: 11 am – 12 noon
Place: School Library

Making Cookies

Time: 1 pm – 2 pm
Place: 3A Classroom

English **W O R D** Games

Time: 3 pm – 4 pm
Place: School Hall

Prizes: bookmarks and pencils

Students were able to recognise '13th December' in the poster.

Key Words

Familiar Topic / Related to Daily Life Experiences:

School Facilities

3ER1/3 P1 Q3

3. Students can sing English songs in the _____.

○ A. 3A Classroom   ● B. Music Room

○ C. School Hall   ○ D. School Library

Part 1

Peter is reading a poster at school.
Read the poster.

Ka Sing Primary School
Come and Join Our English Day!
13th December (Tuesday)

Activities:

Singing English Songs

Time: 9 am – 10 am
Place: Music Room

Storytelling

Time: 11 am – 12 noon
Place: School Library

Making Cookies

Time: 1 pm – 2 pm
Place: 3A Classroom

English **W O R D** Games

Time: 3 pm – 4 pm
Place: School Hall

Prizes: bookmarks and pencils

Students were able to recognise 'Music Room' in the poster.

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Performance of Participating Students (Strengths)

Key Words

Familiar Topic / Related to Daily Life Experiences:

Numbers

3ER2 P1 Q2

2. P.1 – 2 students should write about _____ words.

● A. 30   ○ B. 60

○ C. 90   ○ D. 100

Part 1

Peter is reading a poster at school.

Read the poster.

Ka Sing Primary School

English Writing Competition about LOVE

5th April – 12th April

Classes	Titles
P.1 – 2	My Best Friend (about 30 words)
P.3 – 4	My Family Picnic (about 60 words)
P.5 – 6	My Wish / My School Days (about 90 words)
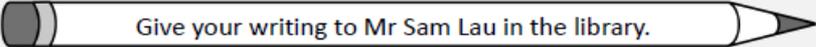
Give your writing to Mr Sam Lau in the library.

Prizes

◇ **1st Prize:** $500 book coupon

◇ **2nd Prize:** $300 book coupon

◇ **3rd Prize:** $100 book coupon

Judges

Mr Ben Chan   Miss Diana Wong

Students were able to recognise '30 words' in the poster.

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Connection between Ideas and

3ER1 P2 Q4

4. What did Peter have for lunch?

Part 2

Peter is writing about his summer camp in his diary.

Read the diary.

Friday 15th July   Cloudy   1

My class went to a summer camp at Benson Primary School by bus. In the morning, we played some games. After the games, I was hungry. I had chicken wings and noodles for lunch. My friend Tim had bread and sausages. In the afternoon, we had three activities. I   5 painted a picture. I also played basketball and football. I was tired.

Sunny was my new friend at the camp. He was helpful and polite. Sunny gave me a sticker. It was beautiful!

○ A.

○ B.

○ C.

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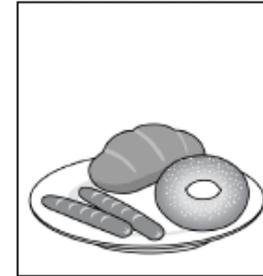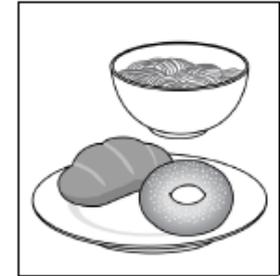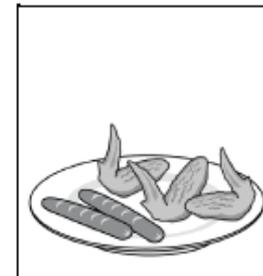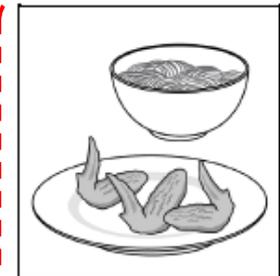
Students were able to understand the connection of ideas linked by 'and'.

Connection between Ideas

because

3ER1/2 P3 Q8

8. Read line 13. Why is Mary happy?

- ○ A. It is a school holiday.
- ○ B. The parrots can talk.
- ● C. The fish can stay in the river.
- ○ D. Dad sees beautiful flowers.

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

Well Done, Mary!

One school holiday, Mary and her dad go to a village. It is hot. Mary takes a small fan and also her sunglasses. At the village, they go to a store. Dad buys sandwiches and fruit.

They go up a tree house and watch some parrots. Mary thinks the parrots are funny because they can talk. Dad likes the beautiful flowers, birds and butterflies in the garden, but Mary likes the parrots most. She takes many photos.

Mary and her dad come to a river. They see some fish. Mary takes a net from her bag and catches the fish. She wants to keep them. Dad tells Mary to put the fish back in the river. The river is their home. Mary puts the fish back. She is happy because the fish can stay in the river.

1

5

10

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

44

2022 P3 Reading
Performance of Participating Students (Weaknesses)

- predict the meaning of unfamiliar words

- understand the connection between ideas using cohesive devices

- understand the connection of ideas by following pronoun reference in a story

Unfamiliar Words

Store

3ER1/2 P3 Q2

2. Read line 4. Where do Mary and her dad go?

Part 3

Peter is reading a story.

Read the story.

Well Done, Mary!

One school holiday, Mary and her dad go to a village. It is hot. Mary takes a small fan and also her sunglasses. At the village, they go to a store. Dad buys sandwiches and fruit.

They go up a tree house and watch some parrots. Mary thinks the parrots are funny because they can talk. Dad likes the beautiful flowers, birds and butterflies in the garden, but Mary likes the parrots most. She takes many photos.

Mary and her dad come to a river. They see some fish. Mary takes a net from her bag and catches the fish. She wants to keep them. Dad tells Mary to put the fish back in the river. The river is their home. Mary puts the fish back. She is happy because the fish can stay in the river.

○ A.

○ B.

● C.

○ D.

Pictorial cue

Contextual clue

Some students were not able to understand the meaning of the unfamiliar word by using the contextual clue 'Dad buys sandwiches and fruit' in line 4.

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Connection between Ideas

but

3ER3 P3 Q7

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

Grandma Plays the Piano   1

Mary is a P.3 student. She lives with her mum, dad and grandma. Mary loves music. She likes to play the piano and guitar. Grandma only sleeps and watches TV. She is bored.

Mary wants to make Grandma happy. She teaches her to   5
play the piano. At first Grandma does not like playing the piano because she makes many mistakes. Every day she plays for one hour. Now she can play short songs with two fingers.

On Mary's birthday, they have a party. Four of Mary's friends come. After playing games, Mary cuts the birthday   10
cake. Grandma walks to the piano. She plays 'Happy Birthday'. Grandma does not play well, but the children clap their hands. Grandma says, "Thank you, Mary. I have a new hobby. I enjoy playing the piano now."

7. Grandma does not play 'Happy Birthday' well. What do the children do?

   ○   A.   They play games.

   ○   B.   They cut the birthday cake.

   ●   C.   They clap their hands.

   ○   D.   They play the guitar.

Some students were not able to understand the connection of ideas contrasted by 'but'.

Connection between Ideas

Following Pronoun Reference in a Story:

She

3ER3 P3 Q6

Part 3

Peter is reading a story.
Read the story.

Grandma Plays the Piano   1

Mary is a P.3 student. She lives with her mum, dad and grandma. Mary loves music. She likes to play the piano and guitar. Grandma only sleeps and watches TV. She is bored.

Mary wants to make Grandma happy. She teaches her to   5
play the piano. At first Grandma does not like playing the piano because she makes many mistakes. Every day she plays for one hour. Now she can play short songs with two fingers.

On Mary's birthday, they have a party. Four of Mary's friends come. After playing games, Mary cuts the birthday   10
cake. Grandma walks to the piano. She plays 'Happy Birthday'. Grandma does not play well, but the children clap their hands. Grandma says, "Thank you, Mary. I have a new hobby. I enjoy playing the piano now."

6. Read line 11. The word '<u>She</u>' refers to _____.

   ○ A. Mary

   ○ B. Mary's mum

   ○ C. Mary's friend

   ● D. Grandma

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

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Conclusion

Performance of Participating Students in Reading: good

➢ Students could recognise key words and understand the connection of ideas in posters, diaries and stories.

➢ 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, but)

➢ 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)

SAMPLE

CONFIDENTIAL

Gainful Use
of
TSA 2022 Materials

Primary 3 Writing

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

Hong Kong Examinations and Assessment Authority

December 2022

English Writing

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 2022 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 (%)'
3EW1: Writing	62.8
3EW2: Writing	63.7
3EW3: Writing	63.7

Fictitious figures

HKEAA

1

51

Performance Analysis (Qualitative)

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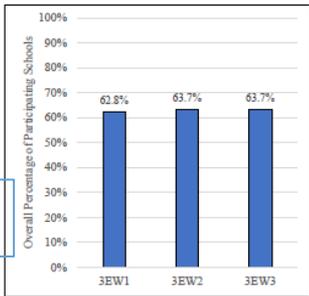
Fictitious figures

Overall % for <u>each sub-paper</u> and presented in a bar chart

3.

~~English Writing~~

Skill	Observations
Writing	• 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*

Skill	Observations
	ice cream…Mom gave Tom a new ice cream and put the dog away from Tom and the ice cream'.
	• 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.*'
	relevant to the and coherent. here with me I play in the happy when I

Overall Performance of all participating schools

	te about their ow do you go l at school?', your school? uestions with y 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.*'
	• 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*

English Writing

Performance Analysis (Quantitative)

Item Analysis Report

SAMPLE

- Assessment Criterion
- Score/Grade
- School Percentage
- Overall % of Participating Schools
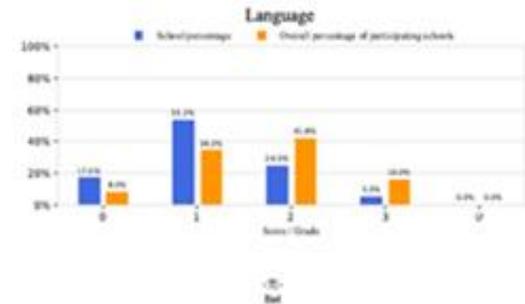
Fictitious figures

2022
Primary 3 Writing

2022 P3 Exemplar Items (Writing)

| Basic Competency Descriptors	Exemplars
L2-W-3-P3BC Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues	Mother's Day Exemplar 1 Exemplar 2 My Favourite Season Exemplar 3 Exemplar 4
L2-W-4-P3BC 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	The Food I Like Best Exemplar 5 Exemplar 6

Mother's Day

3EW1

You are writing a story about Susan and her brother John.

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.

Mother's Day

flowers / present
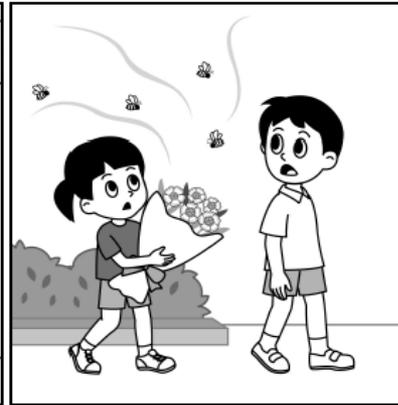
bees / fly
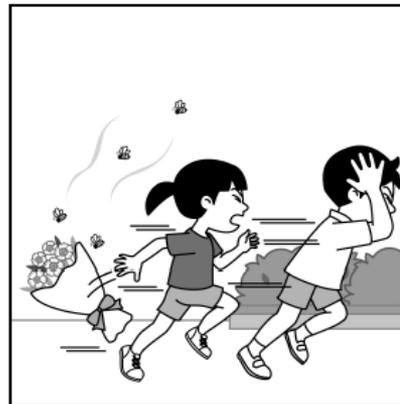
scared / throw

?
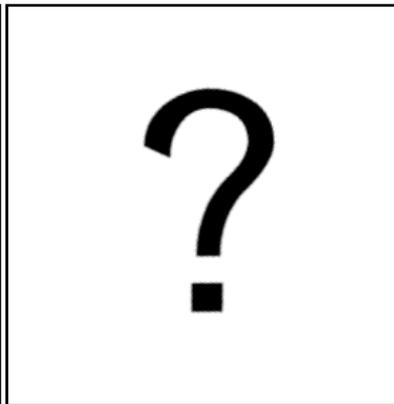
2022 P3 Writing
Writing Marking Scheme (Mother's Day)

Education Bureau
Territory-wide System Assessment 2022
Primary 3 English Language
~~CANCELLED~~
Writing

Marking Scheme

3EW1

Mother's Day

Score Level	Content	Language
3	• 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	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes *errors that do not affect comprehension*
2	• 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	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes *uses the given prompts to write with basic and appropriate vocabulary and sentence patterns*
1	• The ideas used to write the story are very limited. **OR** • The story is unclear or disconnected, which may confuse the reader. **OR** • The story might have some irrelevant ideas.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas are just a repetition of the prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

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2022 P3 Writing
Performance of Participating Students

Mother's Day – Content

- wrote a short story with word prompts: flowers, present, bee, fly, scared, throw

- provided a story about what happened to Susan and her brother John based on the pictures

- provided an ending to the story

- the description was quite clear

- a familiar topic to students

- could not use *'present'* correctly

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2022 P3 Writing
Performance of Participating Students
Writing (Mother's Day) – Content
Providing Ideas Based on Pictures and Word Prompts

- *'Today is Mother's Day.'*

- *'...my brother and me go to the flowers shop.'*

- *'Susan and her brother John were buying flowers for their mum.'*

2022 P3 Writing
Performance of Participating Students
Writing (Mother's Day) – Content

Providing Ideas Based on Pictures and Word Prompts

- *'…bees flew near the flower.'*
- *'Bees were flying…'*
- *'The bees fly on the flowers.'*
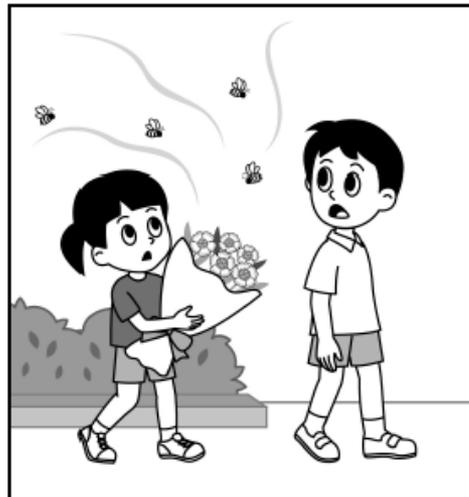
2022 P3 Writing
Performance of Participating Students
Writing (Mother's Day) – Content

Providing Ideas Based on Pictures and Word Prompts

- *'Susan and her brother were scared.'*
- *'...they threw the flowers...'*
- *'...so they throw the flowers.'*

**2022 P3 Writing
Performance of Participating Students
Writing (Mother's Day) – Content**

Providing an Ending to the Story

- *'Even though Susan's mother didn't have a present, she wasn't sad at all.'*
- *'We sad "sorry" to Mother.'*
- *'After a few hours they made a card and some paper flowers for mum, then they gave it to her.'*

**2022 P3 Writing
Performance of Participating Students
Writing (Mother's Day) – Language**

Using Vocabulary Related to the Topic

- *Today, Mother's Day, Sunday, on morning*
- *buy / bought, give / gave, make / made, run / ran*
- *sad, happy, unhappy, scared*
- *Mum, shop, floor, fast*

Providing Short and Simple Sentences

- *'...Lily and Ban bought some flowers...'*

- *'Susan and her brother were scared.'*

- *'Then, they threw the flowers and ran back home.'*

Using a Limited Range of Cohesive Devices

- *'...Susan **and** her brother John bought flowers for their mother as a present.'*

- *'**Then**, they threw the flowers **and** ran back home.'*

- *'Susan and John were scard **so** they threw the flowers onto the floor.'*

Mother's Day

[Today was Mother's Day, Susan and her brother John bought flowers for their mother. as a present.]
[Suddenly, bees flew near the flower. Susan and her brother were scared.]
Then, they threw the flowers and ran back home.
②[Susan's mother calmed them down. and celebrated Mother's Day with Susan and her brother. Even though Susan's mother didn't have a present, she wasn't sad at all.]
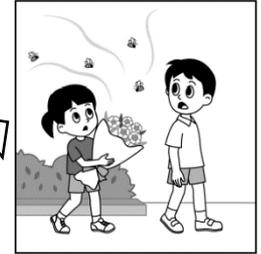
Content

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: *Suddenly, calmed, celebrated, Even though, at all*

- Uses a small range of sentence patterns with minor, few or no grammatical and spelling mistakes: *Today was Mother's Day, Susan and her brother John bought flowers for their mother as a present. Suddenly, bees flew near the flower…Susan's mother calmed them down and celebrated Mother's Day with Susan and her brother. Even though Susan's mother didn't have a present, she wasn't sad at all.*

- Uses a small range of cohesive devices: *and, Then*

Mother's Day

> Today, is Mother's Day Susan and her brother john went to buy a present. They buyed flowers for there Mom. Bees were flying susan and her brother john got scared so they throw the flowers.
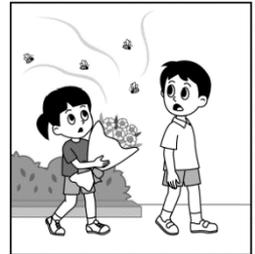
Content

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

② No ending is given to the story.

Language

- Uses a limited range of vocabulary: *Today, went to buy, were flying*

- Uses a limited range of sentence patterns with some grammatical and spelling mistakes:

  Today is Mother's Day susan and her brother john went to buy a present. They buyed flowers for there Mom…her brother john got scared so they throw the flowers.

- Uses a limited range of cohesive devices: *and, so*

My Favourite Season

3EW2

Peter is writing a letter to his friend Tom about his favourite season.
You are Peter. 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.

◆ What is your favourite season?

◆ What is the weather like?

◆ What do you do in that season?

◆ What do you eat in that season?

◆ Why do you like that season?

e.g. | summer |

e.g. | winter |

8th June 20XX

Dear Tom,

How are you? I want to tell you about my favourite season.

Your friend,
Peter

2022 P3 Writing
Writing Marking Scheme (My Favourite Season)

Education Bureau
Territory-wide System Assessment 2022
Primary 3 English Language
CANCELLED
Writing
Marking Scheme

3EW2

My Favourite Season

Score Level	Content	Language
3	• The ideas/responses to the questions are relevant, some supporting details are given. • The ideas are clear and coherent.	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes *errors that do not affect comprehension
2	• The ideas/responses to the questions are brief* and relevant to the questions. • The ideas are quite clear. * almost no supporting details	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * responds to the questions with basic and appropriate vocabulary and sentence patterns
1	• The ideas/responses to the questions are very limited. **OR** • The ideas/responses are unclear or disconnected, which may confuse the reader. **OR** • Some ideas/responses to the questions are irrelevant.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas/responses to the questions are just a repetition of the questions/prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

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2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Content

- Students wrote about their favourite season.

- Question prompts:

  ➢ What is your favourite season?

  ➢ What is the weather like?

  ➢ What do you do in that season?

  ➢ What do you eat in that season?

  ➢ Why do you like that season?

- Ideas provided: quite clear

2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Content

Providing Relevant Ideas to the Questions

What is your favourite season?

- *summer, winter*

What is the weather like?

- *'The weather of summer is sunny.'*
- *'...it's cold.'*

Providing Relevant Ideas to the Questions

What do you do in that season?

- *'I swim in summer.'*

- *'I like to look for snow.'*

- *'I will go to play football, basketball or swimming.'*

What do you eat in that season?

- *'I eat food that can cool me down, like ice-cream, watermelon, and a lot more!'*

- *'We can eat hot pot.'*

2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Content

Providing Relevant Ideas to the Questions

Why do you like that season?

- *'I like winter because I can go to Japan and play snow.'*

- *'I like that season because I can go to the becach.'*

- *'I like this season because we can eat lots of food.'*

2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Language

Using Vocabulary Related to the Topic

- *warm, hot, cool, cold, dry*

- *fun, happy, yummy, relaxing*

- *build sandcastles, play tennis, play beachball, stay indoors*

- *beach, kiosk, home*

- *watermelon, ice-cream, chickens, hotpot, hot chocolate*

2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Language

Providing Short and Simple Sentences

- *'I can swim too.'*

- *'It is happy.'*

- *'The weather of summer is sunny.'*

- *'I like summer.'*

- *'...it is fun.'*

- *'I want to eat ice carem.'*

- *'We can eat hot pot.'*

2022 P3 Writing
Performance of Participating Students
Writing (My Favourite Season) – Language

<u>Using a Limited Range of Cohesive Devices</u>

- *'I like Summer **<u>because</u>** It is fun to swim with friends…'*

- *'…I can swim **<u>too</u>**.'*

- *'The weather is hot, **<u>but</u>** it rains a lot.'*

- *'…my sister step on it **<u>so</u>** we have to make another one…'*

8th June 20XX

Dear Tom,

How are you? I want to tell you about my favourite season. My favourite

season is summer. [I like summer because I could enjoy the
① warm in the beach] [I could build sandcastles when ① I am
bored, I ᐱwater could buy icecream from the kiosk too.] ① 3P

[When, I was young I did not swim I play beacball
① with my mum.] I also had picnic on the beach.
. Do you like summer?

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: *enjoy, warm, beach, build sandcastles, bored, kiosk, young*
- Uses a small range of sentence patterns with minor, few or no grammatical mistakes:

  ...I like summer because I could enjoy the warm water in the beach. I could build sandcastles when I am bored...When, I was young I did not swim I play beacball with my mum. I also had picnic on the beach...

- Uses a small range of cohesive devices: *because, when, also*

8th June 20XX

Dear Tom,

How are you? I want to tell you about my favourite season.

[My favourite season is① summer. The weather of summer is ①sunny. I will go①to play football, basketball or swimming.] [I like to eat ice-cream and① drinks] [I like summer because I like it is ①very hot.]

Content

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

Language

- Uses a very limited range of vocabulary: *sunny, ice-cream, hot*
- Uses a very limited range of sentence patterns with few or no grammatical and spelling mistakes: *My favourite season is summer. The weather of summer is sunny. I will go to play football, basketball or swimming…I like summer because I like it is very hot.*
- Uses a very limited range of cohesive devices: *because*

# The Food I Like Best

3EW3

You are writing about the food you like best.

Write about 30 words.

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

e.g.

What is your favourite food?

How does it taste?

?

The Food I Like Best

Why do you like it?

Where do you buy / get it?

When do you eat it?

e.g. **Fast Food Shop**   **Supermarket**
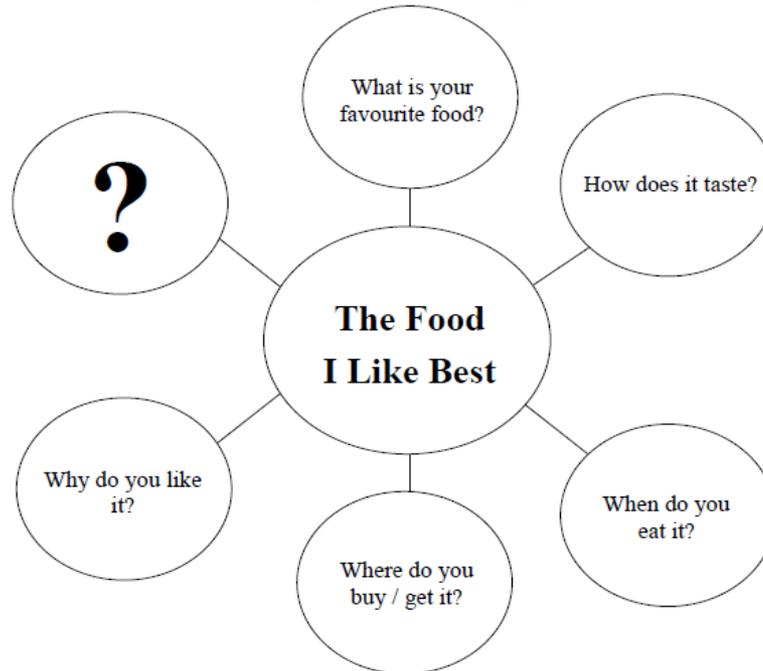
Writing Marking Scheme (The Food I Like Best)

Education Bureau
Territory-wide System Assessment 2022
Primary 3 English Language
Writing
~~CANCELLED~~

Marking Scheme

3EW3

The Food I Like Best

Score Level	Content	Language
3	• The ideas/responses to the questions are relevant, some supporting details are given. • The ideas are clear and coherent.	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes *errors that do not affect comprehension
2	• The ideas/responses to the questions are brief* and relevant to the questions. • The ideas are quite clear. * almost no supporting details	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * responds to the questions with basic and appropriate vocabulary and sentence patterns
1	• The ideas/responses to the questions are very limited. **OR** • The ideas/responses are unclear or disconnected, which may confuse the reader. **OR** • Some ideas/responses to the questions are irrelevant.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas/responses to the questions are just a repetition of the questions/prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

2022 P3 Writing
Performance of Participating Students
Writing (The Food I Like Best) – Content

- Students wrote about the food they like best.
- Question prompts:
  - ➢What is your favourite food?
  - ➢How does it taste?
  - ➢When do you eat it?
  - ➢Where do you buy / get it?
  - ➢Why do you like it?
- Ideas provided: quite clear

Providing Relevant Ideas to the Questions

What is your favourite food?

- *'The food I like best is chocolate cookies.'*

- *'The food I like the best is ice-cream.'*

- *'My favourite food is chicken wings.'*

How does it taste?

- *'It taste sweet…'*

- *'It taste so good that you will want to cry.'*

- *'it both yummy and hot…'*

Providing Relevant Ideas to the Questions

When do you eat it?

- *'I eat it when I am at home or when is at weekend.'*

- *'I eat it once a week.'*

- *'When I'm finsh my homework I eat it.'*

Where do you buy / get it?

- *'I buy it from the Fast food shop.'*

- *'I went to the Supermarket buy this.'*

- *'I buy it in the supermarket near my house.'*

**2022 P3 Writing
Performance of Participating Students
Writing (The Food I Like Best) – Content**

<u>Providing Relevant Ideas to the Questions</u>

<u>Why do you like it?</u>

- *'I like it because it taste good.'*

- *'I like it because it is so cool…'*

- *'I like it because it is yummy…'*

**2022 P3 Writing
Performance of Participating Students
Writing (The Food I Like Best) – Language**

<u>Using Vocabulary Related to the Topic</u>

- *creamy, soft, delicious, sweet, yummy*

- *snack, chocolate cookies, ice cream, apple*

- *bakery, house, home, supermarket, fast food shop*

- *weekends, every day, evening, at night*

2022 P3 Writing
Performance of Participating Students
Writing (The Food I Like Best) – Language

<u>Providing Short and Simple Sentences</u>

- *'It taste sweet…'*

- *'I often make them with my mum…'*

- *'I buy it at the supermarket…'*

- *'I ate it last week.'*

- *'I eat pizza and Icerream.'*

- *'I eat ice cream at night.'*

2022 P3 Writing
Performance of Participating Students
Writing (The Food I Like Best) – Language

Using a Limited Range of Cohesive Devices

- *'I like it **because** I feel very very yummy **and** the smell good.'*

- *'I like it **because** it is yummy…'*

- *'I eat it **when** I am at home **or** when is at weekend.'*

The Food I Like Best

[The food I like best is chocolate cookies] [It taste sweet, I often① make them with my① mum. but sometimes . I buy it in the supermarket supermarket① near my house.] [I usually① eat the chocolate cookies on weekends, I eat them for a snack① after lunch.] 1...

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: *chocolate cookies, sweet, often, sometimes, house, usually, weekends, snack*

- Uses a small range of sentence patterns with minor, few or no grammatical and spelling mistakes: *The food I like best is chocolate cookies. It taste sweet, I often make them with my mum. but sometimes I buy it in the supermarket near my house...I eat them for a snack after lunch.*

- Uses a small range of cohesive devices: *but*

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The Food I Like Best

[My favourite food is ①chicken wings, it is yummy]① [I eat is ①once a week,] [I buy it on① MC] [I like it becouse it both yummy ① and hot. so I like it.]

Content

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

Language

- Uses a very limited range of vocabulary: *chicken wings, yummy, once a week*

- Uses a very limited range of sentence patterns with few or no grammatical and spelling mistakes: *My favourite food is chicken wings, it is yummy, I eat is once a week, I buy it on MC. I like it becouse it both yummy and hot…*

- Uses a very limited range of cohesive devices: *and, so*

2022 P3 Writing
Performance of Participating Students - Summary

➢ subject-verb agreement (*e.g.* *...some bees is flying.*)

➢ errors in tenses (e.g. *They buyed flowers for there Mom.)*

➢ incorrect expressions (*e.g. I buy in the supermarket and in the home eat.*)

➢ errors in the usage of singular and plural nouns (*e.g. Ice cram have many taste.*)

➢ spelling mistakes on common words related to the topic (*e.g. away/awew, running/rinning, sister/sisnt,*

ice cream/ice carem, swimming/simming, park/ pank,

house / hose)

Conclusion

Performance of Participating Students in Writing : satisfactory

Content

➢ 3EW1: Students were able to provide an account of the story. 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!