

**Education Bureau**  
**Territory-wide System Assessment 2010**  
**Secondary 3 English Language**  
**Speaking – Individual Presentation**  
**Marking Scheme**

Score	Ideas & Organisation	Vocabulary & Language Patterns	Pronunciation & Delivery	Strategies for Oral Communication
4	<ul style="list-style-type: none"> <li>Expresses ideas that are relevant to inform and explains with details</li> <li>Communicates ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied and appropriate language patterns</li> <li>Uses appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly and fluently, with few or no errors in pronunciation</li> <li>Uses intonation to enhance communication</li> </ul>	
3	<ul style="list-style-type: none"> <li>Expresses ideas that are relevant to inform and/or explain with some details</li> <li>Communicates most ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly appropriate language patterns</li> <li>Uses mostly appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly with some errors in pronunciation and occasional hesitation</li> <li>Makes occasional attempts to use intonation</li> </ul>	
2	<ul style="list-style-type: none"> <li>Expresses adequate ideas that are relevant to the topic</li> <li>Communicates some ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple language patterns</li> <li>Uses familiar vocabulary appropriately but with errors that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly though hesitantly with errors in pronunciation that may impede communication</li> </ul> OR <ul style="list-style-type: none"> <li>Occasional hesitant/stilted speech that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Shows appropriate awareness of audience (e.g. eye contact)</li> </ul>
1	<ul style="list-style-type: none"> <li>Expresses limited/disjointed ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Uses basic language patterns with possible errors</li> <li>Appropriately uses vocabulary drawn from a limited and very familiar range, awkward wording may make understanding unclear</li> </ul>	<ul style="list-style-type: none"> <li>Speaks with frequent errors in pronunciation that impedes communication</li> </ul> OR <ul style="list-style-type: none"> <li>Hesitant/stilted speech that impedes communication</li> </ul>	<ul style="list-style-type: none"> <li>Makes occasional attempts to display audience awareness</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not express any relevant or understandable information</li> </ul> OR <ul style="list-style-type: none"> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Does not produce any recognisable words or language patterns</li> </ul> OR <ul style="list-style-type: none"> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Does not produce any comprehensible English speech</li> </ul> OR <ul style="list-style-type: none"> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Makes a limited or no attempt to display audience awareness</li> </ul>

Remarks: 1) Presentations lasting less than one minute will **not** be awarded scores more than 2 on any criteria.

2) Students who read word for word from their own notes (require assessor's judgment based on evidence) will **not** be awarded scores more than 2 on any criteria.

**Education Bureau**  
**Territory-wide System Assessment 2010**  
**Secondary 3 English Language**  
**Speaking – Group Interaction**  
**Marking Scheme**

Score	Task Completion – Ideas and Intelligibility	Strategies for Oral Communication
4	<ul style="list-style-type: none"> <li>Expresses and/or responds to ideas that are relevant with supporting details</li> </ul>	
3	<ul style="list-style-type: none"> <li>Expresses and/or responds to ideas that are relevant, occasionally providing some details</li> </ul>	
2	<ul style="list-style-type: none"> <li>Gives short, simple responses to ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate formulaic expressions and/or simple turn-taking strategies* to maintain interaction</li> </ul>
1	<ul style="list-style-type: none"> <li>Gives limited responses to ideas that are relevant to the topic, generally prompted</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited formulaic expressions and/or interaction strategies to respond to others</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not express any relevant or understandable information OR</li> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Does not use any interaction strategies OR</li> <li>Makes no attempt at all</li> </ul>

Remarks: \* Turn-taking strategies include responding and maintaining interaction as well as drawing others to participate.

- Students should contribute their own ideas to the discussion. Those who **only** read out questions using the prompts will not be considered as contributing ideas to the discussion. **No** score level will be awarded on ‘Task Completion – Ideas and Intelligibility’.