

2017 年小六全港性系統評估 便覽

**Territory-wide System Assessment 2017
(Primary 6)
Quick Guide**

第三乙部分 Part 3b

**英國語文科（小學六年級）
English Language (Primary 6)**

1. Scope of the Assessment

- Based on the Tryout Version of the Proposed Basic Competency (BC) Descriptors at the end of Key Stage 2 (Primary 6) (see Appendix), *English Language Education: Key Learning Area: English Language Curriculum Guide (Primary 1 – 6)*, CDC, 2004 and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*
- Balanced coverage of the learning targets in the three Strands (i.e. Interpersonal Strand (IS), Knowledge Strand (KS) and Experience Strand (ES)) and the four language skills (i.e. listening, reading, writing and speaking)
- Meaningful contexts provided for students to activate their knowledge, skills and strategies in the purposeful use of English

2. Format of the Assessment

A. Listening, Reading and Writing (Written Assessment)

Skills	Listening	Reading and Writing
Paper Code	6EL1 / 6EL2 / 6EL3	6ERW1 / 6ERW2 / 6ERW3
Duration	about 30 minutes	50 minutes
Question Types	<ul style="list-style-type: none">• MC questions• Filling in blanks• Sequencing• Form-filling	Reading <ul style="list-style-type: none">• MC questions• Filling in blanks• Sequencing Writing <ul style="list-style-type: none">• Extended writing
Remarks	<ul style="list-style-type: none">• Each student will attempt one of the sub-papers only.• Each sub-paper consists of three listening tasks.• The conversation will be played once or twice.	<ul style="list-style-type: none">• Each student will attempt one of the sub-papers only.• Each sub-paper consists of four reading tasks and one writing task.• Each student is required to write about 80 words in the writing task.

B. Speaking (Oral Assessment)

Components	Reading Aloud & Teacher-Student Interaction	Presentation
No. of Sub-papers	6	6
Paper Code	6ES01 / 6ES03 / 6ES05 / 6ES07 / 6ES09 / 6ES11	6ES02 / 6ES04 / 6ES06 / 6ES08 / 6ES10 / 6ES12
Duration	Preparation Time: 2 minutes Assessment Time: 3 minutes	Preparation Time: 3 minutes Assessment Time: 2 minutes
Stationery	NIL	<ul style="list-style-type: none">pencil and paper provided by HKEAA
Remarks	<ul style="list-style-type: none">12 or 24 students will be randomly selected from each school.Schools will be informed of the ‘Student Sample List’ on the day of the assessment.Each student will attempt one component only.One internal Oral Examiner and one external Oral Examiner will conduct the oral assessment and independently rate ALL selected students for both components.	

3. Sample Items

The following sample items aim at providing schools and teachers with some ideas of the design of the Primary 6 Territory-wide System Assessment of English Language. The sample items are for teachers' reference only.

A. Sample Items on Listening











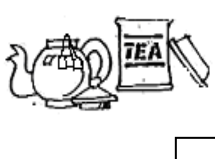

Sample 1

Jenny's mum is telling her how to make a cup of tea.

Listen to what Jenny and her mum say.

Write the number in the correct box.

1	2	3	4	5	6	7	8
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A  <input type="checkbox"/>	B  <input type="checkbox"/>	C  <input type="checkbox"/>	D  <input type="checkbox"/>
E  <input type="checkbox"/>	F  <input type="checkbox"/>	G  <input type="checkbox"/>	H  <input type="checkbox"/>
I  <input type="checkbox"/>	J  <input type="checkbox"/>	K  <input type="checkbox"/>	L  <input type="checkbox"/>

Please go to the following website to listen to the conversation:
<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample1.mp3>

Sample 1

Tapescript

Narrator : Jenny's mum is telling her how to make a cup of tea.
You now have 15 seconds to study the pictures below (*15-second music*).
Listen to what Jenny and her mum say. The conversation will be played two times. When you hear a beep (*beep*), write the number in the correct box. The conversation will begin now.

[Mum : Jenny, I'm thirsty. Can you please make some tea?

Jenny : Mum, I'm no good at making tea.

Mum : Oh, come on then – let me show you how.

Jenny : Alright, Mum.

Mum : First, fill the kettle with water. // (*beep*) (No. 1) (*15-second pause*)

Jenny : Then, do I boil the water?

Mum : Yes, boil the water. // (*beep*) (No. 2) (*15-second pause*)

Jenny : When do I put the tea into the teapot?

Mum : Do that now. Put in three teaspoons – one for you, one for me and one for the teapot. // (*beep*) (No. 3) (*15-second pause*)

Jenny : Next, fill the teapot with boiling water?

Mum : Yes, that's right, Jenny. // (*beep*) (No. 4) (*15-second pause*) Don't pour the tea yet. Leave it for a few minutes so that it will taste nice. // (*beep*) (No. 5) (*15-second pause*)

Jenny : OK, then I'll pour the milk into the cups. // (*beep*) (No. 6) (*15-second pause*)

Mum : And finally, pour the tea. // (*beep*) (No. 7) (*15-second pause*)
Let's have it with some biscuits.

Jenny : Great! Now I know how to make a cup of tea. // (*beep*) (No. 8) (*15-second pause*)

Narrator : Listen to the conversation again and check your answers.

Repeat []

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES) 	1. J – ✓ E – null } Score of 1 2. L – ✓ 3. F – ✓ K – null } Score of 1 4. A – ✓ D – null } Score of 1 5. C – ✓ 6. I – ✓ H – null } Score of 1 7. G 8. B	<ul style="list-style-type: none"> Award a score of 1 for each correct answer.

Sample 2

Karen faxed an application form to one of the sports clubs. A clerk from the club phoned her to check her information.

Listen to the conversation and help the clerk complete the form.

Write the correct answer.

<h3>Healthy Sports Club</h3> <h4>Membership Application Form</h4>		Photo Here
<p>Name: (1) _____ Sex: <input type="checkbox"/> M <input checked="" type="checkbox"/> F</p> <p>Age: (2) _____</p> <p>Address: Flat: (3) _____</p> <p> Floor: (4) _____</p> <p> Building: (5) _____</p> <p> District: (6) _____</p> <p>School: (7) _____</p> <p>Class: (8) Primary _____</p> <p>Membership Fee: (9) \$ _____</p> <p>Payment Date: (10) _____ / _____</p> <p style="text-align: center;">(Day) (Month)</p> <p>Parent's/Guardian's Name: (11) _____</p>		

Please go to the following website to listen to the conversation:
<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample2.mp3>

Sample 2

Tapescript

Narrator : Karen faxed an application form to one of the sports clubs. A clerk from the club phoned her to check her information.
You now have 15 seconds to study the form below. *(15-second music)*
Listen to the conversation and help the clerk complete the form. When you hear a beep (*beep*), write the correct answer. The conversation will be played two times. The conversation will begin now.

[Clerk : Good afternoon. May I speak to Karen Lu, please?

Karen : Yes, speaking.

Clerk : Hi, I'm Mike Wong from Healthy Sports Club. We received your application form yesterday. I would like to check your details with you. Do you have a few moments?

Karen : Yes, sure.

Clerk : Thank you. Your name is Karen Lu ... K-A-R-E-N Karen L-U Lu.

Karen : Yes, that's right. // (*beep*) *(10-second pause)*

Clerk : OK. I see you've ticked 'F' for female ... no problem there. And you're eleven years old?

Karen : Yes. I turned eleven recently. // (*beep*) *(10-second pause)*

Clerk : Oh, good. Could you tell me your address again as I can't read the words clearly?

Karen : Alright. Flat ... C ... 28th Floor ...

Clerk : Flat ... C ... 28th Floor. // (*beep*) *(10-second pause)*

Karen : Sunshine ... Building ... Mong Kok.

Clerk : Sunshine Building, Mong Kok.

Karen : Yes. // (*beep*) *(20-second pause)*

Clerk : And you go to Happy Time School?

Karen : Yes, but the full name of my school is Happy Time Primary School.

Clerk : OK, let me put that on your form – Happy ... Time ... Primary ... School. // *(beep) (10-second pause)* Which class are you in? I can't see what you have written down. Is it Primary Three or Primary Five?

Karen : Primary Five. // *(beep) (10-second pause)*

Clerk : Is your parent or guardian Mary Chan?

Karen : Yes, she's my mother. // *(beep) (10-second pause)*

Clerk : Good. The membership fee is \$60 a month. Please come in and pay it as soon as you can.

Karen : Is tomorrow OK? My mum will be free to bring me then.

Clerk : Tomorrow, that's July the 12th.

Karen : Yes. // *(beep) (10-second pause)*

Clerk : No problem. See you then. Oh! Please remember to bring a recent photo too.

Karen : OK, bye. See you tomorrow.]

Narrator : Listen to the conversation again and check your answers.
Repeat []
This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES) 	<ol style="list-style-type: none"> Karen Lu 11 C 28th / 28 Sunshine Building Mong Kok or Mongkok Happy Time Primary School 5 60 12/7 or 12/07 Mary Chan 	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. For Questions 5 – 7 & 11, do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas. For Questions 2, 4 & 8 – 10, the numbers can be in word form (though this is not encouraged).

Sample 3

Miss Lau is telling you a story about Tom.

Listen to the story.

Choose the best answer by blackening the circle.

1. Tom's mother works _____.
 - ☐ A. in a church
 - ☐ B. at the market
 - ☐ C. in the playground
 - ☐ D. at Kowloon Boys School

2. Tom likes Mrs Wong because she _____.
 - ☐ A. is very helpful
 - ☐ B. does his homework
 - ☐ C. is a Chinese teacher
 - ☐ D. plays football with him

3. What happened to Tom one windy morning?
 - ☐ A. Tom broke his leg.
 - ☐ B. Tom lost his cap.
 - ☐ C. Tom broke a bottle of milk.
 - ☐ D. Tom walked across a bridge.

4. How did Tom's mother feel?
 - ☐ A. sad
 - ☐ B. bored
 - ☐ C. happy
 - ☐ D. excited

Please go to the following website to listen to the story:

<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample3.mp3>

Sample 3

Tapescript

Narrator: Miss Lau is telling you a story about Tom.
You now have 30 seconds to study the questions below. *(30-second music)*
Now, listen to the story. The story will be played two times. The story will begin now.

①[Teacher: Tom is a young boy. He is strong and tall. Every morning, he helps his mother sell bottles of milk at her shop in the market.

In the afternoon, he goes to Kowloon Boys School. On his way to school, he passes a playground. He sees many children playing football. He likes his school. He has many friends there. Mrs Wong is his favourite teacher. She teaches Chinese. She is very kind to Tom. She often helps him with his homework after school.]①

②[One morning, Tom and his mother were selling bottles of milk. It was very windy. The wind was blowing paper and leaves everywhere. It was so strong that it blew Tom's cap off his head. His cap flew over the church and across the bridge. He never saw it again. Poor Tom! The wind was really strong. All the bottles of milk fell to the ground and broke into many pieces. *(sound of breaking glass)*. Tom's mother cried out *(sadly, slowly)*, "Oh, no! There's milk everywhere!"]②

Narrator: Now, listen to the story again. When you hear a beep *(beep)*, answer the question. The story will begin now.

Repeat ① [] ①

Narrator: Question 1: Tom's mother works _____. // *(beep) (5-second pause)*

Question 2: Tom likes Mrs Wong because she _____. // *(beep) (5-second pause)*

Repeat ② [] ②

Narrator: Question 3: What happened to Tom one windy morning? // *(beep) (5-second pause)*

Question 4: Tom's mother cried out, "Oh, no! There's milk everywhere!"
(voice only)
How did Tom's mother feel? // *(beep) (5-second pause)*

You now have 15 seconds to check your answers. *(15-second pause)*

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none">Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES)	<ol style="list-style-type: none">BABA	<ul style="list-style-type: none">Award a score of 1 for each correct answer.

Sample 4

Listen to an advertisement on the radio.

Listen to the advertisement.

Choose the best answer by blackening the circle.

1. What is this advertisement about?
 - ☐ A. taking a train
 - ☐ B. eating in a restaurant
 - ☐ C. playing computer games
 - ☐ D. going to a shopping centre
2. The speaker thinks that shopping in the city is _____.
 - ☐ A. fun
 - ☐ B. tiring
 - ☐ C. boring
 - ☐ D. exciting
3. The speaker tells you to go to Hong Kong Plaza by _____.
 - ☐ A. bus
 - ☐ B. ferry
 - ☐ C. MTR
 - ☐ D. minibus
4. Where is Hong Kong Plaza?
 - ☐ A. Lantau Island
 - ☐ B. Cheung Chau
 - ☐ C. Lamma Island
 - ☐ D. Hong Kong Island

5. Why isn't Hong Kong Plaza full of people?

- ☐ A. It is new.
- ☐ B. It is very big.
- ☐ C. There are not many shops.
- ☐ D. Most people don't like shopping there.

6. What can you do in Hong Kong Plaza?

- ☐ A. buy toys
- ☐ B. see a film
- ☐ C. send letters
- ☐ D. have a haircut

Please go to the following website to listen to the advertisement:
<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample4.mp3>

Sample 4

Tapescript

Narrator: Listen to an advertisement on the radio.
You have 1 minute to study the questions below. (*1-minute music*)
Listen to the advertisement. When you hear a beep (*beep*), answer the question.
The advertisement will be played two times. The advertisement will begin now.

Announcer: ①[Are you tired of crowds? Are you tired of having to push your way into shops? Shopping in the city is not much fun, is it? No problem. Get away from the crowds. Take the MTR to Lantau Island. There, at the Tung Chung station, is Hong Kong Plaza.]① (*music*)

②[Hong Kong Plaza is so large; it's never crowded with people. Shop in comfort. Hundreds of shops for you to choose from. Many excellent restaurants. Fun and games for children. Hong Kong Plaza! You'll love it. Come and enjoy yourself. Hong Kong Plaza!]② (*beep*)

Narrator: Now, listen to the first part of the advertisement again and check your answers to Questions 1 to 4.

Repeat ① [] ①

Narrator: Question 1: What is this advertisement about?
// (*beep*) (*5 second-pause*)

Question 2: The speaker thinks that shopping in the city is _____.
// (*beep*) (*5 second-pause*)

Question 3: The speaker tells you to go to Hong Kong Plaza by _____. // (*beep*) (*5 second-pause*)

Question 4: Where is Hong Kong Plaza? // (*beep*) (*5 second-pause*)

Narrator: Now, listen to the last part of the advertisement again and check your answers to Questions 5 and 6.

Repeat ② [] ②

Question 5: Why isn't Hong Kong Plaza full of people?
// (*beep*) (*5 second-pause*)

Question 6: What can you do in Hong Kong Plaza?
// (*beep*) (*5 second-pause*)

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none">Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES)	<ol style="list-style-type: none">DBCABA	<ul style="list-style-type: none">Award a score of 1 for each correct answer.

Sample 5

Miss Cheung likes reading rhymes to her class. Today, she is reading a rhyme called ‘Goodnight.’

Listen carefully to Miss Cheung.

Choose the best answer by blackening the circle.

1. Anna is _____.
☐ A. waking up
☐ B. going to sleep
☐ C. saying goodbye to her parents
☐ D. talking to her friend on the phone

2. ‘Bear’ rhymes with ‘chair’. Which word also rhymes with ‘chair’?
☐ A. ☐ B. ☐ C. ☐ D.

3. Which pair of words rhymes?
☐ A. ☐ B. ☐ C. ☐ D.

4. Miss Cheung asked her students to think of two more lines for this rhyme. Help them complete the last line.

“Goodnight mat,
Goodnight _____.”

☐ A. ☐ B. ☐ C. ☐ D.

Please go to the following website to listen to the rhyme:

<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample5.mp3>

Sample 5

Tapescript

Narrator: Miss Cheung likes reading rhymes to her class. Today, she is reading a rhyme called ‘Goodnight’.
You now have 15 seconds to study the questions below. *(15-second music)*
Listen carefully to Miss Cheung. When you hear a beep (*beep*), answer the question. The rhyme will be played two times. The rhyme will begin now.

[Miss Cheung:

Goodnight

All ready for bed,
Anna said,

“Goodnight doll’s house,
Goodnight toy mouse.

Goodnight teddy bear,
Goodnight yellow chair.

Goodnight papa,
Goodnight mama.”

Narrator: Question 1: Anna is _____. // (*beep*) (*5-second pause*)

Question 2: ‘Bear’ rhymes with ‘chair’. Which word also rhymes with ‘chair’?

A. table B. yellow C. stair D. cat // (*beep*) (*5-second pause*)

Question 3: Which pair of words rhymes?

A. doll and toy B. chair and bed C. teddy and bear D. mouse and house // (*beep*) (*5-second pause*)

Question 4: Miss Cheung asked her students to think of two more lines for this rhyme. Help them complete the last line. “Goodnight mat, Goodnight _____.” A. hot B. hat C. hit D. hut
// (*beep*) (*5-second pause*)]

Listen to the rhyme again and check your answers.

Repeat []

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none">Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES)Understanding the use of a small range of language features in simple literary / imaginative spoken texts (ES)	<ol style="list-style-type: none">BCDB	<ul style="list-style-type: none">Award a score of 1 for each correct answer.

Sample 6

Mary's mother is reading riddles to her children.

Listen to what Mary's mother says.

Write your answer.

Riddle 1

1. What am 'I'?

Riddle 2

2. What am 'I'?

Please go to the following website to listen to the riddles:
<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample6.mp3>

Sample 6

Tapescript

Narrator: Mary's mother is reading riddles to her children.
You have 15 seconds to study the questions below. *(15-second music)*
Now, listen to what Mary's mother says. When you hear a beep *(beep)*, write your answer. The riddles will be played two times. The riddles will begin now.

[Mum: Children, listen to the first riddle and see if you can answer the question.

I keep the cars going
And I can make them stop!
My yellow colour makes you think —
Should you stop or should you go?

Narrator: Question 1: What am 'I'? // *(beep)* *(5-second pause)*

Mum: Children, listen to the second riddle and see if you can answer the question.

People see me in the wintertime
Standing outside all alone.
Children give me a big nose
And a nice, warm scarf.
Along comes the sunshine ...
And slowly, quietly I live no more.

Narrator: Question 2: What am 'I'? // *(beep)* *(5-second pause)*]

Narrator: Now, listen to the riddles again and check your answers.

Repeat []

You now have 15 seconds to check your answers. *(15-second pause)*

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES) Understanding the use of a small range of language features in simple literary / imaginative spoken texts (ES) 	<ol style="list-style-type: none"> Traffic lights Snowman 	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect / illegible answer or unattempted question. Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Sample 7

Listen to the news report on the radio.

Section A

Listen to the radio programme and answer the following questions.

Choose the best answer by blackening the circle.

1. Which of the following reports are mentioned in the programme?
☐ A. falling objects
☐ B. a landslide
☐ C. a robbery
☐ D. sports news

2. At what time is the news report?
☐ A. 1 p.m.
☐ B. 5 p.m.
☐ C. 8 p.m.
☐ D. 9 p.m.

Section B

Listen to the radio programme again.

Choose the best answer by blackening the circle.

1. Where is the traffic jam?
 - ☐ A. Chai Wan
 - ☐ B. Wan Chai
 - ☐ C. Tsuen Wan
 - ☐ D. Sheung Wan

2. Which vehicle(s) turned over on the road?
 - ☐ A. two trucks
 - ☐ B. many cars
 - ☐ C. a police car
 - ☐ D. an ambulance

3. According to the police, what will happen a few hours later?
 - ☐ A. The traffic will stop.
 - ☐ B. The road will be open.
 - ☐ C. There will be another traffic jam.
 - ☐ D. There will be another car accident.

4. How many stories are about falling objects?

- ☐ A. 1
- ☐ B. 2
- ☐ C. 3
- ☐ D. 4

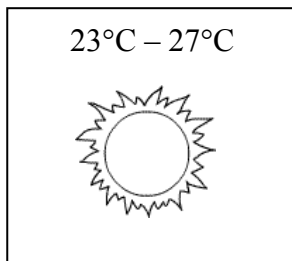
5. The window frame dropped from the _____ floor.

- ☐ A. first
- ☐ B. second
- ☐ C. third
- ☐ D. fourth

6. According to the police, people _____.

- ☐ A. should not spit
- ☐ B. should not open windows
- ☐ C. should be careful when shopping
- ☐ D. should not throw things out of windows

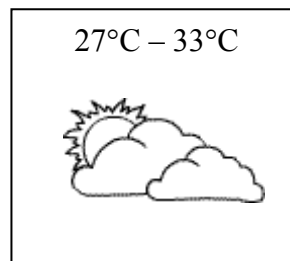
7. Which picture shows the weather for tomorrow?



☐ A.



☐ B.



☐ C.



☐ D.

Please go to the following website to listen to the news report:
<http://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample7.mp3>

Sample 7

Tapescript

Narrator: Listen to the news report on the radio.

Section A

You now have 15 seconds to study the questions below. *(15-second music)*
Listen to the radio programme and answer the following questions. The radio programme will be played **once** only. The radio programme will begin now.

①[Reporter: Good evening. This is Radio One's evening news report. First, our top story. There is a big traffic jam near Tsuen Wan. Two large trucks hit each other at 4 p.m. They both turned over and many cars crashed into them. Two people were hurt and sent to hospital by ambulance. The police said it would take a few hours to clear Lai Chi Kok Road. Drivers should not go near the Tsuen Wan area.]①

②[Reporter: Earlier today, two people were hurt by falling objects. In Aberdeen a housewife was hit by a piece of wood falling down from a building. Luckily she was not badly hurt. Later in the day, in Mongkok, a window frame dropped from the third floor of an old building and hit a student. He had to be taken to hospital. After these accidents, police have asked the public not to throw things out of windows. They have also asked people to check all old window frames carefully.]②

③[Reporter: Finally, here's the weather report. Tomorrow will be rainy with temperatures from 27 to 33°C. It's a good idea to take an umbrella with you when you go out.

That's all for the news. Please join us for our next report one hour later at 9 p.m. Thanks for listening to Radio One's evening news report. Goodbye.] ③
(beep)

Narrator: You now have 15 seconds to check your answers in Section A. *(15-second pause)*

This is the end of Section A.

Narrator: **Section B**

Listen to the radio programme again. After each session, you have to answer some questions. The radio programme will be played **once** only. You now have one minute to study the questions below. *(1-minute music)*

Now, listen to the first session of the radio programme and answer Questions 1 to 3 while you're listening. The radio programme will begin now.

Reporter: **Repeat ① [] ①** *(beep)*

Narrator: You now have 15 seconds to check your answers to Questions 1 to 3. *(15-second pause)*

Now, listen to the second session of the radio programme and answer Questions 4 to 6 while you're listening. The radio programme will begin now.

Reporter: **Repeat ② [] ②** *(beep)*

Narrator: You now have 15 seconds to check your answers to Questions 4 to 6. *(15-second pause)*

Now, listen to the third session of the radio programme and answer Question 7 while you're listening. The radio programme will begin now.

Reporter: **Repeat ③ [] ③** *(beep)*

Narrator: You now have 5 seconds to check your answer to Question 7. *(5-second pause)*

This is the end of Section B.

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, KS, ES) 	<p>Section A</p> <ol style="list-style-type: none"> A C <p>Section B</p> <ol style="list-style-type: none"> C A B B C D D 	<ul style="list-style-type: none"> Award a score of 1 for each correct answer.

B. Sample Items on Reading and Writing

Sample 1

Part 1

Here is a story about Mr Chan and some farmers.

Read the story carefully.

<p>Mr Chan lived in a village. He was rich but lazy. Thirty farmers lived in his village. They rented land from him. Each month they paid Mr Chan a lot of money but he was not satisfied. He asked them for more money. The farmers had sad and difficult lives but Mr Chan enjoyed his life very much.</p> <p>One day there was a big flood in the village. All the houses and farms were covered with water. Mr Chan and the farmers climbed up a nearby mountain to escape the flood. The farmers each brought a bag of sweet potatoes with them. Mr Chan brought two boxes filled with jewellery and money.</p>	<p>When the sun went down, the village was still under water. Nobody could return home. They were cold and tired. The farmers also felt very sad and worried about their homes.</p> <p>The night became colder and darker. Without smiles on their faces, the farmers ate their sweet potatoes. However, Mr Chan had nothing to eat. He only had his money and jewellery. He wanted to buy some sweet potatoes from the farmers. But they said, "No." ...</p>
--	---

Choose the best answer by blackening the circle.

- Why did the farmers and Mr Chan climb up the mountain?
 - ☐ A. to look for food
 - ☐ B. to look for jewellery
 - ☐ C. to live on the mountain
 - ☐ D. to get away from the heavy flood
- What did the farmers carry up the mountain?
 - ☐ A. water
 - ☐ B. sweet potatoes
 - ☐ C. sweets and potatoes
 - ☐ D. jewellery and money

3. Why didn't the farmers sell potatoes to Mr Chan?
- ☐ A. Mr Chan had potatoes himself.
 - ☐ B. Mr Chan was unkind to the farmers.
 - ☐ C. The farmers only had enough for themselves.
 - ☐ D. The farmers loved eating potatoes very much.
4. This story tells us Mr Chan was _____.
- ☐ A. bored
 - ☐ B. helpful
 - ☐ C. greedy
 - ☐ D. hard-working
5. What can we learn from this story?
- ☐ A. It is healthy to climb mountains.
 - ☐ B. We cannot live on jewellery and money.
 - ☐ C. Floods sometimes happen in some villages.
 - ☐ D. Rich people must give jewellery to farmers.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading <ul style="list-style-type: none"> Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) 	1. D 2. B 3. B 4. C 5. B	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect / illegible answer or unattempted question.

Part 2

Mr Chan had nothing to eat. He only had his money and jewellery.
He wanted to buy some sweet potatoes from the farmers. But they said,
“No.” ...

What happened to Mr Chan? How did he feel?

Complete the story in about 50 words.

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none"> Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> Provide the story ending by giving interesting and imaginative ideas with supporting details. Communicate ideas very clearly and coherently. 	<ul style="list-style-type: none"> Accept any sensible or logical ideas.
	3	<ul style="list-style-type: none"> Provide the story ending by giving sufficient and relevant ideas with some supporting details. Communicate ideas clearly and coherently. 	
	2	<ul style="list-style-type: none"> Provide a brief ending with reasonably clear and relevant ideas to the story but lack supporting details. Communicate ideas quite clearly and coherently. 	
	1	<ul style="list-style-type: none"> Attempt to provide an ending by giving very limited ideas only. <p>AND/OR</p> <ul style="list-style-type: none"> Provide unclear or disconnected ideas that may confuse the reader. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas. <p>OR</p> <ul style="list-style-type: none"> Practically make no attempt at all. 	

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none"> Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> Answers of less than 25 words will not be awarded more than a score level of 2.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes. OR <ul style="list-style-type: none"> Use a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and verb forms. OR <ul style="list-style-type: none"> Make many grammatical and spelling mistakes. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas OR <ul style="list-style-type: none"> Practically make no attempt at all. 	

Sample 2

Karen wants to join a sports club this summer. She finds some advertisements of sports clubs in the magazine.

Read the following advertisements.

<p><i>Great Sports Club</i> <i>All are welcome!</i></p> <p>Fee: \$300 / month <i>(For members)</i> \$20 / visit <i>(For guests)</i></p> <p>Programmes: Table tennis Swimming Bowling Basketball</p> <p>Open from Tuesday to Sunday 8:00 a.m. – 9:00 p.m.</p> <p>Enjoy lunch in our Chinese restaurant next door!</p>	<p><i>Fun Time Sports Club</i></p> <p>Age: 15–50</p> <p>Fee: <i>\$80 per month</i> (For members) <i>\$5 per visit</i> (For guests)</p> <p>Programmes: <i>Table tennis</i> <i>Tai Chi</i> <i>Football</i> <i>Swimming</i></p> <p>Open <i>daily</i> <i>8:00 a.m. – 7:00 p.m.</i> <i>Free drinks provided</i></p>
<p><i>Fit Sports Club</i> <i>All are welcome!</i></p> <p>Fee: <i>\$360 per year</i> <i>(For members)</i> <i>\$10 per visit</i> <i>(For guests)</i></p> <p>Programmes: <i>Judo</i> <i>Swimming</i> <i>Badminton</i></p> <p><i>We are open from 9:00 a.m. to</i> <i>9:00 p.m. daily —except Thursdays.</i></p> <p><i>Water fountains for your use</i></p>	<p><i>Healthy Sports Club</i></p> <p>Age: Children under 12</p> <p>Fee: <i>\$180 (3 months) (For</i> <i>members)</i> <i>Guests free</i></p> <p>Programmes: <i>Swimming</i> <i>Badminton</i> <i>Table tennis</i></p> <p>Opening hours: 7:00 a.m. - 5:00 p.m. Monday to Saturday</p> <p>Indoor swimming pool and vegetarian snack bar available</p>

Choose the best answer by blackening the circle.

1. Which club is open every day?
☐ A. Fit Sports Club
☐ B. Great Sports Club
☐ C. Healthy Sports Club
☐ D. Fun Time Sports Club
2. Which club has the longest opening hours?
☐ A. Fit Sports Club
☐ B. Great Sports Club
☐ C. Healthy Sports Club
☐ D. Fun Time Sports Club
3. Which club can Karen bring a friend to without paying?
☐ A. Fit Sports Club
☐ B. Great Sports Club
☐ C. Healthy Sports Club
☐ D. Fun Time Sports Club
4. Karen is eleven years old. How many club(s) can she join?
☐ A. one
☐ B. two
☐ C. three
☐ D. four
5. Karen loves eating salad after she exercises. Which club should she join?
☐ A. Fit Sports Club
☐ B. Great Sports Club
☐ C. Healthy Sports Club
☐ D. Fun Time Sports Club

6. Karen wants to pay the lowest fee per month. Which club should she join?
- ☐ A. Fit Sports Club
- ☐ B. Great Sports Club
- ☐ C. Healthy Sports Club
- ☐ D. Fun Time Sports Club
7. Karen likes swimming and playing badminton. How many club(s) has/have these two programmes?
- ☐ A. one
- ☐ B. two
- ☐ C. three
- ☐ D. four

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading <ul style="list-style-type: none"> Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) 	1. D 2. B 3. C 4. C 5. C 6. A 7. B	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect / illegible answer or unattempted question.

Sample 3

Eddy and Tommy are cousins.

Here is a poem about them. Read the poem.

Eddy and Tommy

- 1 Here comes lonely young Eddy
Walking down the street,
With a diamond ring on his finger
And a pair of fur boots on his feet.
Going from shop to shop he buys
- 6 A golden birdcage, a seaside cottage,
A pearl necklace and a grand palace,
But not a smiling face.
- There's a happy boy called Tommy.
Collecting things in the street,
- 11 With a large bag on his back
And a dog playing at his feet.
Going from door to door he gets
An old kettle, a funny bottle,
A tiny cradle, a toy turtle
- 16 And warm greetings from people.

Part A

Choose the best answer by blackening the circle.

1. Which one is smiling?
☐ A. Eddy
☐ B. Tommy
☐ C. the little dog
☐ D. the bird in the birdcage
2. Where are Eddy and Tommy now?
☐ A. in a shop
☐ B. at the door
☐ C. in the street
☐ D. in a grand palace
3. In this poem, a golden birdcage, a pearl necklace and a seaside cottage are _____.
☐ A. cheap
☐ B. expensive
☐ C. furniture in a palace
☐ D. rings on Eddy's fingers
4. In line 13, 'gets' means _____.
☐ A. gives
☐ B. buys
☐ C. likes
☐ D. collects

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading <ul style="list-style-type: none"> Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) 	Part A <ol style="list-style-type: none"> B C B D 	<ul style="list-style-type: none"> Award a score of 1 for each correct answer.

Part B

Do you want to be Eddy or Tommy? Why? Write about 30 words.

Complete the sentence.

I want to be _____ because _____

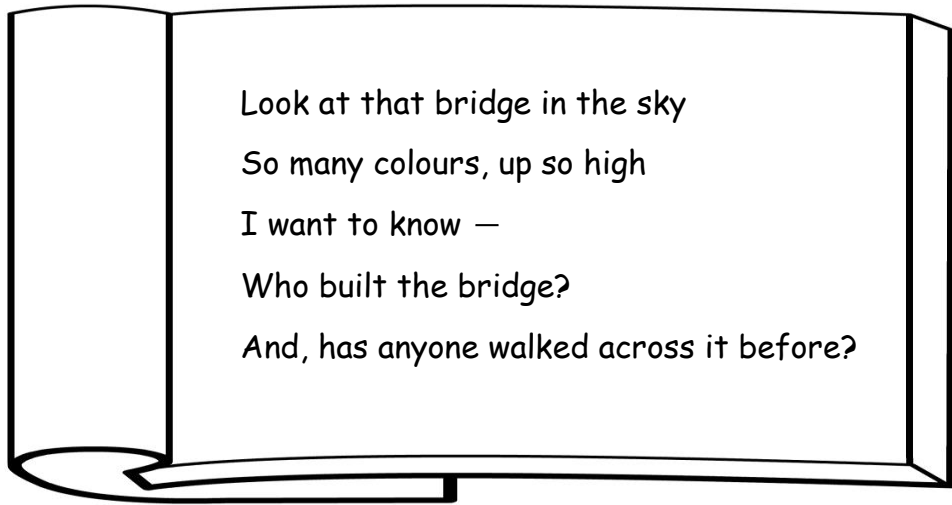
Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none">Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES)	3	<ul style="list-style-type: none">Answer the question with an appropriate reason.There are few or no grammatical and spelling mistakes.	<ul style="list-style-type: none">Accept any sensible or logical ideas.
	2	<ul style="list-style-type: none">Answer the question with an appropriate reason.There are some grammatical and spelling mistakes.	
	1	<ul style="list-style-type: none">Answer the question with an unclear reason or inappropriate reason or no reason.There are many grammatical and spelling mistakes.	
	0	<ul style="list-style-type: none">Provide totally irrelevant ideas. OR <ul style="list-style-type: none">Practically make no attempt at all.	

Sample 4

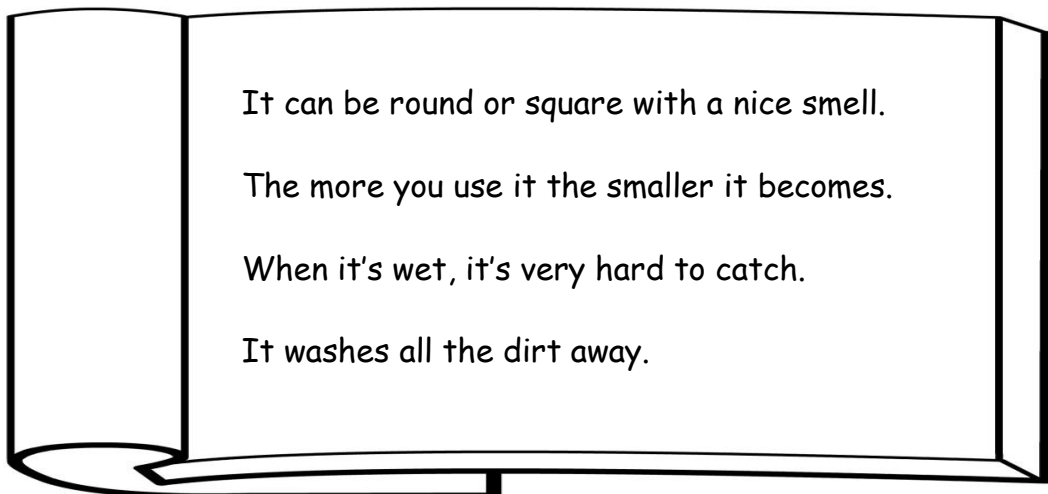
Paul is reading riddles in the library.

Read the riddles and answer the questions.



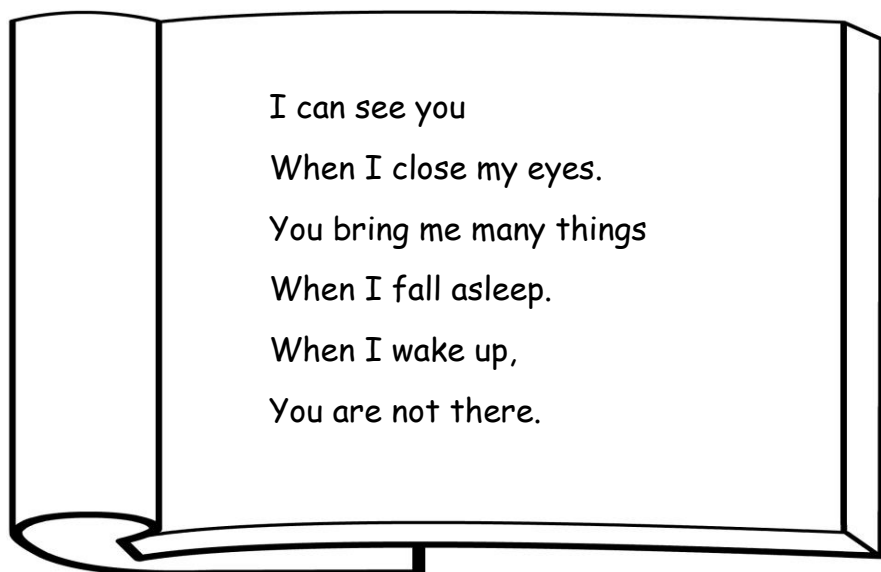
Look at that bridge in the sky
So many colours, up so high
I want to know —
Who built the bridge?
And, has anyone walked across it before?

1. What is 'the bridge'?



It can be round or square with a nice smell.
The more you use it the smaller it becomes.
When it's wet, it's very hard to catch.
It washes all the dirt away.

2. What is 'it'?



3. What are 'you'?

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading <ul style="list-style-type: none"> Understanding the use of a small range of language features in simple literary / imaginative texts (ES) 	1. rainbow 2. soap 3. dream	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect / illegible answer or unattempted question. Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Sample 5

Betty is watching a play.

Part 1

Read the first part of the play.

Characters : Three friends – John, Jim & Mary

Scene I

Narrator: One Sunday, John, Jim and Mary are shopping in a big shopping centre in Kowloon.

[The three enter and sit down on a bench. They have many shopping bags.]

Mary: Oh, dear! I'm so tired. We've been here shopping for about two hours already.

John: Really, that long? When you're having fun shopping, time goes by quickly.

Jim: Yes! But I think shopping is fun only when I'm buying things for myself. I really hate shopping for food in a supermarket with my mother.

Mary: Oh, Jim. You shouldn't be so selfish.

Jim: I'm not, really. But my mother is always so slow to think about what she wants to buy.

Mary: Oh, Jim! That's not a nice thing to say. I'm not slow at all. Just look at me. Today I bought two pairs of shoes, three T-shirts, two pairs of shorts and a music DVD in less than an hour!

Jim: Alright, so you're different. You love to spend money as quickly as you can!

John: OK, you two. Let's not start a fight! Why don't we just find a place to have lunch?

Mary: Good idea! Let's go then.

[They get up and walk off.]

Choose the best answer by blackening the circle.

Mary: Oh, dear! I'm so tired. We've been here shopping for about two hours already.

John: Really, that long? When you're having fun shopping, time goes by quickly.

1. What can you tell about John?

- ☐ A. He feels tired.
- ☐ B. He loves shopping.
- ☐ C. He hates shopping for two hours.
- ☐ D. He hopes that time can go quickly.

Jim: Yes! But I think shopping is fun only when I'm buying things for myself.

I really hate shopping for food in a supermarket with my mother.

Mary: Oh, Jim. You shouldn't be so selfish.

2. Why does Mary think that Jim is selfish?

She thinks that _____.

- ☐ A. Jim hates shopping
- ☐ B. Jim hates buying food
- ☐ C. Jim only likes to buy things for himself
- ☐ D. Jim only likes shopping with his mother

Jim: ... But my mother is always so slow to think about what she wants to buy.

Mary: Oh, Jim! That's not a nice thing to say.

3. Mary thinks that Jim is _____.

- ☐ A. rude
- ☐ B. slow
- ☐ C. nice
- ☐ D. honest

Mary: ... I'm not slow at all. Just look at me. Today I bought two pairs of shoes, three T-shirts, two pairs of shorts and a music DVD in less than an hour!

Jim: Alright, so you're different. You love to spend money as quickly as you can!

John: OK, you two. Let's not start a fight! Why don't we just find a place to have lunch?

4. Jim says Mary is different from his mother because _____.

- ☐ A. Mary loves shopping
- ☐ B. Mary is quick at shopping
- ☐ C. Mary spends money slowly
- ☐ D. Mary buys many things for herself

5. At the end, what are they going to do?

- ☐ A. They take a rest.
- ☐ B. They buy T-shirts.
- ☐ C. They have a fight.
- ☐ D. They have something to eat.

Part 2

Read the second part of the play.

Scene II

[The three friends are sitting in a restaurant.]

Mary: Oh, that was good. The sushi was so fresh. De-e-e-e-licious.

Jim: My meal was good too. After eating the noodles and pork chops, I'm ready for more shopping!

John: Right, let's go. You know tomorrow is not a holiday.

Mary: You're right. But we haven't been to a bookshop yet. Shall we find one?

Jim: Well, the two of you can look at books and I'm going to look at cameras. There's always something new to see.

Mary: OK. How about meeting somewhere at 3 o'clock, so we won't get lost?

John: All right. There's a beautiful water fountain just inside the main entrance. Let's meet there.

Mary & Jim: That's good. See you at 3 o'clock.

[They walk off.]

Choose the best answer by blackening the circle.

1. Which kind of restaurant did the children go to?

- ☐ A. Thai
- ☐ B. Italian
- ☐ C. Chinese
- ☐ D. Japanese

Jim: My meal was good too. After eating the noodles and pork chops, I'm ready for more shopping!

John: Right, let's go. You know tomorrow is not a holiday.

2. John wants to _____.

- ☐ A. go home
- ☐ B. eat more food
- ☐ C. have a holiday
- ☐ D. finish shopping quickly

Mary: You're right. But we haven't been to a bookshop yet. Shall we find one?

Jim: Well, the two of you can look at books and I'm going to look at cameras. There's always something new to see.

3. Which shop is Jim going to visit?

- ☐ A. 'Sports Stars'
- ☐ B. 'Book Lovers'
- ☐ C. 'Photos Today'
- ☐ D. 'Games For Everyone'

4. Which shop are Mary and John going to visit?

- ☐ A. 'Sports Stars'
- ☐ B. 'Book Lovers'
- ☐ C. 'Photos Today'
- ☐ D. 'Games For Everyone'

Mary: OK. How about meeting somewhere at 3 o'clock, so we won't get lost?

John: All right. There's a beautiful water fountain just inside the main entrance.
Let's meet there.

5. Why do the children meet at the water fountain?

- ☐ A. They don't want to get lost.
- ☐ B. They like to see the fountain.
- ☐ C. The water fountain is beautiful.
- ☐ D. They want to see the main entrance.

Part 3

Read the third part of the play.

Scene III

[Mary and John are sitting on a bench near the water fountain. They are checking their watches and looking around.]

Mary: Where is Jim? We said 3 o'clock and now it's a quarter past three.

John: Do you think he forgot when to meet us?

Mary: No. I think he's just too busy looking at cameras.

John: Why don't you call him? Do you know his phone number?

Mary: No, he doesn't have a mobile phone.

John: That's really surprising! Everyone has a mobile phone.

Mary: Well, I'd be really angry if he forgot when to meet us!

John: Yes, you're right. Anyway, let's wait another ten minutes and see whether he comes or not. I have to get home soon. If I don't, my mother will get mad.

[Lights go out slowly.]

Choose the best answer by blackening the circle.

1. How long have Mary and John waited for Jim?

- ☐ A. 10 minutes
- ☐ B. 15 minutes
- ☐ C. 30 minutes
- ☐ D. 45 minutes

John: Do you think he (Jim) forgot when to meet us?

Mary: No. I think he's just too busy looking at cameras.

2. From this conversation, what does Mary think of Jim?

Mary thinks Jim _____.

- ☐ A. is always late
- ☐ B. is always busy
- ☐ C. forgets when to meet
- ☐ D. likes cameras very much

Mary: No, he doesn't have a mobile phone.

John: That's really surprising! Everyone has a mobile phone.

3. Why does John say "That's really surprising!"?

- ☐ A. Jim likes his mobile phone.
- ☐ B. Jim wants to have a mobile phone.
- ☐ C. Jim does not have a mobile phone.
- ☐ D. Jim forgets to bring his mobile phone.

John: Yes, you're right. Anyway, let's wait another ten minutes and see whether he comes or not. I have to get home soon. If I don't, my mother will get mad.

4. What does the word 'mad' mean?

- ☐ A. silly
- ☐ B. angry
- ☐ C. excited
- ☐ D. surprised

Part 4

Read the last part of the play.

Scene IV

[Mary is still sitting on the bench, looking tired.]

John Look! There's Jim!

[Jim walks quickly on stage.]

Mary: Jim, where have you been?

Jim: Oh, I'm very sorry. I wanted to look at all the new cameras. I forgot to check my watch. I'm really sorry.

[John and Mary look at each other with an angry look. Then they smile.]

Mary: OK, Jim. We'll forgive you – this time! We're good friends, aren't we?

Jim: Oh, thank you.

John: But Jim, do something for us. Get yourself a mobile phone!

[The three walk off stage smiling, swinging their shopping bags.]

THE END

Choose the best answer by blackening the circle.

1. Why was Jim late?

- ☐ A. He forgot the time.
- ☐ B. He was looking for his watch.
- ☐ C. He wanted to trick John and Mary.
- ☐ D. He wanted to get a mobile phone and a camera.

John: But Jim, do something for us. Get yourself a mobile phone!

2. John wants Jim to _____.

- ☐ A. forgive him
- ☐ B. be his best friend
- ☐ C. get them a mobile phone
- ☐ D. buy a mobile phone for himself

Part 5

Read the play again and complete the story map below. Choose the best answer by blackening the circle.

Setting	
Time: <input type="radio"/> A. Saturday	Place: <input type="radio"/> A. home
<input type="radio"/> B. Sunday	<input type="radio"/> B. market
<input type="radio"/> C. Monday	<input type="radio"/> C. supermarket
<input type="radio"/> D. Tuesday	<input type="radio"/> D. shopping center

Write your answers.

People / Characters		
• _____	• _____	• _____

(in any order)

Arrange the following events in the correct order. Write the correct number in the box.

1	2	3	4	5
---	---	---	---	---

Events	Order
John, Jim and Mary went shopping together.	<i>e.g.</i> 1
John and Mary waited for Jim at the water fountain.	
The three friends had a meal in a restaurant.	
The three friends left together with their shopping bags.	
The three friends were tired and took a rest on a bench.	

Choose the best answer by blackening the circle.

Ending
Which of the following about the ending is true?
<input type="radio"/> A. All the three friends were happy.
<input type="radio"/> B. All the three friends were angry.
<input type="radio"/> C. John and Mary were angry with Jim.
<input type="radio"/> D. John and Mary felt happy, but Jim felt sad.

Marking Scheme

BC Descriptor	Scoring Guide		Remarks
Reading <ul style="list-style-type: none"> Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) 	Part 1	1. B 2. C 3. A 4. B 5. D	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect / illegible answer or unattempted question.
	Part 2	1. D 2. D 3. C 4. B 5. A	
	Part 3	1. B 2. D 3. C 4. B	
	Part 4	1. A 2. D	
	Part 5	Setting Time: B Place: D People / Characters John } Jim } In any order Mary } Events 4 3 5 2 Ending A	

Part 6

Read this part of the play again.

Mary: Jim, where have you been?

Jim: Oh, I'm very sorry. I wanted to look at all the new cameras. I forgot to check my watch. I'm really sorry.

If you were John or Mary, would you be angry with Jim? Why or why not? Write about 30 words.

Marking scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none">Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES)	3	<ul style="list-style-type: none">Answer the question with an appropriate reason.There are few or no grammatical and spelling mistakes.	<ul style="list-style-type: none">Accept any sensible or logical ideas.
	2	<ul style="list-style-type: none">Answer the question with an appropriate reason.There are some grammatical and spelling mistakes.	
	1	<ul style="list-style-type: none">Answer the question with an unclear reason or inappropriate reason or no reason.There are many grammatical and spelling mistakes.	
	0	<ul style="list-style-type: none">Provide totally irrelevant ideas. OR <ul style="list-style-type: none">Practically make no attempt at all.	

Sample 6

John had an accident when he was trying to walk across the bridge.

What happened to John?

Choose one picture. Put a ☒ in the box.

Write 4 – 5 sentences about the picture. You may use the words in the box to help you.



rope/bridge/pull



helicopter/ladder/climb



save/river/row

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none"> Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> Provide interesting and imaginative ideas to the story based on the picture chosen with supporting details. The description is very clear and coherent. 	<ul style="list-style-type: none"> Accept any sensible or logical ideas.
	3	<ul style="list-style-type: none"> Provide sufficient and relevant ideas to the story based on the picture chosen with supporting details. The description is clear and coherent. 	
	2	<ul style="list-style-type: none"> Provide some brief but reasonably clear and relevant ideas to the story based on the picture chosen but lack supporting details. The description is quite clear and coherent. 	
	1	<ul style="list-style-type: none"> Attempt to write a story by giving very limited information/ideas only. <p>OR</p> <ul style="list-style-type: none"> Provide unclear or disconnected information/ideas that may confuse the reader. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas. <p>OR</p> <ul style="list-style-type: none"> Practically make no attempt at all. 	

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none"> Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> Answers of less than 3 sentences will not be awarded more than a score level of 2.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes. OR <ul style="list-style-type: none"> Use a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and verb forms. OR <ul style="list-style-type: none"> Make many grammatical and spelling mistakes. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas. OR <ul style="list-style-type: none"> Practically make no attempt at all. 	

Sample 7

Jenny's grandma heard that Bobby, Jenny's dog, was home safely. She wrote a letter to Jenny.

Read the letter.

9 May XXXX

Dear Jenny,

I'm so happy to hear that Bobby, your cute little dog, is now safe at home. How is he?

I'd like to see Bobby this Sunday. Is it OK with you?
I hope to hear from you soon.

Love,
Grandma

You are Jenny. Give a short reply to your grandma's letter.
Write about 30 words.

12 May XXXX

_____ ,

_____ ,

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none">Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)	3	<ul style="list-style-type: none">Express both ideas with supporting details.Communicate ideas very clearly and precisely.	<ul style="list-style-type: none">The reply must include the following points:<ol style="list-style-type: none">Bobby is/isn't fine.Grandma can/can't see Bobby this Sunday.Do not penalize students for wrong use of capitalization or grammatical and spelling mistakes that do not interfere with the communication of ideas.
	2	<ul style="list-style-type: none">Express either of the ideas.Communicate ideas very clearly and precisely. OR <ul style="list-style-type: none">Express both ideas.Communicate ideas quite clearly.	
	1	<ul style="list-style-type: none">Attempt to answer both or either of the questions.Communicate ideas unclearly.	
	0	<ul style="list-style-type: none">Express mostly or totally irrelevant information in the reply. OR <ul style="list-style-type: none">Unable to express ideas.	
	Format <ul style="list-style-type: none">Award a score level of 1 for correct recipient ("Dear Grandma") and sender ("Love, Jenny").		

Sample 8

You are a member of a pen-friend club. You receive a letter.

Read the letter and then write a reply.

7 May XXXX

Dear friend,

Hi, I'm Chris Smith from Canada. I'm pleased to be your pen-friend. I am 11 years old. How old are you? I go to Maple Public School. Which school do you go to? I'm in Grade 6. What about you?

My favourite subjects are Maths and Music. What are your favourite subjects? I'm good at music but I'm weak in French. I'm a member of the School Choir. Are you in any clubs?

What about sports or hobbies? I usually play ice-hockey with my friends. Also, I sometimes surf on the Internet and chat on ICQ. What do you like to do in your spare time?

Please write soon.

Yours,

Chris

[illegible]

Marking Scheme

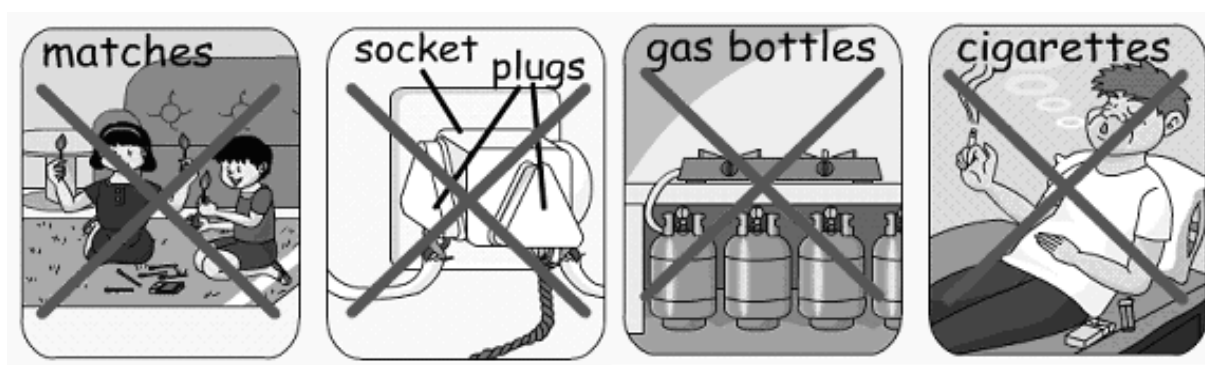
BC Descriptor	Score Level	Descriptor
Writing <ul style="list-style-type: none"> Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> Provide many relevant ideas/responses to the questions with supporting details. Communicate ideas very clearly and coherently.
	3	<ul style="list-style-type: none"> Provide many relevant ideas/responses to the questions with supporting details. Communicate ideas clearly and coherently.
	2	<ul style="list-style-type: none"> Provide some relevant ideas/responses to the questions with few supporting details. Communicate ideas fairly clearly and coherently. <p>OR</p> <ul style="list-style-type: none"> Provide ideas by partially substituting the words/ideas from the letter. Communicate ideas quite clearly and coherently.
	1	<ul style="list-style-type: none"> Words and ideas are mostly copied from the letter. <p>OR</p> <ul style="list-style-type: none"> Provide very limited ideas/responses to the questions. <p>OR</p> <ul style="list-style-type: none"> Provide unclear or disconnected information/ideas that may confuse the reader.
	0	<ul style="list-style-type: none"> Unable to express ideas. <p>OR</p> <ul style="list-style-type: none"> Provide totally irrelevant ideas. <p>OR</p> <ul style="list-style-type: none"> Practically make no attempt at all.
	Format <ul style="list-style-type: none"> Award a score level of 1 for correct recipient (“Dear Chris”) and sender (“Yours, any name”). Award a score level of 1 for an appropriate beginning (e.g. “How are you?”) and/or closing (e.g. “Please write soon.”). 	

BC Descriptor	Score Level	Descriptor	Remarks
<ul style="list-style-type: none"> Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> Answers of less than 40 words will not be awarded more than a score level of 2.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes. <p>OR</p> <ul style="list-style-type: none"> Use a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and verb forms. <p>OR</p> <ul style="list-style-type: none"> Make many grammatical and spelling mistakes. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas. <p>OR</p> <ul style="list-style-type: none"> Practically make no attempt at all. 	

Sample 9

Mrs Chan takes down some notes on fire prevention for her family.

Complete the notes for her. These pictures may help you.



Notes on fire prevention

- We should not leave food cooking when we are not at home.
- _____
- _____
- _____
- _____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing <ul style="list-style-type: none"> Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Provide 3 – 4 correct and relevant rules with appropriate choice of words. There are few or no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> Accept any sensible or logical ideas.
	2	<ul style="list-style-type: none"> Provide 3 – 4 correct and relevant rules with appropriate choice of words. There are some grammatical and spelling mistakes. OR <ul style="list-style-type: none"> Provide 2 correct and relevant rules with appropriate choice of words. There are few or no grammatical and spelling mistakes. 	
	1	<ul style="list-style-type: none"> Provide 1 – 2 correct and relevant rules with appropriate choice of words. There are some grammatical and spelling mistakes. OR <ul style="list-style-type: none"> Provide 1 correct and relevant rule with appropriate choice of words. There are few or no grammatical and spelling mistakes. 	
	0	<ul style="list-style-type: none"> Provide totally irrelevant ideas. OR <ul style="list-style-type: none"> Practically make no attempt at all. 	

C. Sample Items on Speaking

Sample 1

Reading Aloud

Read the following text.

Swimming

Swimming is fun. It is good exercise. If our parents cannot teach us to swim, we should get someone else to teach us. We can take lessons at a public swimming pool. Taking swimming lessons is not expensive. We should all learn how to swim.

Notes for Oral Examiners

A. Before the oral assessment (2 minutes)

1. Give the reading aloud text to the student.
2. Allow two minutes for preparation.

B. During the oral assessment (1 minute)

1. Tell the student to read the text aloud by saying:
 - “*You have one minute to read this text aloud. You may start now.*”
2. When the student has finished reading, collect the text from him/her.

Sample 2

Reading Aloud

Read the following text.

A stormy night

Last night there was a very big rainstorm. I was sleeping when the sound of the heavy rain woke me up. Later there was thunder and lightning with strong winds blowing. I was frightened. Luckily the storm soon passed. After about 20 minutes, I went back to sleep and had a dream about water!

Notes for Oral Examiners

- A. Before the oral assessment (2 minutes)
 1. Give the reading aloud text to the student.
 2. Allow two minutes for preparation.

- B. During the oral assessment (1 minute)
 1. Tell the student to read the text aloud by saying:
 - “*You have one minute to read this text aloud. You may now start.*”
 2. When the student has finished reading, collect the text from him/her.

Marking Scheme

BC Descriptor	Score Level	Descriptor
Reading Aloud <ul style="list-style-type: none"> Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES) 	4	<ul style="list-style-type: none"> Read fluently and clearly with appropriate pausing and intonation. Make very few or no pronunciation mistakes.
	3	<ul style="list-style-type: none"> Read fluently and clearly. Make very few or no pronunciation mistakes.
	2	<ul style="list-style-type: none"> Read quite clearly. Make some mistakes in pronunciation.
	1	<ul style="list-style-type: none"> Read hesitantly with many mistakes in pronunciation. Skip words occasionally.
	0	<ul style="list-style-type: none"> Read only a few words. Skip some words or phrases.

Sample 3

Teacher-Student Interaction (2 minutes)

Notes for Oral Examiners

1. Ask the student questions related to the topic of the reading text (e.g. rainstorm) and his/her personal experience:
 - *Have you seen any big rainstorms before?*
 - *What happened?*
 - *When did this happen?*
 - *Where were you?*
 - *Who was with you?*
2. Questions will be modified according to the context.

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Teacher-Student Interaction <ul style="list-style-type: none"> • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> • Provide relevant answers to most of the questions* and give elaboration to some of the questions*. 	<ul style="list-style-type: none"> • *Although ‘Yes/No’ questions can be used to prompt students, they are not counted if students merely provide ‘Yes/No’ answers without elaboration. • Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3	<ul style="list-style-type: none"> • Provide relevant answers to most of the questions*. 	
	2	<ul style="list-style-type: none"> • Provide relevant answers to some of the questions*. 	
	1	<ul style="list-style-type: none"> • Provide relevant answers to some of the questions* with prompting. 	
	0	<ul style="list-style-type: none"> • Give one or no comprehensible responses to the questions*. <p>OR</p> <ul style="list-style-type: none"> • Give irrelevant answers to most of the questions*. <p>OR</p> <ul style="list-style-type: none"> • Practically make no attempt at all. 	

BC Descriptor	Score Level	Descriptor	Remarks
<ul style="list-style-type: none"> Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	<ul style="list-style-type: none"> No score level will be awarded if the information or ideas provided are irrelevant to the topic.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary and sentence patterns with some grammatical mistakes. OR <ul style="list-style-type: none"> Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	
	0	<ul style="list-style-type: none"> Practically make no attempt at all. 	

Sample 4

Presentation

This is a TV guide in the magazine. Choose four TV programmes you want to watch today.
Tell your teacher why you choose them.

Today's TV Guide					
<u>TVC</u>		<u>BVC</u>			
<input type="checkbox"/>	4:00 p.m.	Fun Time	<input type="checkbox"/>	4:00 p.m.	Learn Basketball
<input type="checkbox"/>	5:00 p.m.	The World of Colours	<input type="checkbox"/>	5:00 p.m.	You Can Cook
<input type="checkbox"/>	6:00 p.m.	The Cartoon Hour	<input type="checkbox"/>	6:00 p.m.	Animal World
<input type="checkbox"/>	7:00 p.m.	Quiz Show – Win a Million Dollars	<input type="checkbox"/>	6:30 p.m.	Pop Songs
			<input type="checkbox"/>	6:45 p.m.	Movie – Dinosaur Park

Notes for Oral Examiners

A. Before the oral assessment (3 minutes)

1. Teacher explains the task to the student by saying:
 - *“This is a TV guide. It tells you the show times and the names of the TV programmes. Read the TV guide. Choose four TV programmes you want to watch today and give reasons.”*
2. Allow three minutes for preparation.

B. During the oral assessment (2 minutes)

1. Tell the student to do the presentation using the TV guide as a prompt:
 - *“You are going to tell the teacher about four TV programmes you want to watch from Today’s TV guide and why you choose them. You have two minutes to talk about them.”*
2. Encourage the student to use cohesive devices to give reasons.

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Presentation <ul style="list-style-type: none"> Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> Provide plenty of information and ideas relevant to the topic. Communicate ideas very clearly. 	<ul style="list-style-type: none"> Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. Bonus: Award a score level of 1 if the student has appropriate eye contact with the teacher examiner.
	3	<ul style="list-style-type: none"> Provide information and ideas relevant to the topic. Communicate ideas clearly. 	
	2	<ul style="list-style-type: none"> Provide some information and ideas relevant to the topic with prompting. Communicate ideas quite clearly. 	
	1	<ul style="list-style-type: none"> Provide information and ideas mostly irrelevant to the topic. OR <ul style="list-style-type: none"> Provide limited information and ideas. 	
	0	<ul style="list-style-type: none"> Provide information and ideas totally irrelevant to the topic. OR <ul style="list-style-type: none"> Practically make no attempt at all. 	

BC Descriptor	Score Level	Descriptor	Remarks
<ul style="list-style-type: none"> Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	<ul style="list-style-type: none"> No score level will be awarded if the information or ideas provided are irrelevant to the topic.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary and sentence patterns with some grammatical mistakes. OR <ul style="list-style-type: none"> Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	
	0	<ul style="list-style-type: none"> Practically make no attempt at all. 	
<ul style="list-style-type: none"> Pronouncing simple and familiar words comprehensibly (KS) 	3	<ul style="list-style-type: none"> Speak clearly with very few mistakes in pronunciation. 	
	2	<ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	1	<ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	
	0	<ul style="list-style-type: none"> Make no attempt at all. 	

Sample 5

Presentation

Instruction Card

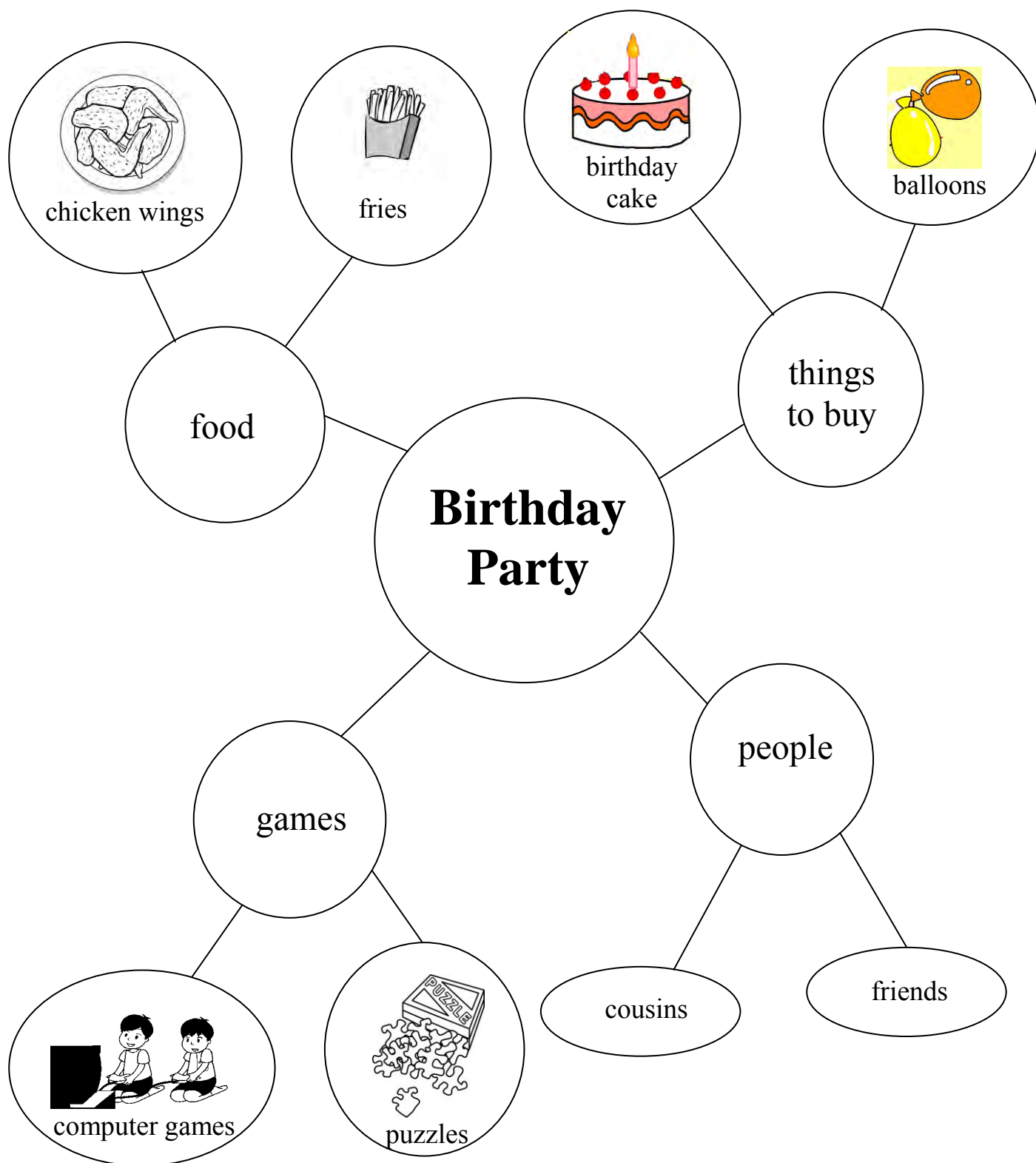
You are going to have your birthday party at home next Saturday. Tell the teacher how you will prepare for your birthday party. The picture on the right may help you. You will have two minutes to do the presentation.

Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- Who will you invite?
- What will you buy for the party?
- What presents do you want?
- What will you eat?
- What games will you play?
- How will you make your home look special?



Notes for Oral Examiners

B. Before the oral assessment (3 minutes)

1. Teacher explains the task to the student by saying:

- *“You will have three minutes to prepare for the oral assessment. At the end, you will have to give a short presentation of about two minutes. You may take notes on the piece of paper during preparation. Do not write on the Instruction Card. You may begin now.”*

2. Allow three minutes for preparation.

C. During the oral assessment (2 minutes)

1. Ask the student to give a short presentation:

- *“You are going to have your birthday party at home next Saturday. Tell the teacher how you will prepare for your birthday party. The picture on the right may help you. You will have two minutes to do the presentation. You may start now.”*

2. If the student has difficulty giving his/her presentation, the Oral Examiner may give him/her only **two** of the following prompts:

- *Who will you invite?*
- *What will you buy for the party?*
- *What presents do you want?*
- *What will you eat?*
- *What games will you play?*
- *How will you make your home look special?*

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Presentation <ul style="list-style-type: none"> • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> • Provide plenty of information and ideas relevant to the topic. • Communicate ideas very clearly. 	<ul style="list-style-type: none"> • Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. • Bonus: Award a score level of 1 if the student has appropriate eye contact with the teacher examiner.
	3	<ul style="list-style-type: none"> • Provide information and ideas relevant to the topic. • Communicate ideas clearly. 	
	2	<ul style="list-style-type: none"> • Provide some information and ideas relevant to the topic with prompting. • Communicate ideas quite clearly. 	
	1	<ul style="list-style-type: none"> • Provide information and ideas mostly irrelevant to the topic. OR <ul style="list-style-type: none"> • Provide limited information and ideas. 	
	0	<ul style="list-style-type: none"> • Provide information and ideas totally irrelevant to the topic. OR <ul style="list-style-type: none"> • Practically make no attempt at all. 	

BC Descriptor	Score Level	Descriptor	Remarks
<ul style="list-style-type: none"> Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES) 	3	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	<ul style="list-style-type: none"> No score level will be awarded if the information or ideas provided are irrelevant to the topic.
	2	<ul style="list-style-type: none"> Use a small range of vocabulary and sentence patterns with some grammatical mistakes. OR <ul style="list-style-type: none"> Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes. 	
	1	<ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	
	0	<ul style="list-style-type: none"> Practically make no attempt at all. 	
<ul style="list-style-type: none"> Pronouncing simple and familiar words comprehensibly (KS) 	3	<ul style="list-style-type: none"> Speak clearly with very few mistakes in pronunciation. 	
	2	<ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	1	<ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	
	0	<ul style="list-style-type: none"> Make no attempt at all. 	