



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

**TERRITORY-WIDE SYSTEM ASSESSMENT 2015**

**ENGLISH LANGUAGE**

**Oral Examiners' Handbook**

**Primary 6**

**Name of Oral Examiner:** \_\_\_\_\_

**Oral Examiner Code:**

**Territory-wide System Assessment 2015**  
**Primary 6 English Language**  
**Oral Examiners' Handbook**

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## Territory-wide System Assessment 2015 Primary 6 English Language

### 1.0 Introduction

This handbook is a resource for Oral Examiners regarding the conduct of TSA 2015 English Language Oral Assessment at Primary 6 level.

### 1.1 General Information about the Oral Assessment

**Date:** 12 and 13 May 2015

**Reserve Date:** 15 May 2015

<b>Sessions:</b>	<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
	12 May (AM)	12 May (PM)	13 May (AM)

- Mode:**
- 12 or 24 students will be randomly selected from each school.
  - Schools will be informed of the ‘Student Sample List’ on the day of assessment.
  - Each student will attempt **ONE** component only.
  - Two Oral Examiners, one internal and one external, will conduct the oral assessment and rate **ALL** students for **BOTH COMPONENTS**.

#### Components and Duration:

<p><b>Reading Aloud &amp; Teacher-Student Interaction</b></p> <p>Preparation: 2 minutes Assessment: 3 minutes</p> <p><u>Paper Codes:</u> 6ES01/6ES03/6ES05/ 6ES07/6ES09/6ES11</p>	<p><b>Presentation</b></p> <p>Preparation: 3 minutes Assessment: 2 minutes</p> <p><u>Paper Codes:</u> 6ES02/6ES04/6ES06/ 6ES08/6ES10/6ES12</p>
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#### Paper Codes for Each Session:

In each session, each team of Oral Examiners will receive a sealed packet. Each packet contains question papers (QPs) and corresponding questions in the ‘**Questions for Oral Examiners**’.

See the table below:

Table 1.1.1: Packet of Papers

Session	Each packet contains QPs with paper codes:	Questions for Oral Examiners
Session 1	6ES01 – 6ES04	6EST1
Session 2	6ES05 – 6ES08	6EST2
Session 3	6ES09 – 6ES12	6EST3

Oral Examiners should study the question papers, ‘Questions for Oral Examiners’ and the marking scheme before the oral assessment.

## Paper Allocation for Each Student:

During the assessment, Oral Examiners will alternate between assessing 'Reading Aloud & Teacher-Student Interaction' and 'Presentation'.

For example, in Session 1, the first 12 students will be given 6ES01 and 6ES02 in alternate order. Then, the next 12 students will be given 6ES03 and 6ES04 in alternate order. See Table 1.1.2 and 1.1.3 for assessing 24 and 12 students respectively.

Table 1.1.2: Timetable for Assessing 24 Students

<b>Session 1</b>						
Student Order	1	2	3	4	5	6
Paper Code	6ES01	6ES02	6ES01	6ES02	6ES01	6ES02
Student Order	7	8	9	10	11	12
Paper Code	6ES01	6ES02	6ES01	6ES02	6ES01	6ES02
Student Order	13	14	15	16	17	18
Paper Code	6ES03	6ES04	6ES03	6ES04	6ES03	6ES04
Student Order	19	20	21	22	23	24
Paper Code	6ES03	6ES04	6ES03	6ES04	6ES03	6ES04
<b>Session 2</b>						
Student Order	1	2	3	4	5	6
Paper Code	6ES05	6ES06	6ES05	6ES06	6ES05	6ES06
Student Order	7	8	9	10	11	12
Paper Code	6ES05	6ES06	6ES05	6ES06	6ES05	6ES06
Student Order	13	14	15	16	17	18
Paper Code	6ES07	6ES08	6ES07	6ES08	6ES07	6ES08
Student Order	19	20	21	22	23	24
Paper Code	6ES07	6ES08	6ES07	6ES08	6ES07	6ES08
<b>Session 3</b>						
Student Order	1	2	3	4	5	6
Paper Code	6ES09	6ES10	6ES09	6ES10	6ES09	6ES10
Student Order	7	8	9	10	11	12
Paper Code	6ES09	6ES10	6ES09	6ES10	6ES09	6ES10
Student Order	13	14	15	16	17	18
Paper Code	6ES11	6ES12	6ES11	6ES12	6ES11	6ES12
Student Order	19	20	21	22	23	24
Paper Code	6ES11	6ES12	6ES11	6ES12	6ES11	6ES12

Table 1.1.3: Timetable for Assessing 12 Students

<b>Session 1</b>						
Student Order Paper Code	1 6ES01	2 6ES02	3 6ES01	4 6ES02	5 6ES01	6 6ES02
Student Order Paper Code	7 6ES03	8 6ES04	9 6ES03	10 6ES04	11 6ES03	12 6ES04
<b>Session 2</b>						
Student Order Paper Code	1 6ES05	2 6ES06	3 6ES05	4 6ES06	5 6ES05	6 6ES06
Student Order Paper Code	7 6ES07	8 6ES08	9 6ES07	10 6ES08	11 6ES07	12 6ES08
<b>Session 3</b>						
Student Order Paper Code	1 6ES09	2 6ES10	3 6ES09	4 6ES10	5 6ES09	6 6ES10
Student Order Paper Code	7 6ES11	8 6ES12	9 6ES11	10 6ES12	11 6ES11	12 6ES12

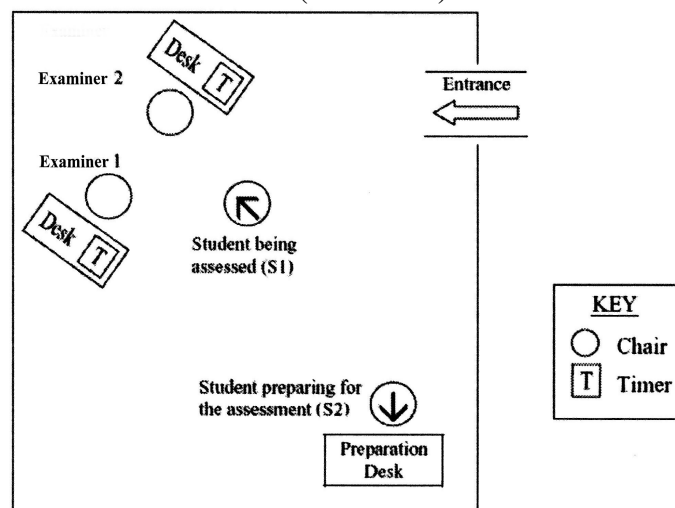
## 1.2 Administration Procedures for the Oral Assessment

### Before the Assessment

- (a) Oral Examiners should study the handbook very carefully before the assessment.
- (b) Oral Examiners should carefully check the location of the assigned schools before the assessment day.
- (c) On the day of the oral assessment, Oral Examiners should bring all the materials required for the oral assessment, i.e. their **appointment letter, HKID card and Oral Examiners' Handbook**.
- (d) Oral Examiners should report to the Assessment Administration Supervisor for duty at the following times:  
AM session – **before 8:15 am**  
PM session – **before 1:15 pm**
- (e) Oral Examiners should show their appointment letter and HKID card to the Assessment Administration Supervisor when reporting for duty.
- (f) The Assessment Administration Supervisor will take the carton of assessment materials out of the secure cabinet or strong-room in the presence of the Assessment Administration Assistant (AAA), appointed by the HKEAA, to facilitate the smooth conduct of the assessment.
- (g) The AAA will unseal the assessment materials and check that all the materials listed on the cover of the Envelope for Assessment Materials are available. If not, he/she should inform the Assessment Administration Supervisor immediately.

- (h) The carton of assessment materials should include:
- ☑ SEALED Question Papers (with Questions for Oral Examiners)
 

*Oral Examiners should unseal the packs of assessment papers in the oral assessment room. After unsealing the packs of assessment papers, Oral Examiners are required to protect the confidentiality of the question papers throughout the assessment.*
  - ☑ Oral Examiners' Working File
    - Oral Score Sheets (2 copies)
    - Assessment Summary for Oral Assessments (1 copy)
    - Examiner Label for identification (2 copies)
    - Oral Examiners' Handbook
  - ☑ Stationery
  - ☑ 2 Timers (in padded envelope)
  - ☑ HKEAA sealing labels
  - ☑ Envelope A: 'Oral Score Sheets and Assessment Summary'
  - ☑ Envelope A1: 'Confidential Envelope for Oral Score Sheets'
  - ☑ Envelope C: 'Return of Surplus Assessment Materials'
  - ☑ Souvenirs
- (i) Oral Examiners and AAA should wear their respective labels for identification at all times when they are on duty.
- (j) Oral Examiners will receive a copy of the 'Student Sample List for the Oral Assessment' and a student list for each class with names and class numbers of all students from the Assessment Administration Supervisor. If the students selected are absent, they will be replaced by the students on reserve. (Replacement starts from the lowest class number in the specified component.) If the reserve list of a particular class is used up, the external Oral Examiner can select any class number at random.
- (k) The Assessment Administration Supervisor will take the Oral Examiners to the Assessment Room.
- (l) The setting of the Assessment Room (classroom) is as follows:



- (m) A school staff member will bring the first six students to the Waiting Area where they will be arranged in order to be assessed. While they are in the Waiting Area, the AAA will provide selected students with an ID label with their class and class number.

- (n) The estimated time of oral assessment is approximately 30 minutes per six students. Students should arrive at least 5 minutes before the starting time. Here is a suggested timeline for conducting the assessment.

Student Order	AM	PM
1 – 6	9:15 – 9:45	2:15 – 2:45
7 – 12	9:45 – 10:15	2:45 – 3:15
Break		
13 – 18	10:30 – 11:00	3:30 – 4:00
19 – 24	11:00 – 11:30	4:00 – 4:30

- (o) Oral Examiners should note that students with intellectual disabilities, hearing impairment, visual impairment, speech difficulty, reading and writing disabilities, autism or Asperger Syndrome may be exempted from the assessment based on the advice of professionals from outside the school, (including medical doctors, social workers, psychologists or other recognized professionals), and with the approval of the School Head. If these students are found on the ‘Student Sample List’, the Assessment Administration Supervisor can replace them with the students on the reserve list. A letter ‘R’ will be written by the AAA after the class name and class number on a label for the students taken from the reserve list.

#### **During the Assessment**

- (p) For the conduct of the oral assessment, please refer to ‘**Conduct of Oral Assessment**’. This is a very important document and Oral Examiners should repeat the same assessment procedure for different batches of students.

#### **After the Assessment**

- (q) If any students are taken from the reserve list, the AAA should inform the Oral Examiners so that the required arrangements are written on the ‘Assessment Summary for Oral Assessments’. Oral Examiners should complete and sign the ‘Assessment Summary for Oral Assessments’ with a ballpoint pen. This form should also be countersigned with a ballpoint pen by the Assessment Administration Supervisor.
- (r) Each Oral Examiner will be provided an envelope marked ‘Confidential Envelope for Oral Score Sheets’ (A1) to put his/her used score sheets. The Oral Examiner should seal the envelope with an HKEAA sealing label and sign across the label with a ballpoint pen. This sealed envelope should then be enclosed in the ‘Envelope for Oral Score Sheets and Assessment Summary’ (A).
- (s) Oral Examiners then seal the envelopes with the HKEAA sealing labels, sign across all labels with a ballpoint pen and return the sealed envelopes, together with the timers (inside the ‘Envelope for Timers’), to the Assessment Administration Supervisor.
- (t) On the last day of the oral assessment, each Oral Examiner should write his/her comments in the Oral Examiner’s Report and enclose it in the ‘Envelope for Oral Score Sheets and Assessment Summary’ (A).

(u) Table 1.2.1: Summary of Assessment Materials and Corresponding Envelopes

Items	Name of Envelope	Sealed and Signed with a ballpoint pen
<ul style="list-style-type: none"><li>• Used Oral Score Sheets</li></ul>	Confidential Envelope for Oral Score Sheets (A1)	✓
<ul style="list-style-type: none"><li>• Unused Oral Score Sheets</li><li>• Assessment Summary for Oral Assessments (1 copy)</li><li>• Student Sample List (1 copy)</li><li>• Sealed 'Confidential Envelope for Oral Score Sheets' (A1)</li><li>• Oral Examiner's Report (last day)</li></ul>	Envelope for Oral Score Sheets and Assessment Summary (A)	✓
<ul style="list-style-type: none"><li>• Question Papers</li><li>• Stationery</li><li>• Others</li></ul>	Envelope for Surplus Assessment Materials (C)	✓
<ul style="list-style-type: none"><li>• 2 Timers</li></ul>	Envelope for Timers	✗

### 1.3 Instructions to Oral Examiners

#### General

- (a) **Close collaboration between the internal and external Oral Examiners is essential for conducting the assessment smoothly.** In case of doubt about any assessment procedures on the day of assessment at school, please contact the HKEAA at 3628 8181.
- (b) According to the strict guidelines on confidentiality, information about any aspect of the assessment and students' performances **MUST NOT** be disclosed to anyone.
- (c) This is a standards-referenced oral assessment. Oral Examiners should assess students' performances according to the Marking Scheme and record the scores of 0, 1, 2, 3 or 4 on the Score Sheet. It is absolutely **NOT** necessary to allocate a certain percentage of students for each score.
- (d) It is important that Oral Examiners should rate **ALL STUDENTS** for **BOTH COMPONENTS independently** and **consistently** throughout the assessment.
- (e) Oral Examiners should put the students at ease by giving positive reinforcement and praise as appropriate.
- (f) Oral Examiners should maintain eye contact with the students to show that they are listening.
- (g) Oral Examiners should try to minimize their 'talking time' and let the students demonstrate their oral skills.
- (h) Oral Examiners should allow students at least five seconds to think before they respond to the questions.



- (i) Oral Examiners could refer to the suggested prompts below to elicit students' performances in different situations:

Situations	Prompts
1. Students speak softly.	<i>"Please speak up. I can't hear you."</i>
2. Students keep silent <ul style="list-style-type: none"> <li>• after 5 seconds of silence.</li> <li>• after another 5 seconds of silence.</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase the question.</li> <li>• Ask another question.</li> </ul>
3. Students are hesitant.	Rephrase the question.
4. Students speak in Cantonese.	<i>'Please speak in English.'</i>

### **P.6 Reading Aloud**

- (a) If the student stops for more than 3 seconds at a word he/she cannot pronounce, the Oral Examiner should read the word for the student.
- (b) If the student stops again at the same word or another word for more than 3 seconds, the Oral Examiner should not read the word but simply say:  
*'Please go on.'* (pointing to the next word)

### **P.6 Teacher-Student Interaction**

- (a) The Oral Examiner should ask the relevant questions for Teacher-student Interaction based on 'Questions for Oral Examiners'.
- (b) If the student only gives yes/no responses or there is still some assessment time left after asking all the relevant questions, the Oral Examiner should elicit more responses from students by asking a variety of open-ended questions related to the topic.
- (b) To allow students to demonstrate their oral skills beyond the Basic Competency level, the Oral Examiner should provide opportunities for students to elaborate their answers by saying:  
*'Please tell me more about ...'* OR *'What else do you...?'*

### **P.6 Presentation**

- (a) If the student has difficulty giving his/her presentation, the Oral Examiner may give him/her only **TWO** prompts. (Refer to relevant questions for Presentation in 'Questions for Oral Examiners'.)
- (b) If the student stops talking before the timer goes off, the Oral Examiner should ask:  
*'Is it the end of your presentation?'* OR *'Have you finished your presentation?'*

### **End of Oral Assessment**

- (a) If the student is still talking when the timer goes off, the Oral Examiner should let the student finish his/her sentence and then say:  
*'Time is up. Thank you.'*
- (b) At the end of the oral assessment, the Oral Examiner gives a souvenir to the student and asks him/her to go back to the classroom.

## 1.4 Emergencies

- (a) In an emergency, e.g. an Oral Examiner is not able to conduct the oral assessment on the assigned day, he/she should contact his/her school to get a replacement. If the teacher on reserve is also not available, they should contact the Assessment Administration Team of the HKEAA at 3628 8181 at the following times:
- AM session: 6:30 am – 7:00 am
- PM session: before 11:00 am
- (b) Public announcement to be made by the Education Bureau regarding the closure of schools and cancellation/postponement of the assessment of the day due to inclement weather will be broadcast on radio and television.
- (c) In case of doubt about the cancellation/postponement of the assessment, please contact the Assessment Administration Team of the HKEAA at 3628 8181.

## 1.5 Enquiries

- (a) For enquiries regarding
- assessment administration matters, please contact the HKEAA at 3628 8181.
  - subject and assessment related matters, please contact the HKEAA at 3628 8188.
- (b) Please refer to the following website <http://www.bca.hkeaa.edu.hk/> for information about the Oral Examiners' Training Workshop.

**\*\* END \*\***

**Education Bureau**

**Territory-wide System Assessment 2015**

**Primary 6**

**English Language**

**Speaking**



**Conduct of Oral Assessment**


- Flow of Assessment
- Assessment Procedures
- Role of Oral Examiner 1 (External)
- Role of Oral Examiner 2 (Internal)


## Flow of Assessment

Time	Reading Aloud Teacher-Student Interaction	Presentation
0:00   0:02	<b>Student 1: Preparation</b> Reading Aloud 2 minutes	
0:03   0:06	<b>Student 1: Assessment</b> Reading Aloud & T-S Interaction 3 minutes	<b>Student 2: Preparation</b> Presentation 3 minutes
0:07   0:09	<b>Student 3: Preparation</b> Reading Aloud 2 minutes	<b>Student 2: Assessment</b> Presentation 2 minutes
0:10   0:13	<b>Student 3: Assessment</b> Reading Aloud & T-S Interaction 3 minutes	<b>Student 4: Preparation</b> Presentation 3 minutes
0:14   0:16	<b>Student 5: Preparation</b> Reading Aloud 2 minutes	<b>Student 4: Assessment</b> Presentation 2 minutes
0:17   0:20	<b>Student 5: Assessment</b> Reading Aloud & T-S Interaction 3 minutes	<b>Student 6: Preparation</b> Presentation 3 minutes
0:21   0:23		<b>Student 6: Assessment</b> Presentation 2 minutes

## Assessment Procedure

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:00   0:02	<p>1. OE1 takes Student 1 (S1) to the preparation desk and checks his/her Student's Handbook/Card. OE1 gives the Reading Aloud text to him/her.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>“You will have two minutes to prepare for the oral assessment. You will have to read this text aloud to the teacher. Then the teacher will ask you some questions. You may start now.”</i></b></p> </div> <p>2. OE1 sets the timer to 2 minutes and starts the timer.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Student 1: Preparation Reading Aloud</p>	
0:02   0:03	<p>3. OE1 asks S1 to come up to the front for oral assessment.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>“Time is up. Bring the paper and follow me.”</i></b></p> </div>	<p>4. OE2 leads Student 2 (S2) to the preparation desk and checks his/her Student's Handbook/Card. OE2 gives the Instruction Card, a piece of paper and a pencil to S2.</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b><i>“You will have three minutes to prepare for the oral assessment. At the end, you will have to give a short talk of about two minutes. You may take notes on the piece of paper during preparation. Do not write on the Instruction Card. You may start now.”</i></b></p> </div>

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
<p>0:03   0:06</p>	<p>5. OE1 asks S1 the following questions:</p> <div data-bbox="323 405 783 645" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <i>Good morning/afternoon, I'm Ms/Mr XXX.</i></li> <li>• <i>How are you?</i></li> <li>• <i>What's your name?</i></li> <li>• <i>What's your class number?</i></li> </ul> </div> <p>6. OE1 tells S1 to read the text aloud.</p> <div data-bbox="323 763 783 909" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>“You will have one minute to read this text aloud. You may start now.”</i></p> </div> <p>8. When S1 finishes reading the text, OE1 collects the Reading Aloud text from S1.</p> <p>9. OE1 asks S1 questions related to his/her personal experiences/ opinions from ‘Questions for Oral Examiners’.</p> <div data-bbox="300 1335 807 1603" style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 10px 0;"> <p><b>Refer to relevant questions for Teacher-Student Interaction (see 6ES01/6ES03 in 6EST1; 6ES05/6ES07 in 6EST2; 6ES09/6ES011 in 6EST3).</b></p> </div> <p>Remarks: Wherever appropriate, ask:</p> <div data-bbox="323 1753 807 1865" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>“What else do you...?”</i> or <i>“Please tell me more about...”</i></p> </div> <p>to encourage students to elaborate on their answers.</p>	<p>Student 2: Preparation Presentation</p> <p>7. OE2 sets the timer to 3 minutes and starts the timer.</p> <div data-bbox="1121 752 1217 846" style="text-align: center;">  </div>

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:06   0:07	<p>10. At the end of the Teacher-Student Interaction, OE1 gives a souvenir to S1.</p> <div data-bbox="325 432 761 674" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“Thank you. This is the end of the oral assessment. Here is a souvenir for you. You may go back to your classroom. Goodbye.”</i></p> </div> <p>11. OE1 takes S3 to the preparation desk. Repeat Step 1 for S3.</p>	<p>12. OE2 collects the pencil from S2 and takes him/her to the front for oral assessment.</p> <div data-bbox="903 477 1362 658" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“Time is up. Please bring the Instruction Card and paper, and follow me.”</i></p> </div>
0:07   0:09	<p>Student 3: Preparation Reading Aloud</p> <p>15. OE1 sets the timer to 2 minutes and starts the timer.</p> <div data-bbox="564 1249 660 1346" style="text-align: center;">  </div>	<p>13. OE2 asks S2 the following questions:</p> <div data-bbox="879 936 1386 1167" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <i>Good morning/afternoon, I’m Ms/Mr XXX.</i></li> <li>• <i>How are you?</i></li> <li>• <i>What’s your name?</i></li> <li>• <i>What’s your class number?</i></li> </ul> </div> <p>14. OE2 asks S2 to give a short presentation.</p> <div data-bbox="879 1290 1386 1547" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“You are going to give a short presentation. You may use the pictures on the right to help you. You will have two minutes to do the presentation. You may start now.”</i></p> </div> <p>Remarks: If the student has difficulty giving his/her presentation, OE2 may give him/her only <b>two</b> prompts from ‘Questions for Oral Examiners’:</p> <div data-bbox="879 1767 1386 2024" style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #f0f0f0;"> <p><b>Refer to relevant questions for Presentation</b> (see 6ES02/6ES04 in 6EST1; 6ES06/6ES08 in 6EST2; 6ES10/6ES12 in 6EST3).</p> </div>

<b>Time</b>	<b>Oral Examiner 1 (External)</b>	<b>Oral Examiner 2 (Internal)</b>
0:09   0:10	Repeat Step 3 for S3.	16. OE2 collects the Instruction Card and the piece of paper from S2.  <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><i>“Thank you. This is the end of the oral assessment. Here is a souvenir for you. You may go back to your classroom. Goodbye.”</i></p> </div> 17. OE2 takes S4 to the preparation desk. Repeat Step 4 for S4.
0:10   0:13	<b>Student 3: Assessment</b> Reading Aloud & T-S Interaction Repeat Steps 5 – 6 and 8 – 9 for S3.	<b>Student 4: Preparation</b> Presentation Repeat Step 7.
0:13   0:14	Repeat Step 10 for S3.  Repeat Step 11 for S5.	Repeat Step 12 for S4.
0:14   0:16	<b>Student 5: Preparation</b> Reading Aloud Repeat Step 15.	<b>Student 4: Assessment</b> Presentation Repeat Steps 13 – 14 for S4.
0:16   0:17	Repeat Step 3 for S5.	Repeat Step 16 for S4.  Repeat Step 17 for S6.
0:17   0:20	<b>Student 5: Assessment</b> Reading Aloud & T-S Interaction Repeat Steps 5 – 6 and 8 – 9 for S5.	<b>Student 6: Preparation</b> Presentation Repeat Step 7.
0:20   0:21	Repeat Step 10 for S5.	Repeat Step 12 for S6.
0:21   0:23	Repeat Step 15.	<b>Student 6: Assessment</b> Presentation  Repeat Steps 13 – 14 and 16 for S6.

**THE END**

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Prepared by the Hong Kong Examinations and Assessment Authority



**Part 1: 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!

**Part 2: Teacher-Student Interaction**

The teacher will ask you some questions. Answer them.

**END OF PAPER**

**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****TVC**

- 4:00 p.m. Fun Time
- 5:00 p.m. The World of Colours
- 6:00 p.m. The Cartoon Hour
- 7:00 p.m. Quiz Show – Win a Million Dollars

**BVC**

- 4:00 p.m. Learn Basketball
- 5:00 p.m. You Can Cook
- 6:00 p.m. Animal World
- 6:30 p.m. Pop Songs
- 6:45 p.m. Movie – Dinosaur Park

**END OF PAPER**

**Part 1: Reading Aloud**

Read the following text.

**Mango Cakes**

Let's make mango cakes today. First, mix flour with baking powder. Add eggs and butter, mix again, and put into metal cups. Bake in the oven for fifteen minutes. Take the cakes out and let them cool down.

After that, cut some mangoes into small pieces and put them on top of the cakes. Then place them in the fridge. Finally, these delicious mango cakes are ready for afternoon tea!

**Part 2: Teacher-Student Interaction**

The teacher will ask you some questions. Answer them.

**END OF PAPER**

**Presentation****Instruction Card**

You are going to tell the teacher about the P.6 Summer Camp that you joined last Saturday. You may use the information on the right to help you. You will have two minutes to complete the task.

Remember:

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

The following questions may help you:

- When and where did you go for the camp?
- What did you take with you?
- What did you do at the camp?
- What was your favourite activity? Why?
- What did you do in the free time?
- Did you like the timetable? Why / Why not?
- Do you have any suggestions to make the timetable better (e.g. hold other activities)?

**P.6 Summer Camp Timetable**  
**Sai Kung Holiday Camp**

<b>Day 1 – Saturday</b>	
2:00 p.m.	Meet at school
3:30 p.m.	Arrive at camp
4:00 p.m.	Camp rules by teacher and camp manager
5:00 p.m.	Rock climbing
6:30 p.m.	Dinner
7:30 p.m.	Campfire
10:00 p.m.	Go to bed

<b>Day 2 – Sunday</b>	
8:00 a.m.	Breakfast
9:00 a.m.	Talk by principal
10:00 a.m.	Group games
12:00 noon	Lunch
1:00 p.m.	Free time
3:00 p.m.	Return to school

**END OF PAPER**

**SAMPLE**

**6 E S T 1**

**Education Bureau**

**Territory-wide System Assessment 20XX**

**Primary 6**

**English Language**

**Speaking**

**Questions for Oral Examiners**

<b>6ES01</b>	<b>Teacher-Student Interaction</b>
<b>6ES02</b>	<b>Presentation</b>
<b>6ES03</b>	<b>Teacher-Student Interaction</b>
<b>6ES04</b>	<b>Presentation</b>

# SAMPLE

## **Teacher-Student Interaction**

**6ES01**

- Have you seen any big rainstorms before?
- What happened?
- When did this happen?
- Where were you?
- Who was with you?
- How did you feel?

## **Presentation**

**6ES02**

- Which four programmes on this TV guide do you like best?
- Why do you like them?
- What time are the programmes?
- How many programmes are there?
- What TV programmes do you usually watch? Why?

# SAMPLE

## **Teacher-Student Interaction**

**6ES03**

- Have you ever made food yourself?
  - (*If yes*) What have you made?  
Is it easy to make your own food? Why / Why not?
  - (*If no*) Why not?
- What is your favourite food? Why?
- Do you like home-made food or restaurant food? Why?
- Do you help to cook at home?
  - (*If yes*) How do you help?
  - (*If no*) Why not?
- Do you do any housework?
  - (*If yes*) What do you do?
  - (*If no*) Why not?

## **Presentation**

**6ES04**

- When and where did you go for the camp?
- What did you take with you?
- What did you do at the camp?
- What was your favourite activity? Why?
- What did you do in the free time?
- Did you like the timetable? Why /Why not?
- Do you have any suggestions to make the timetable better (e.g. hold other activities)?

**END**



**Education Bureau  
Territory-wide System Assessment 2015  
Primary 6 English Language  
Speaking  
Marking Scheme**

**P. 6**

## Reading Aloud

BC Descriptor	Scoring Guide
<p><b>Reading Aloud</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Read fluently and clearly with appropriate pausing and intonation.</li> <li>Make very few or no pronunciation mistakes.</li> </ul>
	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Read fluently and clearly.</li> <li>Make very few or no pronunciation mistakes.</li> </ul>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Read quite clearly.</li> <li>Make some mistakes in pronunciation.</li> </ul>
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Read hesitantly with many mistakes in pronunciation.</li> <li>Skip words occasionally.</li> </ul>
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Read only a few words.</li> <li>Skip some words or phrases.</li> </ul>

**Education Bureau  
Territory-wide System Assessment 2015  
Primary 6 English Language  
Speaking  
Marking Scheme**

**P. 6**

### Teacher-Student Interaction

BC Descriptor	Scoring Guide	Remark
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Provide relevant answers to most of the questions* and give elaboration to some of the questions*.</li> </ul>	<ul style="list-style-type: none"> <li>*Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration.</li> <li>Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul>
	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Provide relevant answers to most of the questions*.</li> </ul>	
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Provide relevant answers to some of the questions*.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Provide relevant answers to some of the questions* with prompting.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Give one or no comprehensible responses to the questions*.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Give irrelevant answers to most of the questions*.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Practically make no attempt at all.</li> </ul>	
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Award <b>no score</b> if the information or ideas provided are irrelevant to the topic.</li> </ul>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Use a small range of vocabulary and sentence patterns with some grammatical mistakes.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Practically make no attempt at all.</li> </ul>	

**Education Bureau  
Territory-wide System Assessment 2015  
Primary 6 English Language  
Speaking  
Marking Scheme**

**P. 6**

**Presentation**

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

**Education Bureau**  
**Territory-wide System Assessment 2015**  
**Primary 6 English Language**  
**Speaking**  
**Marking Scheme**

## Presentation

BC Descriptor	Scoring Guide	Remark
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Award <b>no score</b> if the information or ideas provided are irrelevant to the topic.</li> </ul>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Use a small range of vocabulary and sentence patterns with some grammatical mistakes.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Practically make no attempt at all.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Practically make no attempt at all.</li> </ul>	
<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Pronouncing familiar words comprehensibly (KS)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Speak clearly with very few mistakes in pronunciation.</li> </ul>	
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Speak quite clearly despite a few mistakes in pronunciation.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Speak unclearly with many mistakes in pronunciation.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Make no attempt at all.</li> </ul>	

# SAMPLE

## Territory-wide System Assessment 2015 Primary 6 English Language Score Sheet for Oral Assessment

### Primary 6

Examiner Code : <sup>(1)</sup> P <sup>(2)</sup> 1 <sup>(3)</sup> 5 <sup>(4)</sup> E <sup>(5)</sup> 1 <sup>(6)</sup> 2 <sup>(7)</sup> 3 <sup>(8)</sup> 4 <sup>(9)</sup> 5 Date : 12 May 2015 #Session : A.M.  P.M.

School Code : P <sup>(10)</sup> 9 <sup>(11)</sup> 9 <sup>(12)</sup> 9 Participating School Name : Happy Primary School

Paper Code : <sup>(13)</sup> 6 <sup>(14)</sup> E <sup>(15)</sup> S <sup>(16)</sup> 0 <sup>(17)</sup> 1

Student Order	(16) (17) Class @		(18) (19) Class No. @		(20) Reading Aloud (0-4)	Teacher-Student Interaction		Remark
						(21) Content (0-4)	(22) Language (0-3)	
1	6	A	0	1	4	3	3	
3	6	A	1	0	3	3	3	
5	6	A	2	5	3	2	3	

Paper Code : <sup>(25)</sup> 6 <sup>(26)</sup> E <sup>(27)</sup> S <sup>(28)</sup> 0 <sup>(29)</sup> 2

Student Order	(28) (29) Class @		(30) (31) Class No. @		Presentation				Remark
					(32) Content (0-4)	(33) Language (0-3)	(34) Pronunciation (0-3)	(35) Eye Contact (0-1)	
2	6	A	0	6	4	3	3	1	
4	6	A	1	8	4	2	2	1	
6	6	B	0	1	3	3	3	1	

Paper Code : <sup>(38)</sup> 6 <sup>(39)</sup> E <sup>(40)</sup> S <sup>(41)</sup> 0 <sup>(42)</sup> 1

Student Order	(41) (42) Class @		(43) (44) Class No. @		(45) Reading Aloud (0-4)	Teacher-Student Interaction		Remark
						(46) Content (0-4)	(47) Language (0-3)	
7	6	B	0	5	4	3	3	
9	6	B	2	7	3	3	2	
11	6	C	0	4	2	3	2	

Paper Code : <sup>(50)</sup> 6 <sup>(51)</sup> E <sup>(52)</sup> S <sup>(53)</sup> 0 <sup>(54)</sup> 2

Student Order	(53) (54) Class @		(55) (56) Class No. @		Presentation				Remark
					(57) Content (0-4)	(58) Language (0-3)	(59) Pronunciation (0-3)	(60) Eye Contact (0-1)	
8	6	B	2	0	3	2	3	0	
10	6	B	2	9	4	3	2	1	
12	6	C	1	9	3	2	2	1	

@ Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '07'.

# Tick  where appropriate.

\* Sign with a ballpoint pen.

Name : Sheung Hoi Sum Signature of Oral Examiner\* : Hoi Sum

(BLOCK LETTERS)

Paper Code : <sup>(63)</sup> 6 <sup>(67)</sup> E S 0 3

Student Order	<sup>(66)</sup> <sup>(67)</sup> Class <sup>@</sup>		<sup>(68)</sup> <sup>(69)</sup> Class No. <sup>@</sup>		<sup>(70)</sup> Reading Aloud (0-4)	Teacher-Student Interaction		Remark
						<sup>(71)</sup> Content (0-4)	<sup>(72)</sup> Language (0-3)	
13	6	C	2	2	2	3	2	
15	6	D	0	3	2	2	1	Reserve for 6D 05
17	6	D	2	0	2	2	2	

Paper Code : <sup>(75)</sup> 6 <sup>(79)</sup> E S 0 4

Student Order	<sup>(78)</sup> <sup>(79)</sup> Class <sup>@</sup>		<sup>(80)</sup> <sup>(81)</sup> Class No. <sup>@</sup>		Presentation				Remark
					<sup>(82)</sup> Content (0-4)	<sup>(83)</sup> Language (0-3)	<sup>(84)</sup> Pronunciation (0-3)	<sup>(85)</sup> Eye Contact (0-1)	
14	6	C	2	6	2	2	2	1	
16	6	D	1	1	2	1	2	1	
18	6	D	2	3	1	1	1	1	

Paper Code : <sup>(88)</sup> 6 <sup>(92)</sup> E S 0 3

Student Order	<sup>(91)</sup> <sup>(92)</sup> Class <sup>@</sup>		<sup>(93)</sup> <sup>(94)</sup> Class No. <sup>@</sup>		<sup>(95)</sup> Reading Aloud (0-4)	Teacher-Student Interaction		Remark
						<sup>(96)</sup> Content (0-4)	<sup>(97)</sup> Language (0-3)	
19	6	D	3	1	1	2	1	
21	6	E	0	6	1	0	0	
23	6	E	2	7	2	1	1	

Paper Code : <sup>(100)</sup> 6 <sup>(104)</sup> E S 0 4

Student Order	<sup>(103)</sup> <sup>(104)</sup> Class <sup>@</sup>		<sup>(105)</sup> <sup>(106)</sup> Class No. <sup>@</sup>		Presentation				Remark
					<sup>(107)</sup> Content (0-4)	<sup>(108)</sup> Language (0-3)	<sup>(109)</sup> Pronunciation (0-3)	<sup>(110)</sup> Eye Contact (0-1)	
20	6	E	0	1	2	2	1	0	
22	6	E	1	3	2	1	1	1	
24	6	E	3	7	1	0	0	0	

<sup>@</sup> Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '07'.

\* Sign with a ballpoint pen.

Name : Sheung Hoi Sum Signature of Oral Examiner\* : Hoi Sum

(BLOCK LETTERS)

\*\*\* END \*\*\*

此表格資料由說話能力主考員  
填寫，評估行政主任確認  
Information to be  
filled in by Oral Examiners and  
endorsed by Assessment  
Administration Supervisor

2015 年全港性系統評估 (小學)  
Territory-wide System Assessment 2015  
(Primary Schools)

SAMPLE

說話評估總結表

Assessment Summary for Oral Assessments

學校名稱 Name of School:	<i>Happy Primary School</i>	上午校 / 下午校 / 全日制* A.M. / P.M. / W.D.*	學校編號 School Code:	<i>P999</i>
科目* Subject*:	中國語文科說話評估 Chinese Oral Assessment	/	英國語文科說話評估 English Oral Assessment	日期 Date:
參與學生人數 No. of Students Participated:	<i>24</i>		級別 Level:	<i>P.6</i>

\*請圈起適用者

Please circle where appropriate

參與學生 (包括補替學生)  
Students Participated (including replacement students)

班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers
<i>6A</i>	<i>01 / 10 / 25 / 06</i>	<i>6B</i>	<i>29 / / /</i>	<i>6D</i>	<i>31 / / /</i>
<i>6A</i>	<i>18 / / /</i>	<i>6C</i>	<i>04 / 19 / 22 / 26</i>	<i>6E</i>	<i>06 / 27 / 01 / 13</i>
<i>6B</i>	<i>01 / 05 / 27 / 20</i>	<i>6D</i>	<i>03 / 20 / 11 / 23</i>		<i>37 / / /</i>

缺席學生 (如適用)  
Absentees (if applicable)

學生雖被選中，但由於以下原因，未能參與評估：

List of originally selected students who did not participate in the assessment for the reasons given below:

- A 身體不適或缺席  
Sick or absent
- B 未能出示任何身份證明文件 (如手冊、學生證、學校正式文件等)  
Unable to produce any identification documents (e.g. handbooks, student cards, official school document, etc.)
- C 其他 (請簡述原因)  
Others (Please briefly give reasons)

缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因 (請在適當方格內填上「✓」號) Reason for not participating (Please put a "✓" in the appropriate box)
<i>6D 05</i>	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____

缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因 (請在適當方格內填上「✓」號) Reason for not participating (Please put a "✓" in the appropriate box)
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____

評估時發生的其他特別事故 Other Irregularities Occurred during the Assessment Session
<b>NIL</b>

說話能力主考員 1 姓名: Name of Oral Examiner 1: <u>Sheung Hoi Sum</u>	簽署: Signature#: <u>Hoi Sum</u>
說話能力主考員 2 姓名: Name of Oral Examiner 2: <u>Li Mei Lai</u>	簽署: Signature#: <u>Mei Lai</u>
評估行政主任姓名: Name of Assessment Administration Supervisor: <u>Chan Tai Man</u>	簽署: Signature#: <u>T Chan</u>

# Sign with a ballpoint pen.