



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

BCA Research Study 2017

Primary 3 English Language Speaking

Oral Examiners' Training Workshop

Arrangement for BCA Research Study 2017

Primary 3 English Language - Speaking



Time	Reading Aloud Personal Experiences Spontaneous Language Use*	Picture Description Spontaneous Language Use*
0:00 0:02	Student 1: Preparation Reading Aloud 2 minutes	
0:03 0:06	Student 1: Assessment Spontaneous Language Use, Reading Aloud & Personal Experiences 3 minutes	Student 2: Preparation Picture Description 3 minutes
0:07 0:09		Student 2: Assessment Spontaneous Language Use & Picture Description 2 minutes

Important Notes:

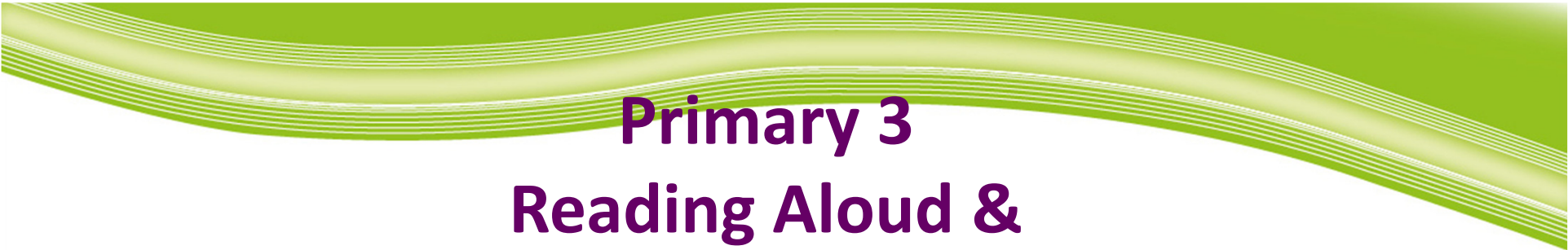
- No score level will be awarded for Prompts for Spontaneous Language Use
- Put students at ease by giving **positive** reinforcement and **praise**
- Maintain **eye contact** with students
- **Minimize** your talking time
- Allow students at least **5 seconds** to think before they respond to the questions



Suggested Prompts in Different Situations

- Students speak softly.
- Students keep silent.
 - after 5 seconds of silence.
 - after another 5 seconds of silence.
- Students are hesitant.
- Students speak in Cantonese.
- *“Please speak up. I can’t hear you.”*
- *Rephrase the question.*
- *Ask another question.*
- *Rephrase the question.*
- *“Please speak in English.”*





Primary 3

Reading Aloud & Expression of Personal Experiences

- Preparation: 2 minutes
- Assessment: 3 minutes (1 minute for Reading Aloud & 2 minutes for Expression of Personal Experiences)



SAMPLE

3 E S O 1

Part 1: Reading Aloud

Read the following text aloud.

Cook the eggs.

Cut the ham.

Butter the bread.

Make a cup of tea.

Set the table.

Knock on the bedroom door.

“Wake up, Mum.

It’s time for breakfast.”

Page 16 of OE
Handbook

Part 2: Expression of Personal Experiences

The teacher will ask you some questions. Answer them.

END OF PAPER







P.3 Reading Aloud

- If the student stops for more than 3 seconds, read the word **ONCE** for the student.
- If the student stops again at another word for more than 3 seconds, ask him/her to go on or point to the next word without saying the word.
- When the student finishes reading, remember to **collect the reading text** from the student before doing Personal Experiences.



Reading Aloud Marking Scheme

BC Descriptor	Scoring Guide
<ul style="list-style-type: none"> Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES) 	<p>4</p> <ul style="list-style-type: none"> Read fluently and clearly with appropriate pausing and intonation. Make very few or no pronunciation mistakes. 
	<p>3</p> <ul style="list-style-type: none"> Read fluently and clearly. Make very few or no pronunciation mistakes. 
	<p>2</p> <ul style="list-style-type: none"> Read quite clearly. Make some mistakes in pronunciation. 
	<p>1</p> <ul style="list-style-type: none"> Read hesitantly with many mistakes in pronunciation. Skip words or phrases occasionally. 
	<p>0</p> <ul style="list-style-type: none"> Able to read only a few words.



P.3 Expression of Personal Experiences / Picture Description

- Ask the relevant questions based on 'Questions for Oral Examiners'.
- 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 by asking a variety of **open-ended questions related to the topic**.
- Provide opportunities for students to **elaborate** their answers.
- Ask questions for all the pictures in the question card if assessment time is available.



Questions for Oral Examiners

SAMPLE

3 E S T 1

Education Bureau

Basic Competency Assessment Research Study 2017

Primary 3

English Language

Speaking

Questions for Oral Examiners

3ES01 Expression of Personal Experiences

3ES02 Picture Description

3ES03 Expression of Personal Experiences

3ES04 Picture Description



SAMPLE**3ES01****Expression of Personal Experiences**

- What do you like doing after school?
- Why do you like _____?
- Who do you _____ with?
- When do you _____?
- Where do you _____?

3ES02**Picture Description**

- Look at this picture. What's the boy doing? (*point to Picture 1*)
- What's the weather like?
- What's the girl doing? (*point to Picture 2*)
- Where are the children? (*point to Picture 3*)
- What are they doing?

2017-BCA-ENG-3EST1-2

21

**SAMPLE****3ES03****Expression of Personal Experiences**

- Do you like your classmates? Why / Why not?
- Who is your best friend? Why?
- What do you do with your best friend?
- What is he/she good at?
- What does he/she like doing?
- What do you like doing?

3ES04**Picture Description**

- What toys can you see in the shop?
- How much is a toy train / toy car / doll?
- What is the man doing? (*point to the man helping the boy*)
- What is the boy saying to the man? (*point to the boy talking to the man*)
- What are the two boys doing? (*point to the children playing computer games*) How do they feel?
- What does the girl want? Why is she sad? (*point to the girl crying*)
- What do the woman and the boy buy? (*point to the woman and boy with a trolley*) How does the boy feel? Why?

END

2017-BCA-ENG-3EST1-3





22



**BACK TO EXPRESSION OF
PERSONAL EXPERIENCES /
PICTURE DESCRIPTION**

Expression of Personal Experiences

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Providing short answers to short and simple questions (IS, KS, ES) 	<p>4</p> <ul style="list-style-type: none"> Provide relevant answers to most of the questions* and give elaboration to some of the questions. Respond to most of the questions* naturally and readily. 	<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.
	<p>3</p> <ul style="list-style-type: none"> Provide relevant answers to most of the questions* with no or little prompting. Respond to most of the questions* naturally. 	
	<p>2</p> <ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	<p>1</p> <ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	<p>0</p> <ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	

What is elaboration?

- **Providing additional information in response to Wh-questions with or without any further follow-up questions from the Oral Examiner.**



GO TO PIC. DESCRIPTION
EXAMPLE

Expression of Personal Experiences

An example of responses considered to be elaboration

A: Where does your maid take you to swim?

S: She takes me to the building...a part of my building because there's a swimming pool over there.

(giving more information about the place)



Expression of Personal Experiences

An example of responses NOT considered to be elaboration

A: What do you like to do after school?

S: I like doing homework after school.

A: What homework do you do?

S: I do Chinese.

(merely listing an activity without further elaboration)



BACK TO MARKING SCHEME



Primary 3 Picture Description

- Preparation: 3 minutes
- Assessment: 2 minutes



SAMPLE

3 E S 0 2

Here are some pictures about different hobbies. Study the pictures and answer the teacher's questions.

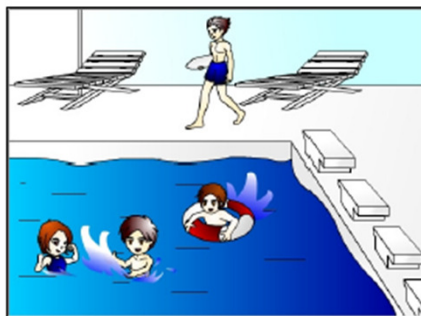
Picture 1



Picture 2



Picture 3



Page 17 of OE
Handbook

END OF PAPER



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2017-BCA-ENG-3ES02-2

17




Picture Description

Marking Scheme - Basic Competency Descriptor

Content (0 – 4)	Pronunciation (0 – 2)
<ul style="list-style-type: none">• Providing short answers to short and simple questions (IS, KS, ES)	<ul style="list-style-type: none">• Pronouncing simple and familiar words comprehensibly (KS)




Picture Description Marking Scheme

Content (0 – 4)	Pronunciation (0 – 2)
<p>4</p> <ul style="list-style-type: none">• Provide relevant answers to most of the questions* and give elaboration to some of the questions.• Respond to most of the questions* naturally and readily. 	<p>2</p> <ul style="list-style-type: none">• Speak clearly and readily with very few mistakes in pronunciation.
<p>3</p> <ul style="list-style-type: none">• Provide relevant answers to most of the questions* with no or little prompting.• Respond to most of the questions* naturally. 	<p>1</p> <ul style="list-style-type: none">• Speak quite clearly despite a few mistakes in pronunciation.
<p>2</p> <ul style="list-style-type: none">• Provide brief answers to some of the questions* with some prompting.• Respond to some of the questions hesitantly. 	<p>0</p> <ul style="list-style-type: none">• Speak unclearly with many mistakes in pronunciation.



Picture Description Marking Scheme

Content (0 – 4)	Pronunciation (0 – 2)
<p>1</p> <ul style="list-style-type: none"> • Provide brief answers to at least two questions* but with difficulty. • Respond to most of the questions hesitantly. 	
<p>0</p> <ul style="list-style-type: none"> • Give one or no comprehensible responses to the questions*. • Give irrelevant answers to most of the questions. 	
<p>Remarks</p> <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. 	



Before you leave the workshop...

Hand in to Assistant Examiner:

- **Recruitment Test**
- **Declaration Form**
- **Evaluation Form**

Obtain the following documents:

- **Certificate**
- **Appointment Letter**



Picture Description (Short answers)

An example of responses considered to be elaboration

A: What are the children doing?

S: The children are swimming... in the swimming pool... They are swimming happily.

(telling where the children are and how the children feel)



Picture Description (Short answers)

An example of responses NOT considered to be elaboration

A: What can you see in the picture?

S: There are towers, trees, grass and the lake.

(merely listing items)



BACK TO MARKING SCHEME

Thank you