



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

# **Territory-wide System Assessment 2018**

## **Primary 3 English Language Speaking**

### **Oral Examiners' Training Workshop**

# Arrangement for TSA 2018

## Primary 3 English Language - Speaking



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

## Important Note:

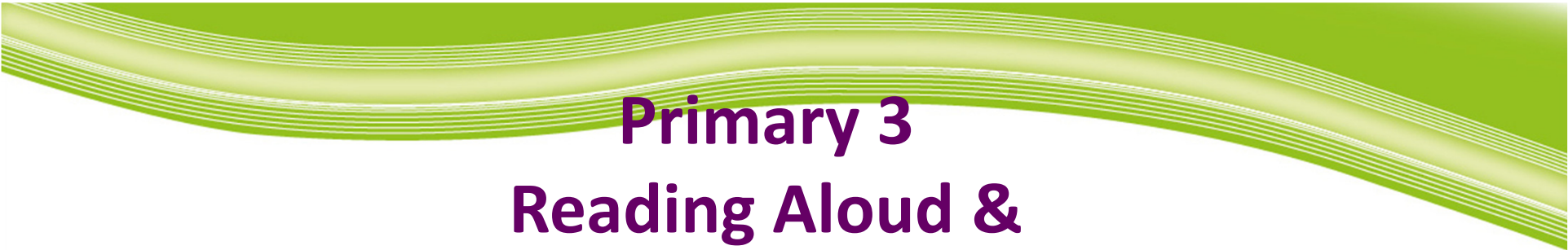
- No score level will be awarded for Prompts for Spontaneous Language Use
- Put students at ease by giving **positive** reinforcement and **praise**
- Maintain **eye contact** with students
- **Minimize** your talking time
- Allow students at least **5 seconds** to think before they respond to the questions



# Suggested Prompts in Different Situations (Page 6 of Oral Examiners' Handbook)

- 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.”

**Part 2: Expression of Personal Experiences**

The teacher will ask you some questions. Answer them.

**END OF PAPER**







(Oral Examiners’  
Handbook, P.15)

## 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	Score Level	Descriptor
<b>Reading Aloud</b> <ul style="list-style-type: none"> <li>Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES)</li> </ul>	4	<ul style="list-style-type: none"> <li>Reads fluently and clearly with appropriate pausing and intonation</li> <li>Makes very few or no pronunciation mistakes</li> </ul> 
	3	<ul style="list-style-type: none"> <li>Reads fluently and clearly</li> <li>Makes very few or no pronunciation mistakes</li> </ul> 
	2	<ul style="list-style-type: none"> <li>Reads quite clearly</li> <li>Makes some mistakes in pronunciation</li> </ul> 
	1	<ul style="list-style-type: none"> <li>Reads hesitantly with many mistakes in pronunciation</li> <li>Skips words or phrases occasionally</li> </ul> 
	0	<ul style="list-style-type: none"> <li>Reads only a few words</li> </ul>



## 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.

(Oral Examiners' Handbook, P.6)



# Questions for Oral Examiners

**SAMPLE**

**3 E S T 1**

**Education Bureau**

**Territory-wide System Assessment 2018**

**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**

(Oral Examiners'  
Handbook, P.19)



**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?

(Oral Examiners'  
Handbook, P.20-21)

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**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**

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

# Expression of Personal Experiences

## Marking Scheme

BC Descriptor	Score Level	Descriptor	Remark
<b>Personal Experiences</b> <ul style="list-style-type: none"> <li>Providing short answers to short and simple questions (IS, KS, ES)</li> </ul>	4	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* and gives <u>elaboration</u> to some of the questions </li> <li>Responds to most of the questions* naturally and readily</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>
	3	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* with no or little prompting </li> <li>Responds to most of the questions* naturally</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Provides brief answers to some of the questions* with some prompting </li> <li>Responds to some of the questions hesitantly</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Provides brief answers to at least two questions* but with difficulty </li> <li>Responds to most of the questions hesitantly</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Gives one or no comprehensible responses to the questions*</li> <li>Gives irrelevant answers to most of the questions</li> </ul>	

# 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 PERSONAL EXP.  
EXAMPLE



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

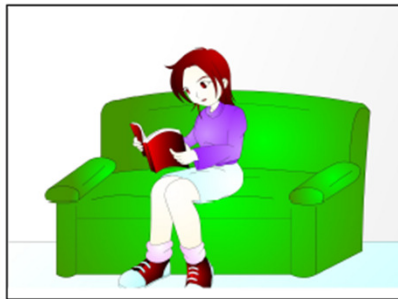
3 E S 0 2

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

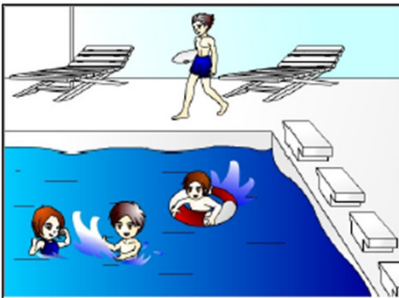
Picture 1



Picture 2



Picture 3



END OF PAPER

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(Oral Examiners'  
Handbook, P.16)

# Picture Description Marking Scheme

BC Descriptor	Score Level	Descriptor	Remark
<b>Content</b> <ul style="list-style-type: none"> <li>Providing short answers to short and simple questions (IS, <b>KS</b>, ES)</li> </ul>	4	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* and gives <u>elaboration</u> to some of the questions</li> <li>Responds to most of the questions* naturally and readily</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>
	3	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* with no or little prompting</li> <li>Responds to most of the questions* naturally</li> </ul> 	
	2	<ul style="list-style-type: none"> <li>Provides brief answers to some of the questions* with some prompting</li> <li>Responds to some of the questions hesitantly</li> </ul> 	
	1	<ul style="list-style-type: none"> <li>Provides brief answers to at least two questions* but with difficulty</li> <li>Responds to most of the questions hesitantly</li> </ul> 	
	0	<ul style="list-style-type: none"> <li>Gives one or no comprehensible responses to the questions*</li> <li>Gives irrelevant answers to most of the questions</li> </ul>	
<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Pronouncing simple and familiar words comprehensibly (KS)</li> </ul>	2	<ul style="list-style-type: none"> <li>Speaks clearly and readily with very few mistakes in pronunciation</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Speaks quite clearly despite a few mistakes in pronunciation</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Speaks unclearly with many mistakes in pronunciation</li> </ul>	



# 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