



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

# Territory-wide System Assessment 2018

## Primary 6 English Language Speaking

### Oral Examiners' Training Workshop

# Arrangement for TSA 2018

## Primary 6 English Language - Speaking

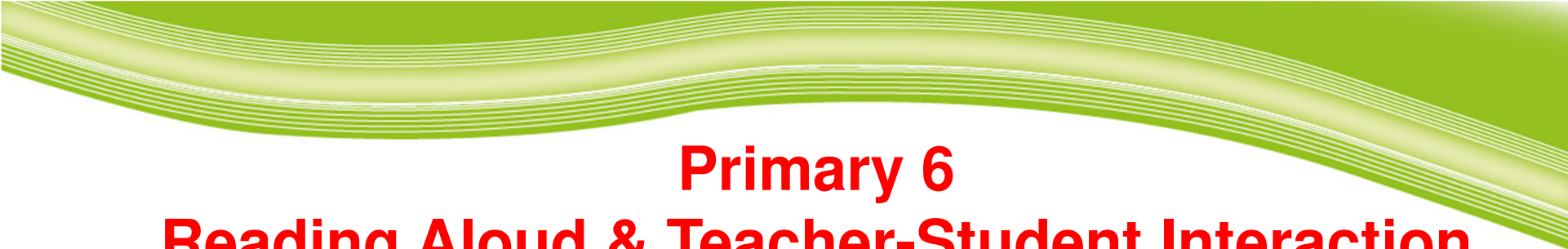
Time	Reading Aloud Teacher-Student Interaction (External OE / OE 1)	Presentation (Internal OE / OE 2)
0:00   0:02	Student 1: Preparation Reading Aloud 2 minutes	
0:03   0:06	Student 1: Assessment Reading Aloud & T-S Interaction 3 minutes	Student 2: Preparation Presentation 3 minutes
0:07   0:09		Student 2: Assessment Presentation 2 minutes



# General Reminders for Oral Examiners

- Follow the assessment administration procedures
- Don't count the mistakes
- Exercise balanced judgment
- Don't compare students' performances
- Get yourself familiarise with the written prompts
- Give time for students to respond
- Create a warm and supportive atmosphere





# Primary 6

## Reading Aloud & Teacher-Student Interaction

- Preparation: 2 minutes
- Assessment: 3 minutes



## P.6 Reading Aloud

### BC Descriptor

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)



## Primary 6 Reading Aloud

- (a) If the student stops for more than 3 seconds, read the word ONCE for the student.
  
- (b) 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.



**SAMPLE**

**6 E S O 1**

**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!

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handbook**

**Part 2: Teacher-Student Interaction**





The teacher will ask you some questions. Answer them.



END OF PAPER

# P.6 Reading Aloud

## Marking Scheme (P.22)

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





## P.6 Teacher-Student Interaction

### Basic Competency Descriptors

Content	Language
<ul style="list-style-type: none"><li>• Providing simple <b>information and ideas</b>, and attempting to provide some elaboration with the help of cues <b>(IS, KS, ES)</b></li></ul>	<ul style="list-style-type: none"><li>• Using a small range of <b>vocabulary, sentence patterns and cohesive devices</b> to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes <b>(IS, KS, ES)</b></li></ul>



## Primary 6 Teacher-Student Interaction

- (a) Ask students questions related to the topic based on [‘Questions for Oral Examiners’](#). Maintain the conversation on the topic assigned.
- (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 by asking a variety of open-ended questions related to the topic.
- (c) Provide opportunities for students to elaborate their answers.



## P.6 Teacher-Student Interaction – Marking Scheme (P.23)

Content (0 – 4)	Language (0 – 3)
4 <ul style="list-style-type: none"><li>Provides <b>relevant answers</b> to <b>most</b> of the questions* and <b>gives elaboration</b> to <b>some</b> of the questions*</li></ul>	3 <ul style="list-style-type: none"><li>Uses a <b>small range</b> of vocabulary, sentence patterns and cohesive devices with <b>few</b> grammatical <b>mistakes</b></li></ul>
3 <ul style="list-style-type: none"><li>Provides <b>relevant answers</b> to <b>most</b> of the questions*</li></ul>	2 <ul style="list-style-type: none"><li>Uses a <b>small range</b> of vocabulary and sentence patterns with <b>some</b> grammatical <b>mistakes</b></li></ul> OR <ul style="list-style-type: none"><li>Uses a <b>limited range</b> of vocabulary and sentence patterns with <b>a few</b> grammatical <b>mistakes</b></li></ul>



## P.6 Teacher-Student Interaction – Marking Scheme (P.23)

Content (0-4)	Language (0-3)
2 <ul style="list-style-type: none"><li>Provides <b>relevant answers</b> to <b>some</b> of the questions*</li></ul>	2 <ul style="list-style-type: none"><li>Uses a <b>small range</b> of vocabulary and sentence patterns with <b>some</b> grammatical <b>mistakes</b></li></ul> OR <ul style="list-style-type: none"><li>Uses a <b>limited range</b> of vocabulary and sentence patterns with <b>a few</b> grammatical <b>mistakes</b></li></ul>
1 <ul style="list-style-type: none"><li>Provides <b>relevant answers</b> to <b>some</b> of the questions* <b>with prompting</b></li></ul>	1 <ul style="list-style-type: none"><li>Uses a <b>very limited range</b> of vocabulary and sentence patterns with <b>many</b> grammatical <b>mistakes</b></li></ul>
0 <ul style="list-style-type: none"><li>Gives one or no comprehensible responses to the questions* <b>OR</b></li><li>Gives irrelevant answers to most of the questions* <b>OR</b></li><li>Practically makes no attempt at all</li></ul>	0 <ul style="list-style-type: none"><li>Practically makes no attempt at all</li></ul>



## P.6 Teacher-Student Interaction – Marking Scheme (Remark)

Content	Language
<p><b>Remark</b></p> <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>Remark</b></p> <ul style="list-style-type: none"><li>• <b>No score level</b> will be awarded if the information or ideas provided are irrelevant to the topic.</li></ul>



# How do we assess elaboration?

- Scores should be given for ‘elaboration’ when a student is able to **extend an answer** beyond a single thought or idea, using **additional information** related to the given topic.
- \* Elaboration is counted regardless whether it occurs spontaneously or after prompting.



## P.6 Teacher-Student Interaction

Examples of responses which are considered to be elaboration

### Example 1:

**T: Have you seen any big rainstorms before?**

**S: I have seen a big rainstorm when I was seven years old.**

**T: What happened?**

**S: There was a very big rainstorm and there was lightning and thunder. I was very frightened when I was seven years old. I hugged to my mother. *(a detailed answer)***



## P.6 Teacher-Student Interaction

Examples of responses which are considered to be elaboration

### Example 2:

T: Have you seen any big rainstorms before?

S: **Yes, I have...I was very frightened.**

*(answers question and adds personal feelings)*

T: Why were you frightened?

S: **...because there was a heavy rainfall, loud thunder and lightning. *(gives multiple reasons)***





## P.6 Teacher-Student Interaction

Examples of responses NOT considered to be elaboration

### Examples:

T: Where were you at that time?

S: **I stayed at my home.**

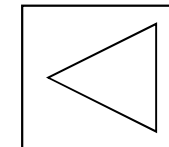
T: What did you do at home?

S: **I watched TV in my home.**

T: What programmes did you watch?

S: **I watched funny movies.**

*(brief answers)*





# Primary 6 Presentation

- Preparation: 3 minutes
- Assessment: 2 minutes



## P.6 Presentation

### Basic Competency Descriptors

Content	Language	Pronunciation
<ul style="list-style-type: none"><li>• Providing simple <b>information and ideas</b>, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</li></ul>	<ul style="list-style-type: none"><li>• Using a small range of <b>vocabulary, sentence patterns and cohesive devices</b> to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, <b>KS</b>, ES)</li></ul>	<ul style="list-style-type: none"><li>• <b>Pronouncing</b> familiar words comprehensibly (KS)</li></ul>



## Primary 6 Presentation

- The HKEAA will provide a pencil, a piece of paper and Instruction Card for each student to prepare for the presentation.
- If the student has difficulty giving his/her presentation, deliver him/her the first prompt. If the student remains silent for another 10 seconds, deliver the final prompt. Only give a maximum of TWO prompts to students. (*Suggested prompts are printed in the [‘Questions for Oral Examiners’](#).)*)
- If the student ends his/her presentation before 50 seconds without being prompted by the examiner, give the student a prompt.



**SAMPLE**

**6 E S O 2**

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

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handbook**





END OF PAPER

## P.6 Presentation – Marking Scheme (P.24-25)

Content (0 – 4)	Language (0 – 3)	Pronunciation (0 – 3)
<p>4</p> <ul style="list-style-type: none"> <li>Provides <b>plenty of</b> information and <b>ideas</b> relevant to the topic</li> <li>Communicates ideas <b>very</b> clearly</li> </ul>	<p>3</p> <ul style="list-style-type: none"> <li>Uses a <b>small range</b> of vocabulary, sentence patterns and cohesive devices with <b>few</b> grammatical <b>mistakes</b></li> </ul>	<p>3</p> <ul style="list-style-type: none"> <li>Speaks clearly with <b>very few mistakes</b> in pronunciation</li> </ul> 
<p>3</p> <ul style="list-style-type: none"> <li>Provides information and ideas <b>relevant</b> to the topic</li> <li>Communicates ideas clearly</li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>Uses a <b>small range</b> of vocabulary and sentence patterns with <b>some</b> grammatical <b>mistakes</b></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Uses a <b>limited range</b> of vocabulary and sentence patterns with <b>a few</b> grammatical <b>mistakes</b></li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>Speaks quite clearly despite <b>a few mistakes</b> in pronunciation</li> </ul> 



## P.6 Presentation – Marking Scheme (P.24-25)

Content (0 – 4)	Language (0 – 3)	Pronunciation (0 – 3)
<p>2</p> <ul style="list-style-type: none"> <li>Provides <b>some</b> information and ideas <b>relevant</b> to the topic <b>with prompting</b></li> <li>Communicates ideas <b>quite</b> clearly</li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>Uses a <b>small range</b> of vocabulary and sentence patterns with <b>some</b> grammatical <b>mistakes</b></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Uses a <b>limited range</b> of vocabulary and sentence patterns with <b>a few</b> grammatical <b>mistakes</b></li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>Speaks quite clearly despite <b>a few mistakes</b> in pronunciation</li> </ul> 
<p>1</p> <ul style="list-style-type: none"> <li>Provides information and ideas <b>mostly irrelevant</b> to the topic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides limited information and ideas</li> </ul>	<p>1</p> <ul style="list-style-type: none"> <li>Uses a <b>very limited range</b> of vocabulary and sentence patterns with <b>many</b> grammatical <b>mistakes</b></li> </ul>	<p>1</p> <ul style="list-style-type: none"> <li>Speaks unclearly with <b>many mistakes</b> in pronunciation</li> </ul> 
<p>0</p> <ul style="list-style-type: none"> <li>Provides information and ideas <b>totally irrelevant</b> to the topic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	<p>0</p> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	<p>0</p> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>



## P.6 Presentation – Marking Scheme (Remark)

Content	Language	Pronunciation
<p><b>Remark</b></p> <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>Eye Contact</p> <ul style="list-style-type: none"><li><b>Bonus:</b></li></ul> <p>Award a score level of 1 if the student has <b>appropriate eye contact</b> with the oral examiner.</p>	<p><b>Remark</b></p> <ul style="list-style-type: none"><li><b>No score level</b> will be awarded if the information or ideas provided are irrelevant to the topic.</li></ul>	





**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**

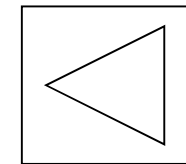
**Teacher-Student Interaction** 6ES03

- When is your birthday?
- How old are you?
- Who did you spend your last birthday with?
- What did you do that day?
- What presents did you get?
- What did you wish for?

**Presentation** 6ES04

- 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?

END



**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**

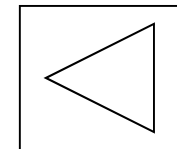
- Which four programmes on this TV guide do you like best?
- Why do you like them?
- What time are the programmes?
- How many programmes are there?
- What TV programmes do you usually watch? Why?

**SAMPLE****Teacher-Student Interaction****6ES03**

- When is your birthday?
- How old are you?
- Who did you spend your last birthday with?
- What did you do that day?
- What presents did you get?
- What did you wish for?

**Presentation****6ES04**

- 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?

**END**



# Thank you

