



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

Territory-wide System Assessment 2019

Primary 6 English Language Speaking

Oral Examiners' Training Workshop

Arrangement for TSA 2019

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!

**Page 15 of OE
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.23)

BC Descriptor	Descriptor
<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"> Reads fluently and clearly with appropriate pausing and intonation Makes very few or no pronunciation mistakes 
	3 <ul style="list-style-type: none"> Reads fluently and clearly Makes very few or no pronunciation mistakes 
	2 <ul style="list-style-type: none"> Reads quite clearly Makes some mistakes in pronunciation 
	1 <ul style="list-style-type: none"> Reads hesitantly with many mistakes in pronunciation Skips words occasionally 
	0 <ul style="list-style-type: none"> Reads only a few words Skips some words or phrases



P.6 Teacher-Student Interaction

Basic Competency Descriptors

Content	Language
<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)	<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)



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.24)

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



P.6 Teacher-Student Interaction – Marking Scheme (P.24)

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



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

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



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.**

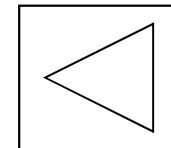
T: What did you do at home?

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">• Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)	<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)	<ul style="list-style-type: none">• Pronouncing familiar words comprehensibly (KS)



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 0 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	
<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

**Page 16 of OE
handbook**





END OF PAPER

P.6 Presentation – Marking Scheme (P.25-26)

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



P.6 Presentation – Marking Scheme (P.25-26)

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

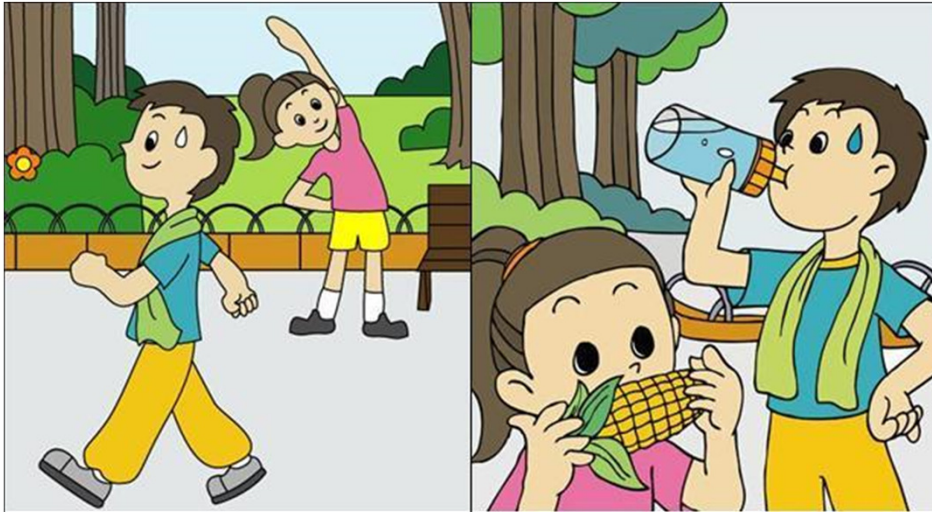


P.6 Presentation – Marking Scheme (Remark)

Content	Language	Pronunciation
<p>Remark</p> <ul style="list-style-type: none">Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. <p>Eye Contact</p> <ul style="list-style-type: none">Bonus: <p>Award a score level of 1 if the student has appropriate eye contact with the oral examiner.</p>	<p>Remark</p> <ul style="list-style-type: none">No score level will be awarded if the information or ideas provided are irrelevant to the topic.	



You are going to tell the teacher about keeping healthy. You may use the pictures on the right to help you. You will have two minutes to do the presentation.



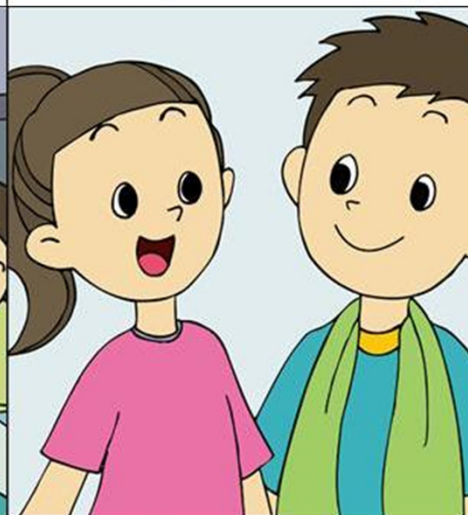
exercise



food and drinks



enough sleep



be happy

Some students gave an account of a story instead of providing relevant information and ideas on a topic given for a presentation.

SAMPLE

6 E S T 1

Education Bureau

Territory-wide System Assessment 20XX

Primary 6

English Language

Speaking

Questions for Oral Examiners

6ES01	Teacher-Student Interaction
6ES02	Presentation
6ES03	Teacher-Student Interaction
6ES04	Presentation



SAMPLE

Teacher-Student Interaction

6ES01

- Have you seen any big rain storms 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

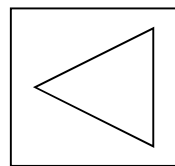
- When is your birthday?
- How old are you?
- Who did you spend your last birthday with?
- What did you do that day?
- What presents did you get?
- What did you wish for?

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

6ES01	Teacher-Student Interaction
6ES02	Presentation
6ES03	Teacher-Student Interaction
6ES04	Presentation



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

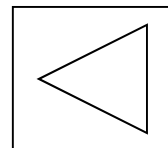
- When is your birthday?
- How old are you?
- Who did you spend your last birthday with?
- What did you do that day?
- What presents did you get?
- What did you wish for?

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

