Territory-wide System Assessment 2023

Primary 6 English Language Speaking

Oral Examiners' Training Webinar

1 April 2023

TSA 2023 Primary 6 English Language Oral Assessment

Materials for Oral Examiners

- Information Sheet for Fresh Oral Examiners

- Oral Examiners' Handbook

- User Guide for Online Training

https://www.bca.hkeaa.edu.hk/web/TSA/en/2023OE_Pri_Workshop/p6_eng_oe_info.html

Rundown

Duration	Programme
15 minutes	Primary 6 Oral Assessment Administration
30 minutes	Illustration of Primary 6 Marking Scheme
	Q&A

TSA 2023 Primary 6 English Language Oral Assessment

Dates:	9 May 2023 (Tue) & 10 May 2023 (Wed)
Reserve Date:	12 May 2023 (Fri)
Sessions:	Session 1 9 May 2023 / Session 2 10 May 2023
	(Report duty before 8:15am)

Oral Components:

- Reading Aloud & Teacher-Student Interaction
- Presentation

Administration Procedures for Oral Assessment

Before the Assessment

Important Notes

NEW for 2023!

Oral Examiner's Report (via e-survey)

1

Social Distancing (optional)

2

Mask-wearing (optional)

3

IMPORTANT

OEs
1. The Oral Examiner's Report will be completed via **e-survey**. The **QR code** to access the survey will be in the OE Working File examiners receive on the day of the assessment.

NOTICE TO EXAMINATION PERSONNEL
PRECAUTIONARY MEASURES FOR TSA 2023 (ORAL ASSESSMENT)

Due to the continued development of the COVID-19 pandemic, AAS, AAA, OEs and students should adhere to the following guidelines for conducting the oral assessment and when setting up the assessment room.

AAS/AAA/OE
1. Schools should set up body temperature screening at the school entrance and prepare alcohol sanitizer at the entrance of each assessment room for use. Schools should maintain good indoor ventilation and a clean, disinfected environment.
2. All exam personnel should take extra care and maintain strict environmental hygiene at schools. They are required to wear their own masks properly (with nose, mouth and chin fully covered).
3. The distance between the seats of OEs and students shall be at least 1.5 metres. Please refer to **page 4** of the handbook for the setting of the assessment room.

AAS
1. The AAS must ensure that spatial separation of seating arrangement should be adopted in the waiting room for the oral assessment. To prevent overcrowding, the AAS must ensure that students should be spaced out while waiting outside the assessment room.

AAA
1. The AAA may ask students to briefly remove their masks during the checking of attendance in order to verify their identities.

OEs
1. Before admitting students to the assessment room, OEs should ensure that students are wearing their own masks properly (with nose, mouth and chin fully covered).
2. Students with serious sneezing/persistent coughing in the assessment room should be arranged to sit apart from others.
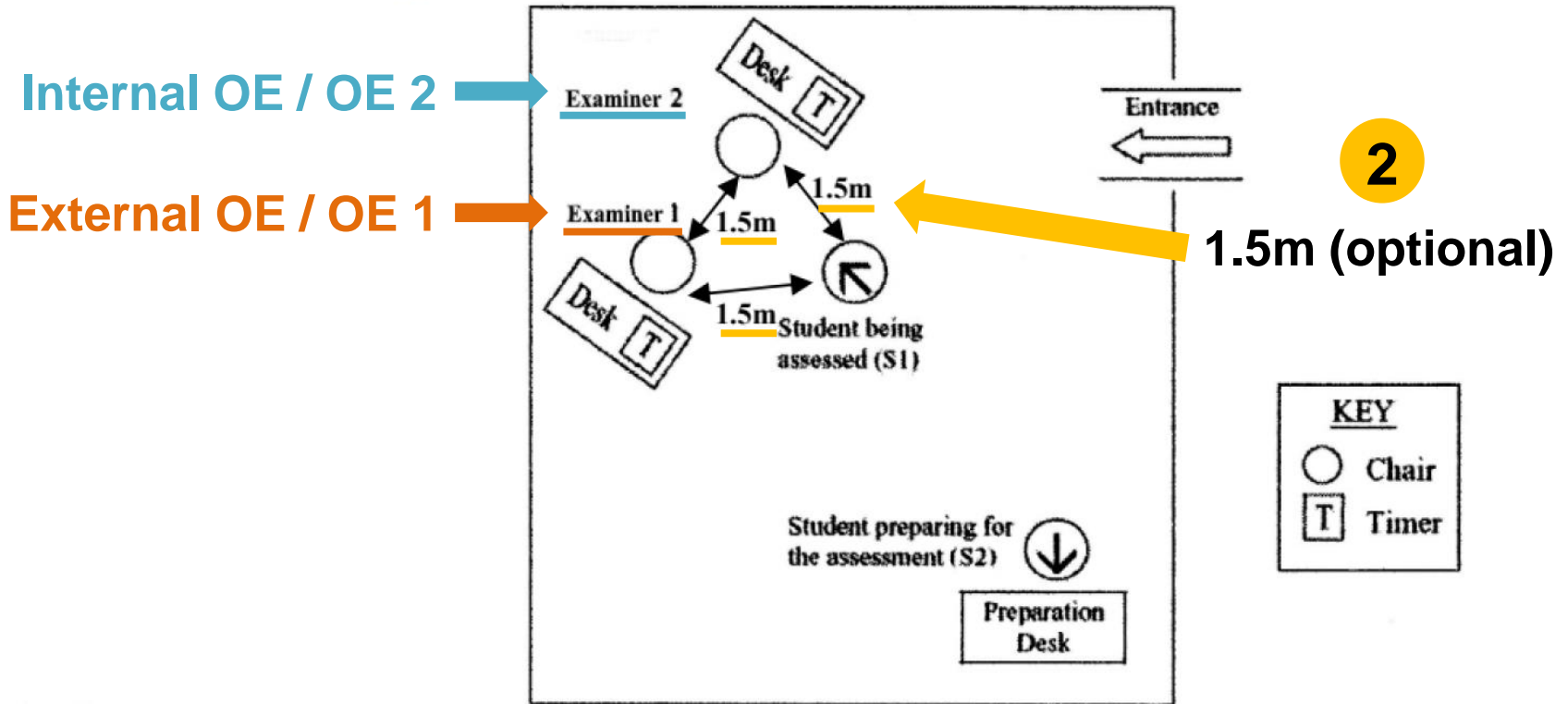
Students
1. Before entering the assessment room, students should put on their own surgical mask properly (with nose, mouth and chin fully covered) and rub their hands by using alcohol sanitizer gel placed in front of the entrance or the one they brought.
2. If any students have contracted a highly contagious disease (e.g. Measles, Chickenpox) or are under mandatory quarantine on the day of assessment, they must NOT attend the assessment.

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Seating Plan

The setting of the Assessment Room (classroom) is as follows:

Internal OE / OE 2

External OE / OE 1

2

1.5m (optional)

Examiner 2

Desk T

Entrance

Examiner 1 1.5m

1.5m

1.5m Student being assessed (S1)

Student preparing for the assessment (S2)

Preparation Desk

KEY

○ Chair

T Timer

Before the Assessment

- On the day of the assessment, bring your:

    i.   appointment letter

    ii. HKID card

    iii. Oral Examiners' Handbook (OE Handbook)

- Put on the Oral Examiner Label

- Study the OE Handbook, question papers, 'Questions for Oral Examiners' and marking scheme

Conducting the Assessment

Conducting the Assessment

Components, Duration and Paper Codes

Session	Reading Aloud & Teacher-Student Interaction	Presentation	Questions for Oral Examiners
	Preparation: 2 minutes Assessment: 3 minutes (6ES01 / 6ES03 / 6ES05 / 6ES07)	Preparation: 3 minutes Assessment: 2 minutes (6ES02 / 6ES04 / 6ES06 / 6ES08)	
Session 1 (9 May, Tue)	6ES01 & 6ES03	6ES02 & 6ES04	6EST1
Session 2 (10 May, Wed)	6ES05 & 6ES07	6ES06 & 6ES08	6EST2

Conducting the Assessment

Paper Allocation (Assessing <u>12</u> Students)

Session 1 (9 May, Tue)

Student Order (Paper Code)	1 (6ES01)	2 (6ES02)	3 (6ES01)	4 (6ES02)	5 (6ES01)	6 (6ES02)
	7 (6ES03)	8 (6ES04)	9 (6ES03)	10 (6ES04)	11 (6ES03)	12 (6ES04)

Session 2 (10 May, Wed)

Student Order (Paper Code)	1 (6ES05)	2 (6ES06)	3 (6ES05)	4 (6ES06)	5 (6ES05)	6 (6ES06)
	7 (6ES07)	8 (6ES08)	9 (6ES07)	10 (6ES08)	11 (6ES07)	12 (6ES08)

Conducting the Assessment

Paper Allocation (Assessing <u>24</u> Students)

Session 1 (9 May, Tue)

Student Order (Paper Code)					
1 (6ES01)	2 (6ES02)	3 (6ES01)	4 (6ES02)	5 (6ES01)	6 (6ES02)
7 (6ES01)	8 (6ES02)	9 (6ES01)	10 (6ES02)	11 (6ES01)	12 (6ES02)
13 (6ES03)	14 (6ES04)	15 (6ES03)	16 (6ES04)	17 (6ES03)	18 (6ES04)
19 (6ES03)	20 (6ES04)	21 (6ES03)	22 (6ES04)	23 (6ES03)	24 (6ES04)

Session 2 (10 May, Wed)

Student Order (Paper Code)					
1 (6ES05)	2 (6ES06)	3 (6ES05)	4 (6ES06)	5 (6ES05)	6 (6ES06)
7 (6ES05)	8 (6ES06)	9 (6ES05)	10 (6ES06)	11 (6ES05)	12 (6ES06)
13 (6ES07)	14 (6ES08)	15 (6ES07)	16 (6ES08)	17 (6ES07)	18 (6ES08)
19 (6ES07)	20 (6ES08)	21 (6ES07)	22 (6ES08)	23 (6ES07)	24 (6ES08)

Conducting the Assessment

Assessment Procedures

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

Conducting the Assessment

Suggested Schedule

Student Order	AM
1 – 6	9:15 – 9:45
7 – 12	9:45 – 10:15
Break (15 minutes)	
13 – 18	10:30 – 11:00
19 – 24	11:00 – 11:30

General Points to Note

- Follow the assessment administration procedures

- Unseal the packs of assessment papers **in the oral assessment room** and protect the confidentiality of the question papers throughout the assessment

- Information regarding any aspect of the assessment and students' performances **MUST NOT be disclosed** to anyone

- If the reserve list of a particular class is used up, the **EXTERNAL Oral Examiner (OE 1) can select any class number** at random

General Points to Note

- Familiarise yourself with the written prompts

- Keep your mobile phone **OFF** during the entire oral assessment

- **BOTH** Oral Examiners **MUST** be seated and ready for starting the assessment

- Create a warm and supportive atmosphere

- Maintain eye contact with students

- Give time (at least 5 seconds) for students to respond to questions

- Minimise your 'talking time'

General Points to Note

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

Situations		Prompts
1.	Students speak softly.	*'Please speak up. I can't hear you.'*
2.	Students keep silent • after 5 seconds of silence. • after another 5 seconds of silence.	• Rephrase the question. • Ask another question.
3.	Students are hesitant.	• Rephrase the question.
4.	Students speak in Cantonese.	*'Please speak in English.'*

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General Points to Note

- **EACH** **ORAL EXAMINER MUST RATE** **ALL STUDENTS** **FOR BOTH COMPONENTS** **consistently** and **independently** without discussion throughout the assessment according to the marking scheme

- It is **NOT** necessary to allocate a certain percentage of students for each level

- Do **NOT** give half a mark to any of the criteria

- Do **NOT** count the mistakes

- Do **NOT** compare students' performances

- Exercise **BALANCED JUDGEMENT**

After the Assessment

Score Sheet for Oral Assessment

Complete the declaration and sign the score sheet with a ballpoint pen

Assessment Summary for Oral Assessments

Complete the assessment summary and sign the form with a ballpoint pen

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Oral Examiner's Report (via e-survey)

Hong Kong Examinations and Assessment Authority

Education Assessment Services Division

Territory-wide System Assessment 2023

Primary 6 English Language

Oral Examiner's Report

For future planning of the TSA Oral Assessment, we would be pleased to receive feedback and your opinion about your experience as an oral examiner on or before **12 May 2023**. Thank you.

Name of Oral Examiner (e.g. Chan Tai Man):*

Oral Examiner Code (e.g. P23Exxxxx):*

I. Duration of the Assessment

1=Least Appropriate, 6=Most Appropriate

Reading Aloud and Teacher-Student Interaction*

	1	2	3	4	5	6
• Preparation (2 mins)	○	○	○	○	○	○
• Reading Aloud (1 min)	○	○	○	○	○	○
• Teacher-Student Interaction (2 mins)	○	○	○	○	○	○

Complete the Oral Examiner's Report with the **QR code** in the Oral Examiners' Working File **by 12 May**.

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After the Assessment

- Make sure the **Score Sheet for Oral Assessment** and **Assessment Summary for Oral Assessments** have been completed

- Sign all documents with a ballpoint pen

- Put the assessment materials into the appropriate envelopes

Emergencies

If you are unable to conduct the Oral Assessment,
please inform the TSA Administration Team at 3628 8181
from 6:30am to 7:00am.

Stand-by Oral Examiners must keep their mobile phones on
from 6:30am in case of an emergency substitution.

In case of bad weather, pay attention to the public announcement
broadcast on radio and television made by the Education Bureau.

Conducting the Assessment

Reading Aloud & Teacher-Student Interaction

- Preparation: 2 minutes
- Assessment: 3 minutes

Reading Aloud

Basic Competency (BC) Descriptors

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)

Reading Aloud

- If the student stops for more than 3 seconds at a word he/she cannot pronounce, read the word **ONCE** for the student.

- If the student stops again at the same word or another word for more than 3 seconds, ask him/her to go on and point to the next word without reading the word.

SAMPLE   6 E S 0 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!

Part 2: Teacher-Student Interaction

The teacher will ask you some questions. Answer them.

END OF PAPER

Reading Aloud (Marking Scheme)

BC Descriptor	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)	**4** • Reads fluently and clearly **with appropriate pausing and intonation** • Makes very few or no pronunciation mistakes
	3 • Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2 • Reads quite clearly • Makes **some mistakes** in pronunciation
	1 • Reads hesitantly with **many mistakes** in pronunciation • Skips words occasionally
	0 • Reads only a few words • Skips some words or phrases

Teacher-Student Interaction

Basic Competency (BC) Descriptors

Content	Language
• Providing simple **information and ideas**, and attempting to provide some elaboration with the help of cues (**IS**, KS, **ES**)	• 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)

Teacher-Student Interaction

- Ask students the relevant questions for Teacher-Student Interaction based on '**Questions for Oral Examiners**'. Maintain the conversation on the topic assigned.

- 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 on their answers by saying:

  'Please tell me more about…' OR *'What else do you…?'*

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?

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Teacher-Student Interaction (Marking Scheme)

Content (0 – 4)	Language (0 – 3)
4 • Provides **relevant answers** to **most** of the questions* and **gives elaboration** to **some** of the questions*	**3** • Uses a **small range** of vocabulary, sentence patterns and cohesive devices with **few** grammatical **mistakes**
3 • Provides **relevant answers** to **most** of the questions*	**2** • Uses a **small range** of vocabulary and sentence patterns with **some** grammatical **mistakes** **OR** • Uses a **limited range** of vocabulary and sentence patterns with **a few** grammatical **mistakes**

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' score is given regardless of whether it occurred spontaneously or after prompting.

* Examples of responses considered to be an 'elaboration': giving a detailed answer, giving multiple reasons, answering the question and adding personal feelings

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Teacher-Student Interaction (Marking Scheme)

Content (0 – 4)	Language (0 – 3)
2 • Provides **relevant answers** to **some** of the questions*	**2** • Uses a **small range** of vocabulary and sentence patterns with **some** grammatical **mistakes** **OR** • Uses a **limited range** of vocabulary and sentence patterns with **a few** grammatical **mistakes**
1 • Provides **relevant answers** to **some** of the questions* **with prompting**	**1** • Uses a **very limited range** of vocabulary and sentence patterns with **many** grammatical **mistakes**
0 • 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	**0** • Practically makes no attempt at all

Teacher-Student Interaction (Marking Scheme - Remark)

Teacher-Student Interaction

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (**IS, KS, ES**)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions*	• *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.
	3	• Provides relevant answers to most of the questions*	
	2	• Provides relevant answers to some of the questions*	
	1	• Provides relevant answers to some of the questions* with prompting	
	0	• 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	
Language • 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)	3	• Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes	• **No score level** will be awarded if the information or ideas provided are irrelevant to the topic.
	2	• Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes	
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	• Practically makes no attempt at all	

Content (0 – 4)

Remark

• *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.

Language (0 – 3)

Remark

• **No score level** will be awarded if the information or ideas provided are irrelevant to the topic.

Presentation

- Preparation: 3 minutes
- Assessment: 2 minutes

Presentation

Basic Competency (BC) Descriptors

Content	Language	Pronunciation
• Providing simple **information and ideas**, and attempting to provide some elaboration with the help of cues (IS, **KS, ES**)	• 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)	• **Pronouncing** familiar words comprehensibly (KS)

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, give the student one prompt. If the student remains silent for another 10 seconds, deliver another prompt. Only give a maximum of **TWO prompts** to students. *(Suggested prompts are printed on '**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.

- If the student stops talking before the timer goes off, ask:

  'Is it the end of your presentation?' OR *'Have you finished your presentation?'*

SAMPLE		6	E	S	0	2

Presentation

This is a TV guide in the magazine. Choose <u>four</u> TV programmes you want to watch today.

Tell your teacher why you choose them.

Today's TV Guide	
TVC	**BVC**
☐ 4:00 p.m. Fun Time	☐ 4:00 p.m. Learn Basketball
☐ 5:00 p.m. The World of Colours	☐ 5:00 p.m. You Can Cook
☐ 6:00 p.m. The Cartoon Hour	☐ 6:00 p.m. Animal World
☐ 7:00 p.m. Quiz Show – Win a Million Dollars	☐ 6:30 p.m. Pop Songs
	☐ 6:45 p.m. Movie – Dinosaur Park

END OF PAPER

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20XX-TSA-ENG-6ES02-2   16

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

20XX-TSA-ENG-6EST1-2   20

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?

20XX-TSA-ENG-6EST1-3   21

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Presentation (Marking Scheme)

Content (0 – 4)	Language (0 – 3)	Pronunciation (0 – 3)
4 • Provides **plenty of** information and **ideas** relevant to the topic • Communicates ideas **very** clearly	**3** • Uses a **small range** of vocabulary, sentence patterns and cohesive devices with **few** grammatical **mistakes**	**3** • Speaks clearly with **very few mistakes** in pronunciation
3 • Provides information and ideas **relevant** to the topic • Communicates ideas clearly	**2** • Uses a **small range** of vocabulary and sentence patterns with **some** grammatical **mistakes** **OR** • Uses a **limited range** of vocabulary and sentence patterns with **a few** grammatical **mistakes**	**2** • Speaks quite clearly despite **a few mistakes** in pronunciation

Presentation (Marking Scheme)

Content (0 – 4)	Language (0 – 3)	Pronunciation (0 – 3)
2 • Provides **some** information and ideas **relevant** to the topic **with prompting** • Communicates ideas **quite** clearly	**2** • Uses a **small range** of vocabulary and sentence patterns with **some** grammatical **mistakes** **OR** • Uses a **limited range** of vocabulary and sentence patterns with **a few** grammatical **mistakes**	**2** • Speaks quite clearly despite **a few mistakes** in pronunciation
1 • Provides information and ideas **mostly irrelevant** to the topic **OR** • Provides limited information and ideas	**1** • Uses a **very limited range** of vocabulary and sentence patterns with **many** grammatical **mistakes**	**1** • Speaks unclearly with **many mistakes** in pronunciation
0 • Provides information and ideas **totally irrelevant** to the topic **OR** • Practically makes no attempt at all	**0** • Practically makes no attempt at all	**0** • Makes no attempt at all

Presentation (Marking Scheme - Remark)

Presentation

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, **KS, ES**)	4	• Provides plenty of information and ideas relevant to the topic • Communicates ideas very clearly	• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3	• Provides information and ideas relevant to the topic • Communicates ideas clearly	
	2	• Provides some information and ideas relevant to the topic with prompting • Communicates ideas quite clearly	**Eye Contact** • Bonus: Award a score level of 1 if the student has appropriate eye contact with the oral examiner.
	1	• Provides information and ideas mostly irrelevant to the topic OR • Provides limited information and ideas	
	0	• Provides information and ideas totally irrelevant to the topic OR • Practically makes no attempt at all	
Language • 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**)	3	• Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes	• No score level will be awarded if the information or ideas provided are irrelevant to the topic.
	2	• Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes	
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	• Practically makes no attempt at all	
Pronunciation • Pronouncing familiar words comprehensibly (KS)	3	• Speaks clearly with very few mistakes in pronunciation	
	2	• Speaks quite clearly despite a few mistakes in pronunciation	
	1	• Speaks unclearly with many mistakes in pronunciation	
	0	• Makes no attempt at all	

Content (0 – 4)

Remark

• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.

Eye Contact

• **Bonus:** Award a score level of 1 if the student has **appropriate eye contact** with the oral examiner.

Language (0 – 3) | Pronunciation (0 – 3)

Remark

• **No score level** will be awarded if the information or ideas provided are irrelevant to the topic.

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Guidelines for Oral Examiners' Webinar and Online Training 2023 (Primary)

A. **Webinar**

1. Time and Date: (English Language) 9:00 a.m. to 10:30 a.m., Saturday, 1 April 2023

2. Individual links and passwords for attending the webinar will be emailed directly to the teachers concerned by 21 March 2023.

3. The attendance record will be automatically saved on the system. Teachers who complete the webinar may continue the training in Part B.

B. **Online Training**

1. Duration: 4 April – 18 April (18 April only until 5:00 pm)

2. System Requirements:
   - ➤ Google Chrome or Microsoft Edge on Windows 8.1 / Windows 10 / Windows 11; or Google Chrome on Mac OS X
     (Browsers must be able to support HTML 5)
   - ➤ A media player (e.g. QuickTime, Microsoft Windows Media Player 10 or above)
   - ➤ Adobe Reader 9 or above
     (Download the Adobe Reader here: www.adobe.com/reader)
   - ➤ Microsoft Office 2003 or above
   - ➤ Recommended screen resolution: 1024 x 768 pixels

3. Enter the website of Basic Competency Assessment: www.bca.hkeaa.edu.hk

4. Enter "Login ID" and "Password".

5. Adjust the volume of the speaker before doing the online training.

6. Wait patiently when downloading the videos.

7. Complete the online training as early as possible to avoid network congestion.

8. For enquiries, call the TSA Administration Team at 3628 8181 or email at tsa1@hkeaa.edu.hk

**4 April (Tue)
to
18 April (Tue) (before 5pm)**

**Complete the ONLINE TRAINING
as stated in the guidelines**

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Enquiries

- Administration Matters: 3628 8181

- Subject and Assessment Related Matters: 3628 8188

Training Materials

- The training materials will be uploaded onto the BCA website:

  http://www.bca.hkeaa.edu.hk

Thank you!