

2017 年小三基本能力評估研究計劃 便覽

**Basic Competency Assessment Research Study 2017
(Primary 3)
Quick Guide**

第三甲部分 Part 3a

**英國語文科(小學三年級)
English Language (Primary 3)**

1. Scope of the Assessment

- Based on the Tryout Version of the Proposed Basic Competency (BC) Descriptors at the end of Key Stage 1 (Primary 3) (see Appendix), *English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1 – 6)*, CDC, 2004 and the *CDC Syllabus for English Language (Primary 1-6) 1997*
- Balanced coverage of the learning targets in the three Strands (i.e. Interpersonal Strand (IS), Knowledge Strand (KS) and Experience Strand (ES)) and the four language skills (i.e. listening, reading, writing and speaking)
- Meaningful contexts provided for students to activate their knowledge, skills and strategies in the purposeful use of English

2. Assessment Design

- The assessment was designed with reference to the prevailing curriculum documents and in alignment with the requirements of the basic competencies of Key Stage 1 students.
- The reading and writing assessment tasks were designed according to the recommendations of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy:
 - The paper layout was improved. For example, a text was placed alongside the questions as far as possible and the number of pages was kept to a minimum to make it more convenient for students to write their answers.
 - There are three Reading & Writing sub-papers. The total assessment time is 30 minutes each. To help students manage the assessment time for the reading and writing papers, invigilators will announce the time twice during the examination, i.e. 15 minutes and 5 minutes before the end of examination.
 - The number of reading parts was reduced from four to three, the number of words per reading task was limited to not more than 150, and the number of words of the whole paper was capped at 400. There were around 20 items in each sub-paper. Assessment items which involve the application of numeracy skills and on basic book concept were avoided.
 - For the Writing part, items expecting answers in the past tense were avoided, such as writing a recount. Items on picture-aided storytelling were retained because students could use either the present tense or the past tense.

Format of the Assessment

A. Listening, Reading and Writing (Written assessment)

Skills	Listening	Reading and Writing
Paper Code	3EL1 / 3EL2 / 3EL3	3ERW1 / 3ERW2 / 3ERW3
Duration	about 20 minutes	30 minutes
No. of Items	18 – 20	18 – 20
Question Types	<ul style="list-style-type: none"> MC questions 	Reading <ul style="list-style-type: none"> MC questions Writing <ul style="list-style-type: none"> Extended writing
Remarks	<ul style="list-style-type: none"> Each student will attempt one of the sub-papers only. Each sub-paper consists of three listening tasks. The conversation will be played two times. 	<ul style="list-style-type: none"> Each student will attempt one of the sub-papers only. Each sub-paper consists of three reading tasks and one writing task. Each student is required to write about 30 words in the writing task.

B. Speaking (Oral assessment)

Components	Reading Aloud & Expression of Personal Experiences & Spontaneous Language Use*	Picture Description & Spontaneous Language Use*
No. of Sub-papers	6	6
Paper Code	3ES01 / 3ES03 / 3ES05 / 3ES07 / 3ES09 / 3ES11	3ES02 / 3ES04 / 3ES06 / 3ES08 / 3ES10 / 3ES12
Duration	Preparation Time: 2 minutes Assessment Time: 3 minutes	Preparation Time: 3 minutes Assessment Time: 2 minutes
Remarks	<ul style="list-style-type: none"> 12 or 24 students will be randomly selected from each school. Schools will be informed of the ‘Student Sample List’ on the day of the assessment. Each student will attempt one component only. One internal Oral Examiner and one external Oral Examiner will conduct the oral assessment and independently rate ALL selected students for both components. 	

* No score level will be awarded for Spontaneous Language Use.

3. Sample Items

The following sample items aim at providing schools and teachers with some idea of the design of the 2017 assessment. The sample items are for teachers' reference only.

A. Sample Items on Listening

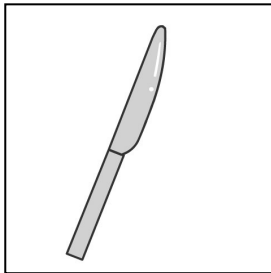
Sample 1

Miss Wong is playing a game with some children.

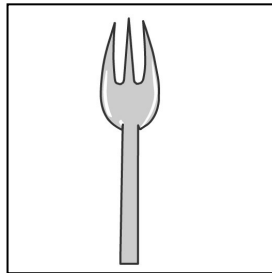
Listen to what they say.

Choose the best answer by blackening the circle.

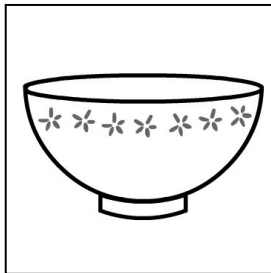
1. What is it?



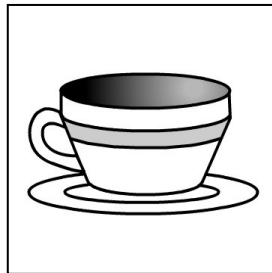
☐ A.



☐ B.

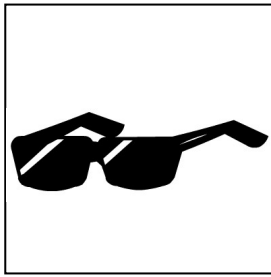


☐ C.

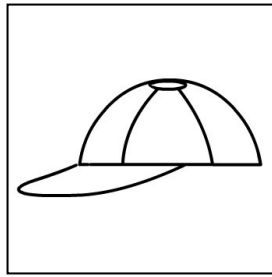


☐ D.

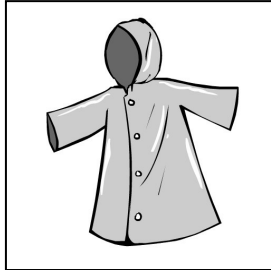
2. What is it?



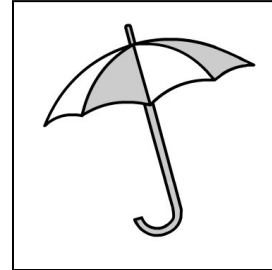
☐ A.



☐ B.



☐ C.



☐ D.

Please go to the following website to listen to the conversation:
<http://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample1.mp3>

Sample 1

Tapescript

- Narrator: Miss Wong is playing a game with some children.
Listen to what they say. The conversation will be played two times. When you hear a beep (*beep*), answer the question.
You now have 15 seconds to look at the pictures. (*15-second music*)
The conversation will begin now.
- Teacher: Are you ready to play, children?
- Children: Yes, we are.
- Teacher: Good! [Number 1. What is it? We use it for eating. It is round. We put rice or soup in it. // (*beep*) / (*5-second pause*)
- Teacher: Number 2. What is it? We use it on sunny and rainy days. People hold it over their heads. // (*beep*) / (*5-second pause*)
- Narrator: Listen to the conversation again and check your answers.
Repeat []
This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none">Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES)	<ol style="list-style-type: none">CD	<ul style="list-style-type: none">Award a score of 1 for each correct answer.Award no score for an incorrect answer.

Sample 2

P.3C is going on a day camp. Miss Wong is talking to Mr Chan from Happy Holiday Camp.

Listen to what Miss Wong and Mr Chan say.



Choose the best answer by blackening the circle.

Happy Holiday Camp - Booking Form

1. **Name of school:** ☐ A. St Peter's School
☐ B. St Rita's School
☐ C. St Tina's School
☐ D. St Victor's School
- Address:**
2. **No.:** ☐ A. 7 ☐ B. 17 ☐ C. 70 ☐ D. 77
3. **Street:** ☐ A. Boot Street
☐ B. Boat Street
☐ C. Beat Street
☐ D. Bait Street
4. **District:** ☐ A. Kowloon Bay
☐ B. Kowloon City
☐ C. Kowloon Tong
☐ D. Kwun Tong
5. **Phone no.:** ☐ A. 7213 6418
☐ B. 7213 4681
☐ C. 7231 4681
☐ D. 7123 8418
6. **Date:** ☐ A. 3/10
☐ B. 13/10
☐ C. 15/10
☐ D. 30/10
7. **Time:** ☐ A. 9:15 am to 4:30 pm
☐ B. 9:30 am to 4:30 pm
☐ C. 9:50 am to 4:30 pm
☐ D. 9:55 am to 4:30 pm
8. **No. of pupils:** ☐ A. 25 ☐ B. 35 ☐ C. 45 ☐ D. 55
9. **Age:** ☐ A. 8 to 10
☐ B. 8 to 12
☐ C. 10 to 12
☐ D. 10 to 20
10. **Name of teacher:** ☐ A. Holly Wong
☐ B. Jolly Wong
☐ C. Polly Wong
☐ D. Molly Wong

Please go to the following website to listen to the conversation:

<http://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample2.mp3>

Sample 2

Tapescript

Narrator: You have 5 seconds to look at the picture. *(5-second pause)*
P. 3C is going on a day camp. Miss Wong is talking to Mr Chan from Happy Holiday Camp.
Listen to what Miss Wong and Mr Chan say. Help Mr Chan fill in the form.
The CD will be played two times. When you hear a beep (*beep*), answer the question.
You have 30 seconds to read this part. *(30-second music)*
The CD will begin now.

(telephone rings)

[Mr Chan: Good afternoon. Happy Holiday Camp. John Chan speaking. Can I help you?

Miss Wong: Yes. This is Molly Wong from St Rita's School. *(pause)* I would like to book a day camp for my class, please.

Mr Chan: Certainly. I need to fill in a booking form. Could you tell me your school name again, please?

Miss Wong: St Rita's School. // *(beep)* *(5-second pause)*

Mr Chan: And what's your school address?

Miss Wong: Seventy... Beat Street... Kowloon Tong.

Mr Chan: OK. Seventy... Beat Street... Kowloon Tong. *(slowly)*
// *(beep)* *(10-second pause)* And your phone number?

Miss Wong: It's seven-two-one-three *(pause)* four-six-eight-one.

Mr Chan: Seven-two-one-three *(pause)* four-six-eight-one?

Miss Wong: Yes, that's right. // *(beep)* *(5-second pause)*

Mr Chan: When would you like to come to our camp?

Miss Wong: The thirteenth of October.

Mr Chan: OK, the thirteenth of October. // *(beep)* *(5-second pause)*

Mr Chan: How long are you going to stay at our camp?

Miss Wong: We'll be there from 9:15 in the morning until 4:30 in the afternoon.

Mr Chan: From 9:15 to 4:30. // (beep) (5-second pause) How many pupils do you have in your class?

Miss Wong: Thirty-five.

Mr Chan: Thirty five. I'll write it down. // (beep) (5-second pause) How old are they?

Miss Wong: 10 to 12 years old. // (beep) (5-second pause)

Mr Chan: So, you're bringing all the students?

Miss Wong: Yes, I am.

Mr Chan: And you are Miss Molly Wong?

Miss Wong: Yes, that's right. Molly Wong. // (beep) (5-second pause)

Mr Chan: Thank you, Miss Wong. See you on the thirteenth of October.

Miss Wong: Yes, see you then. Bye.]

Narrator: Listen to the CD again and check your answers.
Repeat []
 You now have 30 seconds to check your answers. (30-second pause) (beep)
 This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Discriminating between common words with a small range of vowel and consonant sounds (KS) Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES) 	1. B 2. C 3. C 4. C 5. B 6. B 7. A 8. B 9. C 10. D	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

Sample 3

Peter is talking to his friend, Susan, about his visit to Grandma's place.

Listen to the conversation.

Choose the best answer by blackening the circle.

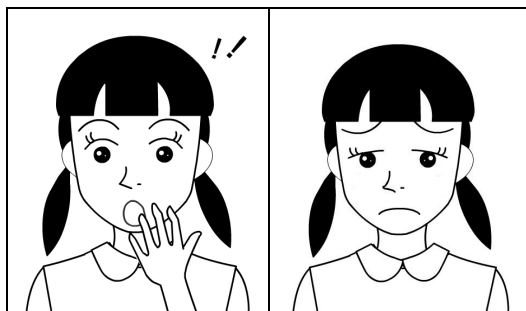
1. Where does Grandma live?

- | | |
|--------------------------------------|--------------------------------------|
| <input type="radio"/> A. Chai Wan | <input type="radio"/> B. Cheung Chau |
| <input type="radio"/> C. Sheung Shui | <input type="radio"/> D. Shatin |

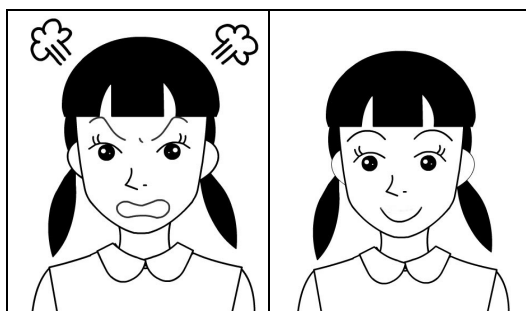
2. How many hours did it take Peter to get to Grandma's place?

- | | |
|--------------------------------------|-------------------------------------|
| <input type="radio"/> A. one hour | <input type="radio"/> B. two hours |
| <input type="radio"/> C. three hours | <input type="radio"/> D. four hours |

3. How does Susan feel?

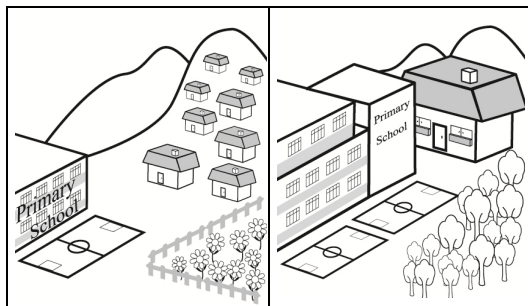


- | | |
|--------------------------|--------------------------|
| <input type="radio"/> A. | <input type="radio"/> B. |
|--------------------------|--------------------------|



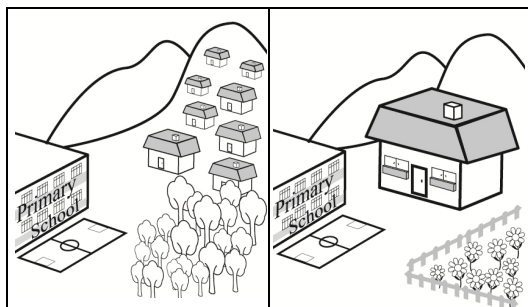
- | | |
|--------------------------|--------------------------|
| <input type="radio"/> C. | <input type="radio"/> D. |
|--------------------------|--------------------------|

4. What is the village like?



☐ A.

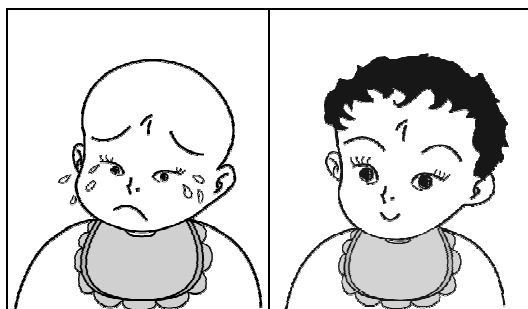
☐ B.



☐ C.

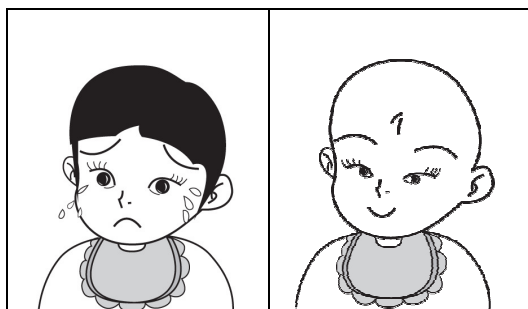
☐ D.

5. What does Peter's cousin look like?



☐ A.

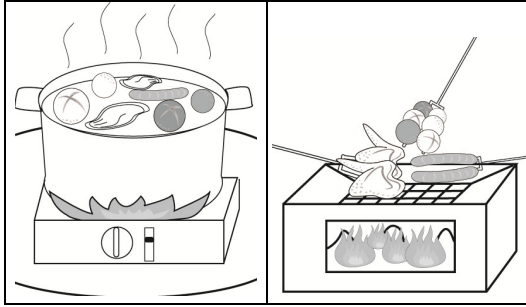
☐ B.



☐ C.

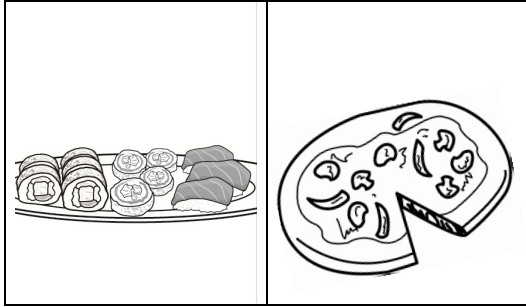
☐ D.

6. What did Peter and his family have for dinner?



☐ A.

☐ B.



☐ C.

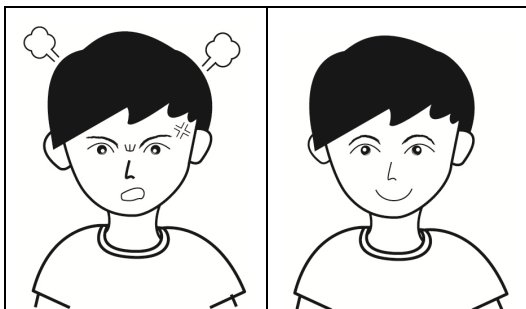
☐ D.

7. How did Peter feel when he saw the stars?



☐ A.

☐ B.



☐ C.

☐ D.

Please go to the following website to listen to the conversation:
<http://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample3.mp3>

Sample 3

Tapescript

- Narrator: Peter is talking to his friend, Susan, about his visit to Grandma's place. Listen to the conversation. The conversation will be played two times. When you hear a beep (*beep*), answer the question. You now have 15 seconds to read the questions. (*15-second music*) The conversation will begin now.
- [Peter: Hi, Susan. Good morning.
- Susan: Good morning, Peter. How was your weekend? What did you do?
- Peter: I visited my grandma.
- Susan: Where does your grandma live?
- Peter: She lives in a small village in Sheung Shui. // (*beep*) (*5-second pause*)
- Susan: Oh, it's far away. Did it take you an hour to get there?
- Peter: More than that. It took us two hours to get there. // (*beep*) (*5-second pause*)
- Susan: Wow, two hours! It's a long way. // (*beep*) (*5-second pause*)
- Susan: How did you get there?
- Peter: First we took the ferry to Kowloon and then we took the KCR train. When we arrived at Sheung Shui KCR station, we took a minibus to the village.
- Susan: What's the village like?
- Peter: It's a very quiet and beautiful place. There are many trees and some small houses. There is also a small school. // (*beep*) (*5-second pause*)
- Susan: What did you do there?
- Peter: Dad and I rode our bicycles up a hill. It was sunny and windy, so we flew a kite. Then we played football. I also played with my baby cousin.
- Susan: Is your cousin a boy or a girl?
- Peter: My cousin is a baby girl. She's one year old.
- Susan: What does she look like?
- Peter: She has big eyes and curly hair. She's a happy baby and she laughs a lot. Everyone likes to play with her. // (*beep*) (*5-second pause*)
- Susan: That's lovely. What else did you do?
- Peter: We had a barbecue at Grandma's place in the evening. // (*beep*) (*5-second pause*) After that, we looked at the stars. We saw many stars in the sky. It was wonderful! // (*beep*) (*5-second pause*)
- Susan: Oh, I wish I could go there.]
- Narrator: Listen to the conversation again and check your answers. The conversation will begin now. **Repeat []**
This is the end of the listening test.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES) 	1. C 2. B 3. A 4. C 5. B 6. B 7. D	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

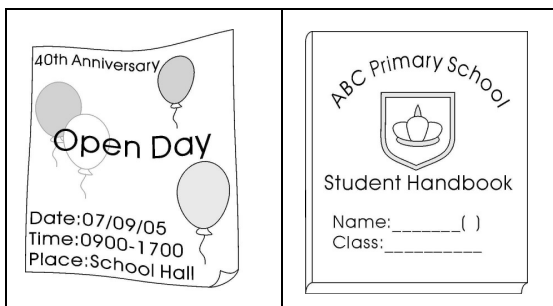
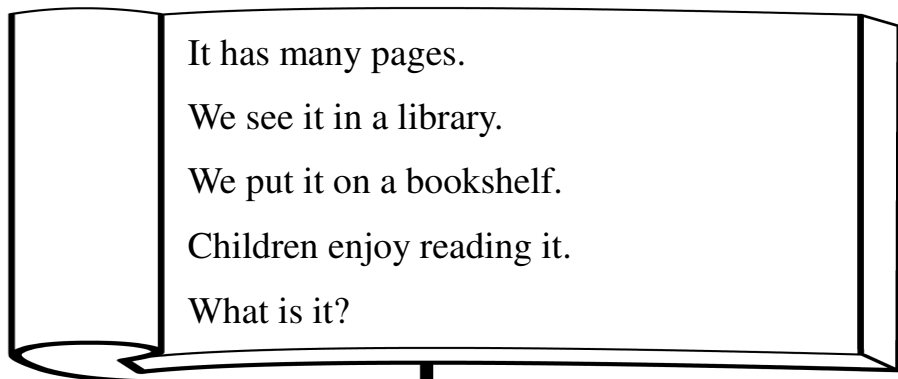
B. Sample Items on Reading and Writing

Sample 1

Peter and Mary are playing a guessing game.

Choose the best answer by blackening the circle.

1.



2.

It is a festival.

We have parties with our family and friends.

We get presents from Santa Claus.

Everyone enjoys the holiday!

What is it?



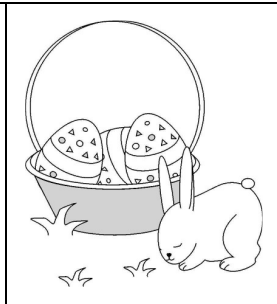
☐ A.



☐ B.



☐ C.



☐ D.

3.

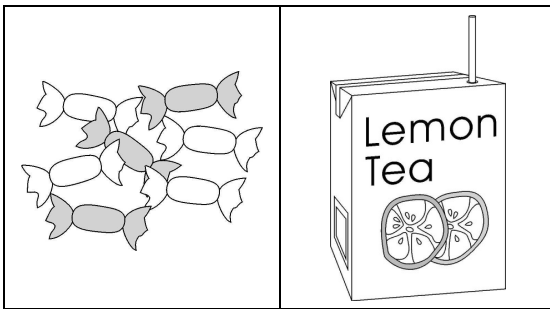
We get it from supermarkets.

We put different fruit in it.

It is cold.

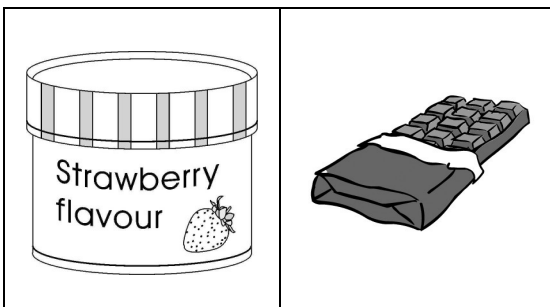
Children love eating it in the hot summer!

What is it?



☐ A.

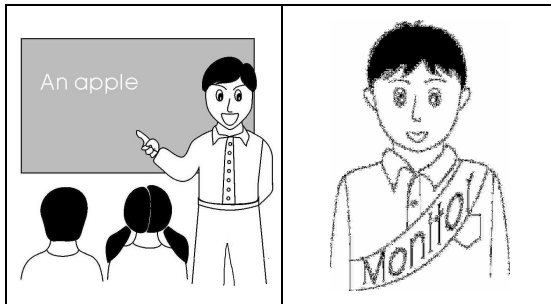
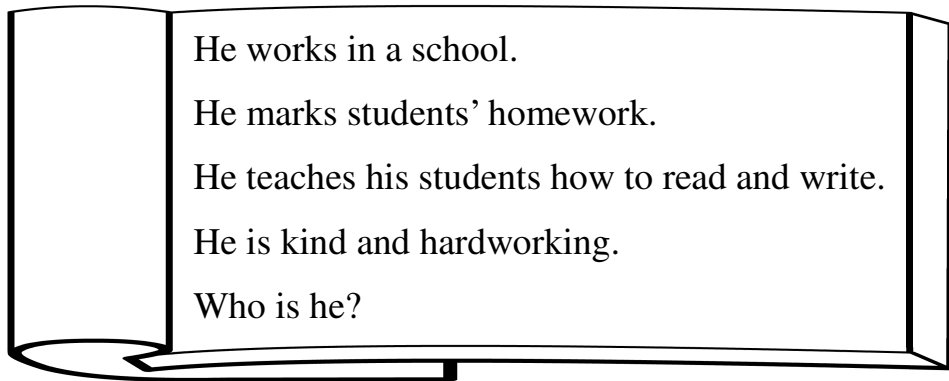
☐ B.



☐ C.

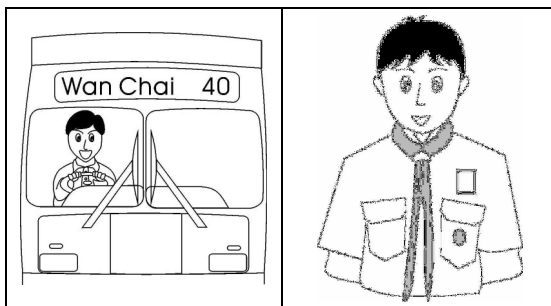
☐ D.

4.



☐ A.

☐ B.



☐ C.

☐ D.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) 	1. B 2. C 3. C 4. A	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

Sample 2

The Chan family is going to the zoo next week. Mary Chan sends an invitation letter to her friend, David.

Read the letter.

1 October XXXX

Dear David,

How are you?

My family is going to Happy Zoo next week on Saturday or Sunday. Can you join us? On which day can you come?

Judy is my friend from overseas. She lives in Canada. She wants to join us. We stay in the zoo from 1 pm to 4 pm.

Let's meet at the entrance of the zoo at 12:55 pm.

Please give me your reply soon.

Your friend,
Mary

Choose the best answer by blackening the circle.

1. When did Mary write the letter?

- | | |
|--|--|
| <input type="radio"/> A. 1 October XXXX | <input type="radio"/> B. 9 October XXXX |
| <input type="radio"/> C. 10 October XXXX | <input type="radio"/> D. 11 October XXXX |

2. On which day(s) does Mary want to visit the zoo?
- ☐ A. next Friday ☐ B. next Saturday
- ☐ C. next Sunday ☐ D. next Saturday or Sunday
3. Mary is going to meet David _____.
- ☐ A. on 1 October ☐ B. at 4:00 pm
- ☐ C. in Canada ☐ D. at the entrance of the zoo
4. “Judy is my friend from overseas. She lives in Canada.” What do these two sentences tell us about Judy?
- ☐ A. Judy lives in Hong Kong.
- ☐ B. Judy is from Hong Kong.
- ☐ C. Judy is from Canada.
- ☐ D. Judy likes Canada.

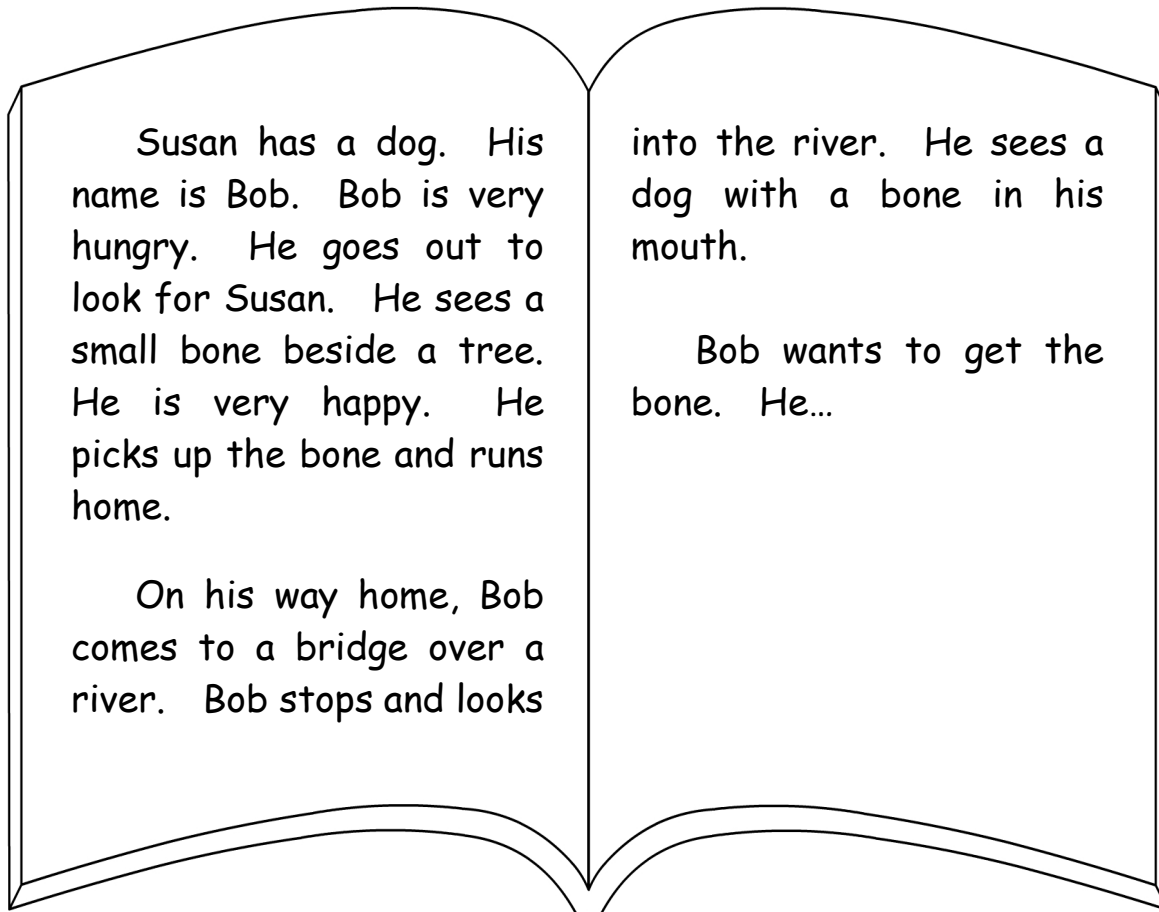
Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) 	1. A 2. D 3. D 4. C	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

Sample 3

Mary reads a story about a dog.

Read the story.



Choose the best answer by blackening the circle.

1. Bob is a _____.

- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> A. bone | <input type="radio"/> B. boy |
| <input type="radio"/> C. dog | <input type="radio"/> D. tree |

2. Bob wants to find _____.

- | | |
|---------------------------------|---------------------------------|
| <input type="radio"/> A. Susan | <input type="radio"/> B. a dog |
| <input type="radio"/> C. a tree | <input type="radio"/> D. a bone |

3. Bob finds a bone _____.

- ☐ A. at home ☐ B. near a tree
☐ C. on a bridge ☐ D. over a river

4. Bob is very happy because _____.

- ☐ A. he has a dog ☐ B. he is hungry
☐ C. he sees Susan ☐ D. he sees a small bone

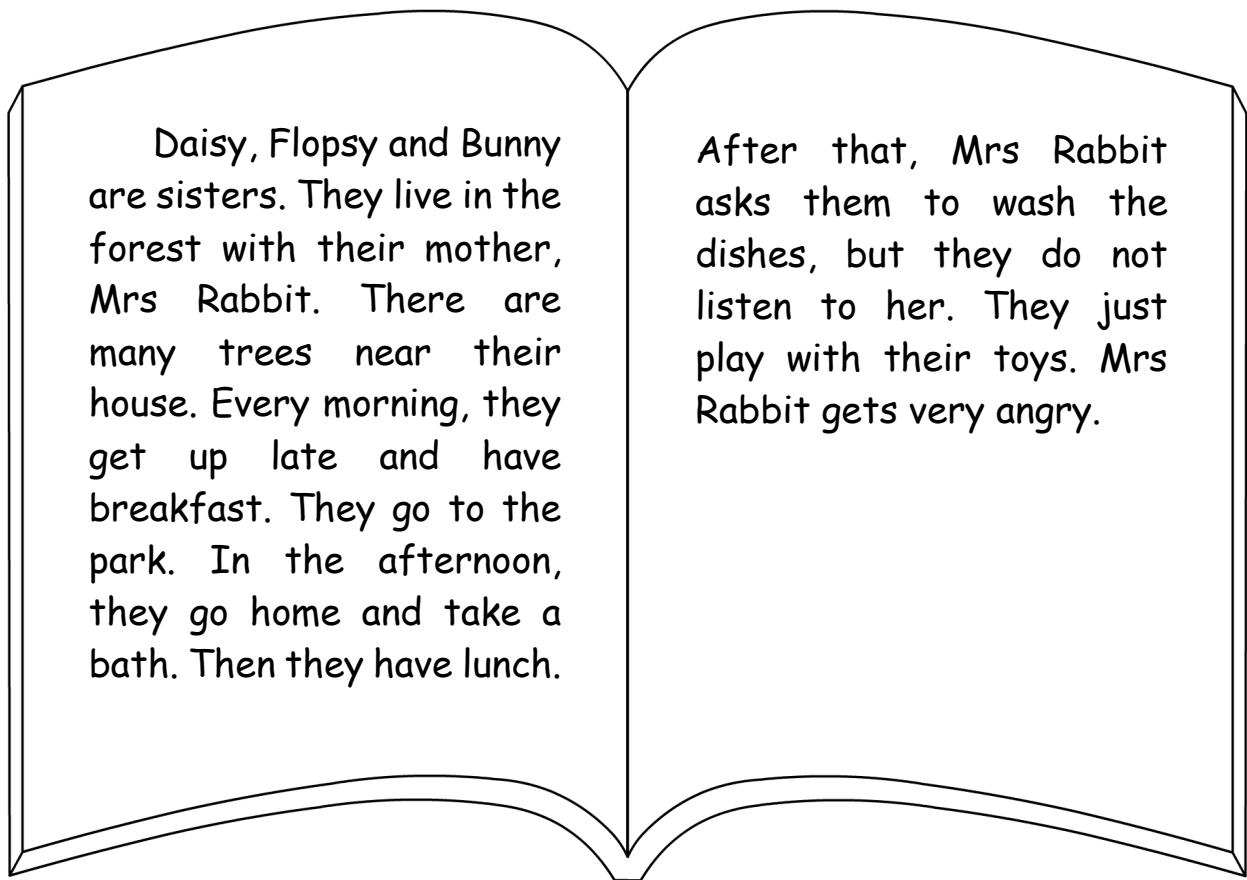
Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none">Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)	<ol style="list-style-type: none">CABD	<ul style="list-style-type: none">Award a score of 1 for each correct answer.Award no score for an incorrect answer.

Sample 4

Mrs Chan is reading “The Three Rabbits” to the children.

Read the first part of the story.



Choose the best answer by blackening the circle.

1. What are Daisy, Flopsy and Bunny?

- | | |
|----------------------------------|--------------------------------|
| <input type="radio"/> A. rabbits | <input type="radio"/> B. bears |
| <input type="radio"/> C. dishes | <input type="radio"/> D. toys |

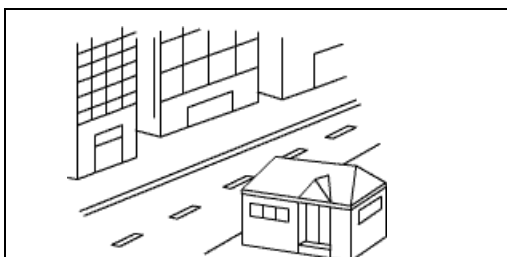
2. Where do Daisy, Flopsy and Bunny live?



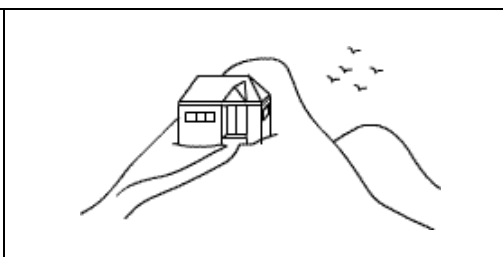
☐ A.



☐ B.



☐ C.



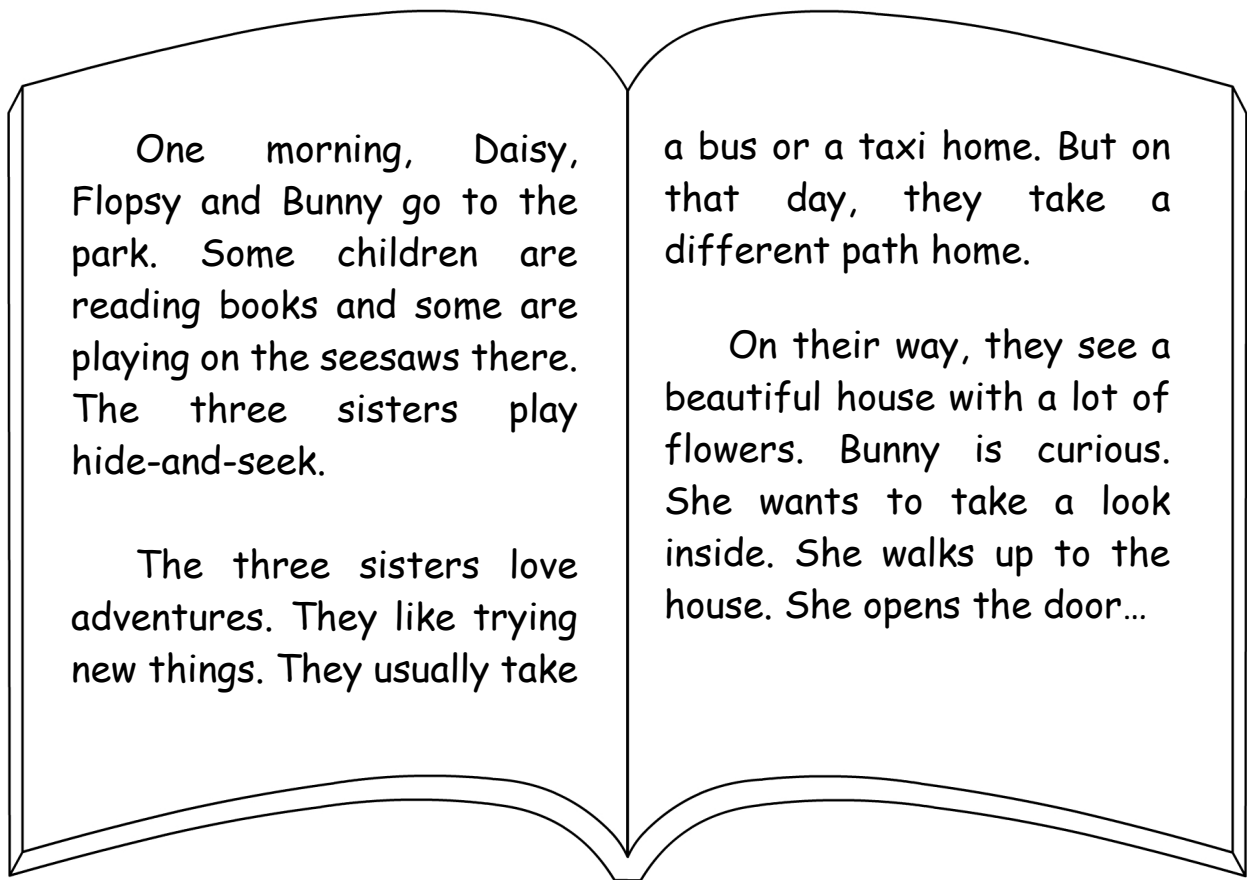
☐ D.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) 	1. A 2. B	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

Sample 5

Read the second part of the story.



Choose the best answer by blackening the circle.

1. What do Daisy, Flopsy and Bunny do in the park?

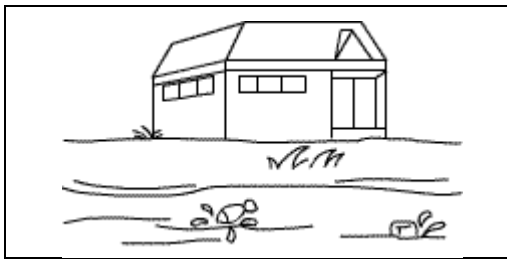
- ☐ A. They read books.
- ☐ B. They see a beautiful house.
- ☐ C. They play hide-and-seek.
- ☐ D. They play on the seesaws.

2. How do the three sisters go home on that day?

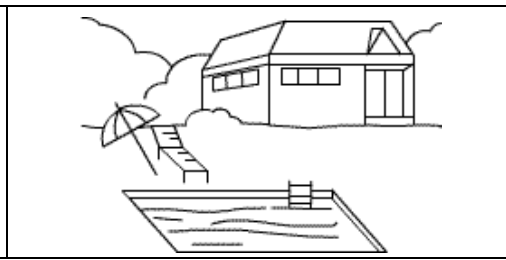
They _____.

- ☐ A. take a new path home
- ☐ B. try new things
- ☐ C. take a bus
- ☐ D. take a taxi

3. Which beautiful house do the three sisters see?



☐ A.



☐ B.



☐ C.



☐ D.

Marking Scheme

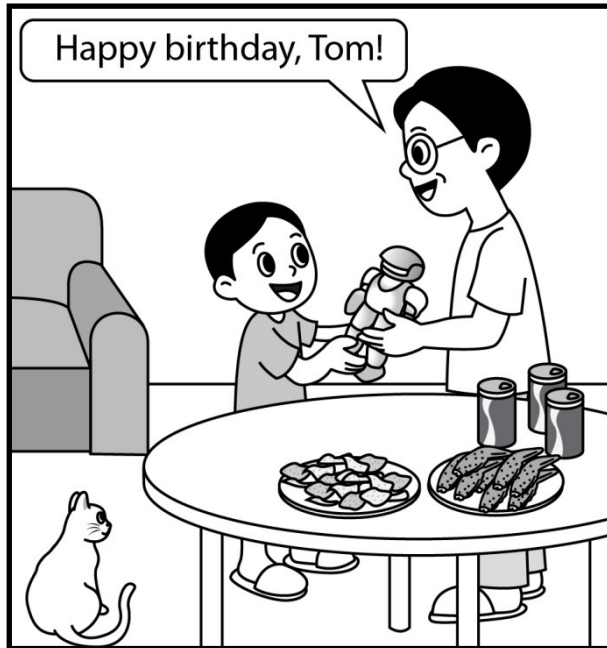
BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) 	1. C 2. A 3. C	<ul style="list-style-type: none"> Award a score of 1 for each correct answer. Award no score for an incorrect answer.

Sample 6

Ben is writing a story about Tom's birthday.

You are Ben. Look at the pictures and write the story in about 30 words.

- ◆ You may use the words in the boxes to help you.
- ◆ What happens in the end? Finish the story.



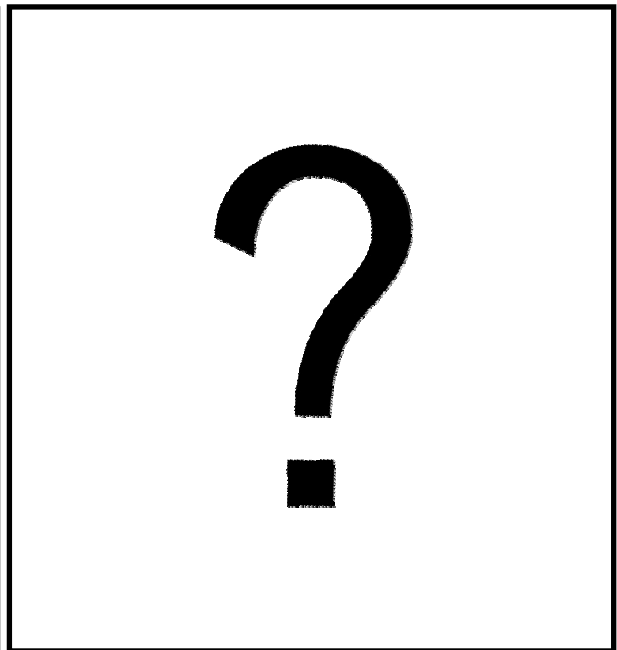
give



bring



drop



Blank lined area for writing.

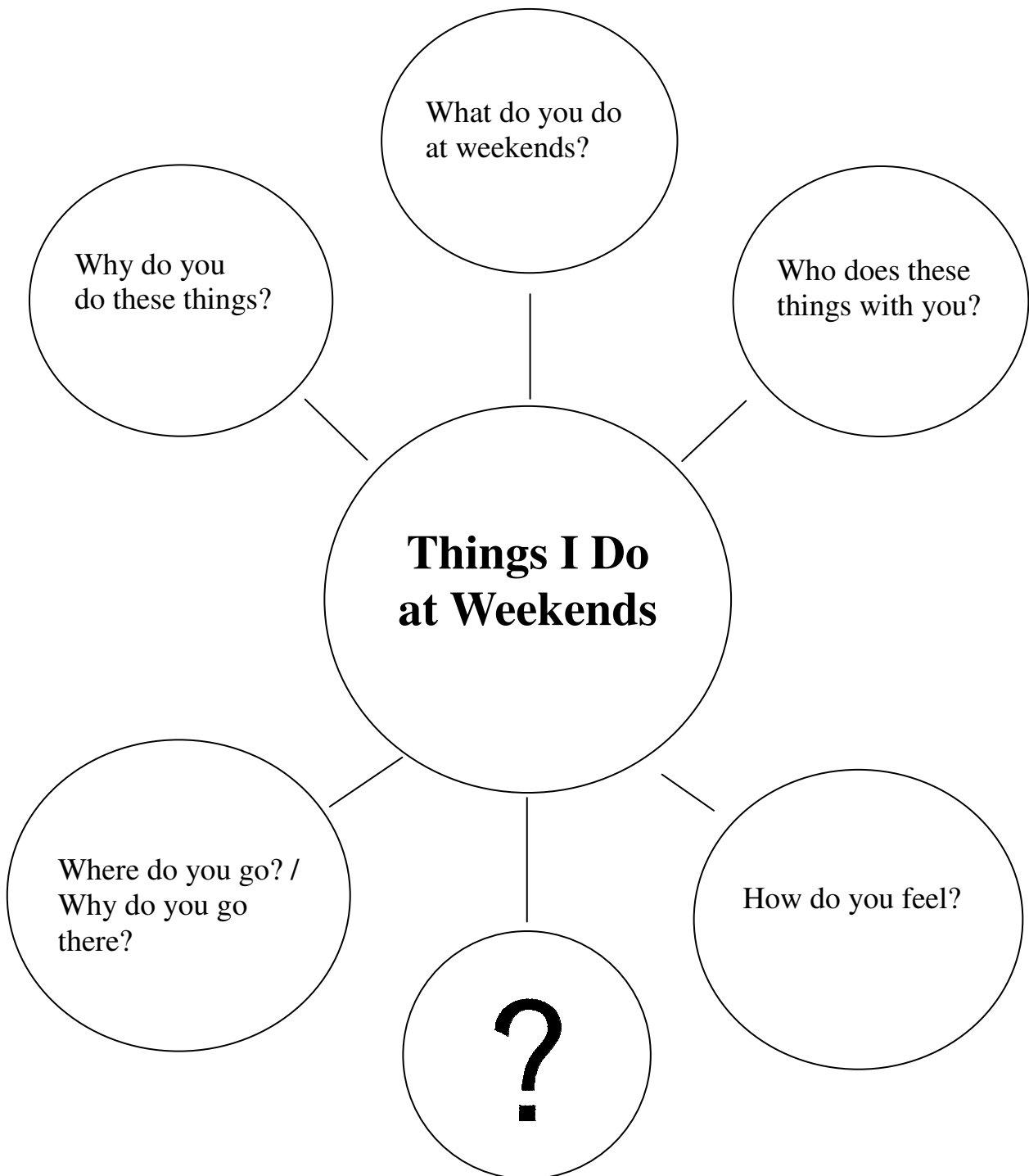
Score Level	Content	Language
3	<ul style="list-style-type: none"> • Provide a factual account of the story based on the pictures, with some supporting details. • The description is clear and coherent. • Provide an ending to the story. 	<ul style="list-style-type: none"> • Use a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes. <p><i>* errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> • Provide a factual account of the story based on the pictures, with almost no supporting details. • The description is quite clear. • May provide an ending to the story. 	<ul style="list-style-type: none"> • Use a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Use a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes. <p><i>* able to use the given prompts to write with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> • The ideas used to write the story are very limited. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The story is unclear or disconnected, which may confuse the reader. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The story might have some irrelevant ideas. 	<ul style="list-style-type: none"> • Use a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes.
0	<ul style="list-style-type: none"> • The ideas are totally irrelevant/incomprehensible. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The ideas are just a repetition of the prompts. 	<ul style="list-style-type: none"> • The language is incomprehensible.
U	<ul style="list-style-type: none"> • No attempt is made (blank script). 	<ul style="list-style-type: none"> • No attempt is made (blank script).

Sample 7

You are writing about things that you do at weekends.

Write about 30 words.

You may use your own ideas or the following questions to help you:



[illegible]

Score Level	Content	Language
3	<ul style="list-style-type: none"> The ideas/responses to the questions are relevant, some supporting details are given. The ideas are clear and coherent. 	<ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes. <p><i>*errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> The ideas/responses to the questions are brief* and relevant to the questions. The ideas are quite clear. <p>* almost no supporting details</p>	<ul style="list-style-type: none"> Use a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes. <p>OR</p> <ul style="list-style-type: none"> Use a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes. <p><i>* able to respond to the questions with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> The ideas/responses to the questions are very limited. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses are unclear or disconnected, which may confuse the reader. <p>OR</p> <ul style="list-style-type: none"> Some ideas/responses to the questions are irrelevant. 	<ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes.
0	<ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses to the questions are just a repetition of the questions/prompts. 	<ul style="list-style-type: none"> The language is incomprehensible.
U	<ul style="list-style-type: none"> No attempt is made (blank script). 	<ul style="list-style-type: none"> No attempt is made (blank script).

C. Sample Items on Speaking

Sample 1

Spontaneous Language Use in Given Situations (*No score level will be awarded.*)

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	<ul style="list-style-type: none">• How are you?	<ul style="list-style-type: none">• I'm fine, thanks.

Reading Aloud

Read the following text.

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.”

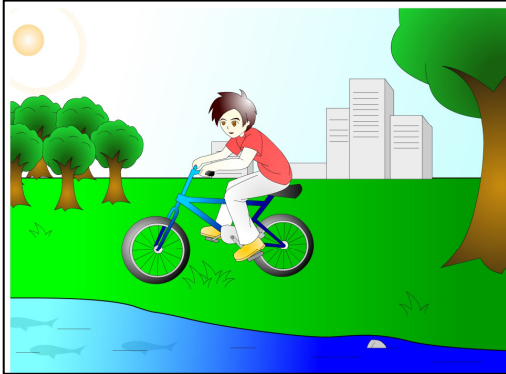
Marking Scheme

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

Picture Description

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

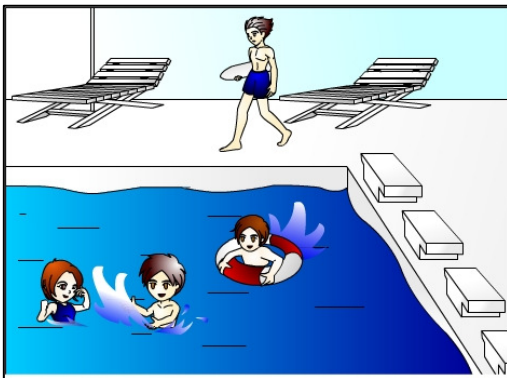
Picture 1



Picture 2



Picture 3



- Questions related to the pictures:

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

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, KS , ES)	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	<ul style="list-style-type: none"> Speak clearly and readily with very few mistakes in pronunciation. 	
	1	<ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	0	<ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	

Expression of Personal Experiences

- Questions related to the 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 _____?

Remarks:

Questions will be modified according to the context. (e.g. When a student says that his/her hobby is stamp collecting, the Oral Examiner will ask him/her “Where do you get your stamps from?”)

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences <ul style="list-style-type: none"> Providing short answers to short and simple questions (IS, KS, ES) 	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	

Sample 2

Spontaneous Language Use in Given Situations (*No score level will be awarded.*)

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	<ul style="list-style-type: none">• How are you?	<ul style="list-style-type: none">• I'm fine, thanks.

Reading Aloud

Read the following text.

Mary goes to Happy School.

Her school is big and new.

Her teachers are kind.

She has a lot of friends at school.

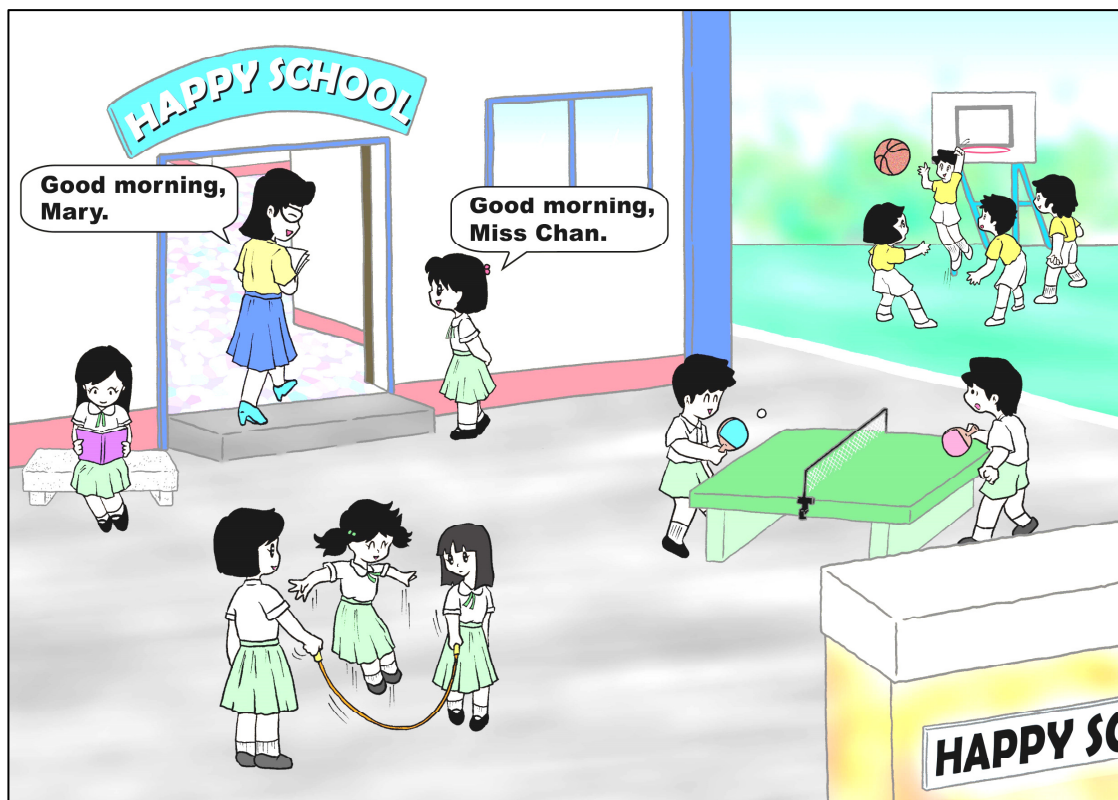
She loves her school!

Marking Scheme

BC Descriptor	Score Level	Descriptor
Reading Aloud <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)	4	<ul style="list-style-type: none">Read fluently and clearly with appropriate pausing and intonation.Make very few or no pronunciation mistakes.
	3	<ul style="list-style-type: none">Read fluently and clearly.Make very few or no pronunciation mistakes.
	2	<ul style="list-style-type: none">Read quite clearly.Make some mistakes in pronunciation.
	1	<ul style="list-style-type: none">Read hesitantly with many mistakes in pronunciation.Skip words or phrases occasionally.
	0	<ul style="list-style-type: none">Able to read only a few words.

Picture Description

Here is a picture of Mary at school. Study the picture and answer the teacher's questions.



- Questions related to the picture:

1. What is the name of this school?
2. Who is Mary's teacher?
3. What are the children doing? (pointing to 4 different activities)

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, KS , ES)	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	<ul style="list-style-type: none"> Speak clearly and readily with very few mistakes in pronunciation. 	
	1	<ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	0	<ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	

Expression of Personal Experiences

- Questions related to the expression of personal experiences:
 1. How do you come to school?
 2. Who are your friends at school?
 3. What do you do with your friends?
 4. Do you like your school? Why/Why not?

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences <ul style="list-style-type: none"> • Providing short answers to short and simple questions (IS, KS, ES) 	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> • Provide brief answers to some of the questions* with some prompting. • Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> • Provide brief answers to at least two questions* but with difficulty. • Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> • Give one or no comprehensible responses to the questions*. • Give irrelevant answers to most of the questions. 	

Sample 3

Spontaneous Language Use in Given Situations (*No score level will be awarded.*)

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	<ul style="list-style-type: none">• How are you?	<ul style="list-style-type: none">• I'm fine, thanks.

Reading Aloud

Read the following text.

Let me tell you about Tom Wong.

He is eight years old.

He is tall.

He has a brother and a sister.

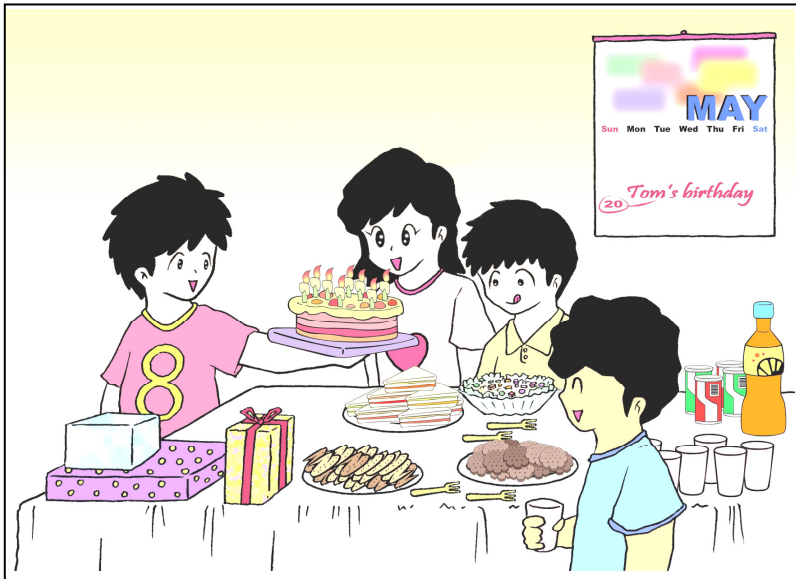
He likes cats and toy cars.

Marking Scheme

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

Picture Description

Here are some pictures about a boy called Tom Wong. Study the pictures and answer the teacher's questions.



- Questions related to the pictures:
 1. How many people are there at the party?
 2. What can you see on the table?
 3. How old is Tom?
 4. When is his birthday?
 5. What presents has he got?
 6. How does he feel?

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, KS , ES)	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	<ul style="list-style-type: none"> Speak clearly and readily with very few mistakes in pronunciation. 	
	1	<ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	0	<ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	

Expression of Personal Experiences

- Questions related to the expression of personal experiences:

- How old are you?
- When is your birthday?
- What presents do you want?
- Who gives you presents?
- What do you do on your birthday?

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences • Providing short answers to short and simple questions (IS, KS, ES)	4	<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.
	3	<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. 	
	2	<ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1	<ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to most of the questions hesitantly. 	
	0	<ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	