

Education Bureau
Territory-wide System Assessment 2008
Secondary 3 English Language
Speaking – Individual Presentation
Marking Scheme

| Score | Ideas & Organisation | Vocabulary & Language Patterns | Pronunciation & Delivery | Strategies for Oral Communication |
|-------|--|---|---|---|
| 4 | <ul style="list-style-type: none"> Expresses ideas that are relevant to inform and explains with details Communicates ideas clearly and coherently | <ul style="list-style-type: none"> Uses varied and appropriate language patterns Uses appropriate vocabulary | <ul style="list-style-type: none"> Speaks clearly and fluently, with few or no errors in pronunciation Uses intonation to enhance communication | |
| 3 | <ul style="list-style-type: none"> Expresses ideas in some detail that are relevant to inform and/or explain Communicates most ideas clearly and coherently | <ul style="list-style-type: none"> Uses mostly appropriate language patterns Uses mostly appropriate vocabulary | <ul style="list-style-type: none"> Speaks clearly with some errors in pronunciation and occasional hesitation Makes occasional attempts to use intonation | |
| 2 | <ul style="list-style-type: none"> Expresses adequate ideas that are relevant to the topic Communicates some ideas clearly and coherently | <ul style="list-style-type: none"> Uses simple language patterns Uses familiar vocabulary appropriately but with errors that may impede communication | <ul style="list-style-type: none"> Speaks clearly though hesitantly with errors in pronunciation that may impede communication OR <ul style="list-style-type: none"> Occasional hesitant/stilted speech that may impede communication | <ul style="list-style-type: none"> Shows appropriate awareness of audience (e.g. eye contact) |
| 1 | <ul style="list-style-type: none"> Expresses limited/disjointed ideas that are relevant to the topic | <ul style="list-style-type: none"> Uses basic language patterns with possible errors Appropriately uses vocabulary drawn from a limited and very familiar range, awkward wording may make understanding unclear | <ul style="list-style-type: none"> Speaks with frequent errors in pronunciation that impedes communication OR <ul style="list-style-type: none"> Hesitant/stilted speech that impedes communication | <ul style="list-style-type: none"> Makes occasional attempts to display audience awareness |
| 0 | <ul style="list-style-type: none"> Does not express any relevant or understandable information OR <ul style="list-style-type: none"> Makes no attempt at all | <ul style="list-style-type: none"> Does not produce any recognisable words or language patterns OR <ul style="list-style-type: none"> Makes no attempt at all | <ul style="list-style-type: none"> Does not produce any comprehensible English speech OR <ul style="list-style-type: none"> Makes no attempt at all | <ul style="list-style-type: none"> Makes a limited or no attempt to display audience awareness |

Remarks: 1) Presentations lasting less than one minute will **not** be awarded scores more than 2 on any criteria.

2) Students who read word for word from their own notes (require assessor's judgment based on evidence) will **not** be awarded scores more than 2 on any criteria.

Education Bureau
Territory-wide System Assessment 2008
Secondary 3 English Language
Speaking – Group Interaction
Marking Scheme

| Score | Task Completion – Ideas and Intelligibility | Strategies for Oral Communication |
|-------|---|--|
| 4 | <ul style="list-style-type: none"> Expresses and/or responds to ideas that are relevant with supporting details | |
| 3 | <ul style="list-style-type: none"> Expresses and/or responds to ideas that are relevant, occasionally providing some details | |
| 2 | <ul style="list-style-type: none"> Gives short, simple responses to ideas that are relevant to the topic | <ul style="list-style-type: none"> Uses appropriate formulaic expressions and/or simple turn-taking strategies* to maintain interaction |
| 1 | <ul style="list-style-type: none"> Gives limited responses to ideas that are relevant to the topic, generally prompted | <ul style="list-style-type: none"> Uses limited formulaic expressions and/or interaction strategies to respond to others |
| 0 | <ul style="list-style-type: none"> Does not express any relevant or understandable information OR Makes no attempt at all | <ul style="list-style-type: none"> Does not use any interaction strategies OR Makes no attempt at all |

Remarks: * Turn-taking strategies include responding and maintaining interaction as well as drawing others to participate.

- Students should contribute their own ideas to the discussion. Those who **only** read out questions using the prompts will not be considered as contributing ideas to the discussion. **No** score level will be awarded on ‘Task Completion – Ideas and Intelligibility’.