

Education Bureau
Territory-wide System Assessment 2010
Primary 6 English Language
Speaking
Marking Scheme

Reading Aloud

BC Descriptor	Scoring Guide
Reading Aloud <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

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Teacher-Student Interaction

BC Descriptor	Scoring Guide	Remark
Content <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) 	4 <ul style="list-style-type: none"> Provides relevant answers to most of the questions* and gives elaboration to some of the questions* 	<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"> Provides relevant answers to most of the questions* 	
	2 <ul style="list-style-type: none"> Provides relevant answers to some of the questions* 	
	1 <ul style="list-style-type: none"> Provides relevant answers to some of the questions* with prompting 	
	0 <ul style="list-style-type: none"> Gives one or no comprehensible responses to the questions* OR <ul style="list-style-type: none"> Gives irrelevant answers to most of the questions* OR <ul style="list-style-type: none"> Practically makes no attempt at all 	
Language <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) 	3 <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes 	<ul style="list-style-type: none"> Award no score if the information or ideas provided are irrelevant to the topic.
	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 	
	1 <ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes 	
	0 <ul style="list-style-type: none"> Practically makes no attempt at all 	

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Presentation

BC Descriptor	Scoring Guide	Remark
Content <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) 	4 <ul style="list-style-type: none"> Provides plenty of information and ideas relevant to the topic Communicates ideas very clearly 	<ul style="list-style-type: none"> Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. Eye Contact <ul style="list-style-type: none"> Bonus: Award a score of 1 if the student has appropriate eye contact with the oral examiner.
	3 <ul style="list-style-type: none"> Provides information and ideas relevant to the topic Communicates ideas clearly 	
	2 <ul style="list-style-type: none"> Provides some information and ideas relevant to the topic with prompting Communicates ideas quite clearly 	
	1 <ul style="list-style-type: none"> Provides information and ideas mostly irrelevant to the topic OR <ul style="list-style-type: none"> Provides limited information and ideas 	
	0 <ul style="list-style-type: none"> Provides information and ideas totally irrelevant to the topic OR <ul style="list-style-type: none"> Practically makes no attempt at all 	

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Presentation

BC Descriptor	Scoring Guide	Remark
Language <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) 	3 <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes 	<ul style="list-style-type: none"> Award no score if the information or ideas provided are irrelevant to the topic.
	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 	
	1 <ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes 	
	0 <ul style="list-style-type: none"> Practically makes no attempt at all 	
Pronunciation <ul style="list-style-type: none"> Pronouncing familiar words comprehensibly (KS) 	3 <ul style="list-style-type: none"> Speaks clearly with very few mistakes in pronunciation 	
	2 <ul style="list-style-type: none"> Speaks quite clearly despite a few mistakes in pronunciation 	
	1 <ul style="list-style-type: none"> Speaks unclearly with many mistakes in pronunciation 	
	0 <ul style="list-style-type: none"> Makes no attempt at all 	