

**Education Bureau**  
**Territory-wide System Assessment 2016** ♦  
**Primary 6 English Language**  
**Speaking**  
**Marking Scheme**

## Reading Aloud

BC Descriptor	Scoring Guide
<b>Reading Aloud</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Reads fluently and clearly with appropriate pausing and intonation</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	<b>3</b> <ul style="list-style-type: none"> <li>Reads fluently and clearly</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	<b>2</b> <ul style="list-style-type: none"> <li>Reads quite clearly</li> <li>Makes some mistakes in pronunciation</li> </ul>
	<b>1</b> <ul style="list-style-type: none"> <li>Reads hesitantly with many mistakes in pronunciation</li> <li>Skips words occasionally</li> </ul>
	<b>0</b> <ul style="list-style-type: none"> <li>Reads only a few words</li> <li>Skips some words or phrases</li> </ul>

♦ The 2016 P6 TSA has been suspended. Participation in the 2016 P6 TSA was on a voluntary basis and not all P6 students participated.

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## Teacher-Student Interaction

BC Descriptor	Scoring Guide	Remark
<b>Content</b> <ul style="list-style-type: none"> <li>Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* and gives elaboration to some of the questions*</li> </ul>	<ul style="list-style-type: none"> <li>*Although ‘Yes/No’ questions can be used to prompt students, they are not counted if students merely provide ‘Yes/No’ answers without elaboration.</li> <li>Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul>
	<b>3</b> <ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions*</li> </ul>	
	<b>2</b> <ul style="list-style-type: none"> <li>Provides relevant answers to some of the questions*</li> </ul>	
	<b>1</b> <ul style="list-style-type: none"> <li>Provides relevant answers to some of the questions* with prompting</li> </ul>	
	<b>0</b> <ul style="list-style-type: none"> <li>Gives one or no comprehensible responses to the questions*</li> </ul> OR <ul style="list-style-type: none"> <li>Gives irrelevant answers to most of the questions*</li> </ul> OR <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Award <b>no score</b> if the information or ideas provided are irrelevant to the topic.</li> </ul>
	<b>2</b> <ul style="list-style-type: none"> <li>Uses a small range of vocabulary and sentence patterns with some grammatical mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes</li> </ul>	
	<b>1</b> <ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes</li> </ul>	
	<b>0</b> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	

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**Presentation**

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

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## Presentation

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