

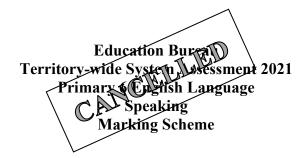
## **Reading Aloud**

BC Descriptor	Score Level	Descriptor
Reading Aloud  • 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> <li>Reads fluently and clearly with appropriate pausing and intonation</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	3	<ul> <li>Reads fluently and clearly</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	2	<ul><li>Reads quite clearly</li><li>Makes some mistakes in pronunciation</li></ul>
	1	<ul> <li>Reads hesitantly with many mistakes in pronunciation</li> <li>Skips words occasionally</li> </ul>
	0	<ul><li>Reads only a few words</li><li>Skips some words or phrases</li></ul>

Education Bureau
Territory-wide System Alexsoment 2021
Primary 6 10glish Language
Speaking
Marking Scheme

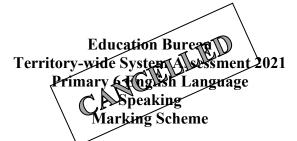
## **Teacher-Student Interaction**

BC Descriptor	Score Level	Descriptor	Remark
• 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
	3	<ul> <li>Provides relevant answers to most of the questions*</li> </ul>	students, they are not counted if students merely
	2	• Provides relevant answers to some of the questions*	provide 'Yes/No' answers without elaboration.
	1	• Provides relevant answers to some of the questions* with prompting	Do not penalize
	0	<ul> <li>Gives one or no comprehensible responses to the questions*</li> <li>OR</li> <li>Gives irrelevant answers to most of the questions*</li> <li>OR</li> <li>Practically makes no attempt at all</li> </ul>	students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
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
	2	<ul> <li>Uses a small range of vocabulary and sentence patterns with some grammatical mistakes</li> <li>OR</li> <li>Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes</li> </ul>	are irrelevant to the topic.
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	Practically makes no attempt at all	



## Presentation

BC Descriptor	Score Level	Descriptor	Remark
• Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)	4	<ul> <li>Provides plenty of information and ideas relevant to the topic</li> <li>Communicates ideas very clearly</li> </ul>	Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the
	3	<ul> <li>Provides information and ideas relevant to the topic</li> <li>Communicates ideas clearly</li> </ul>	communication of ideas.
	2	<ul> <li>Provides some information and ideas relevant to the topic with prompting</li> <li>Communicates ideas quite clearly</li> </ul>	<ul> <li>Eye Contact</li> <li>Bonus: Award a score level of 1 if the student has appropriate eye contact with the</li> </ul>
	1	<ul> <li>Provides information and ideas mostly irrelevant to the topic</li> <li>OR</li> <li>Provides limited information and ideas</li> </ul>	oral examiner.
	0	<ul> <li>Provides information and ideas totally irrelevant to the topic</li> <li>OR</li> <li>Practically makes no attempt at all</li> </ul>	



## Presentation

BC Descriptor	Score Level	Descriptor	Remark
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	<ul> <li>Uses a small range of vocabulary and sentence patterns with some grammatical mistakes</li> <li>OR</li> <li>Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes</li> </ul>	
	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	