

Education Bureau
Territory-wide System Assessment 2025
Secondary 3 English Language
Speaking – Individual Presentation
Marking Scheme

Score Level	Ideas & Organisation	Vocabulary & Language Patterns	Pronunciation & Delivery	Strategies for Oral Communication
4	- Expresses ideas that are relevant to inform and explains with details - Communicates ideas clearly and coherently	- Uses varied and appropriate language patterns - Uses appropriate vocabulary	- Speaks clearly and fluently, with few or no errors in pronunciation - Uses intonation to enhance communication	
3	- Expresses ideas that are relevant to inform and/or explain with some details - Communicates most ideas clearly and coherently	- Uses mostly appropriate language patterns - Uses mostly appropriate vocabulary	- Speaks clearly with some errors in pronunciation and occasional hesitation - Makes occasional attempts to use intonation	
2	- Expresses adequate ideas that are relevant to the topic - Communicates some ideas clearly and coherently	- Uses simple language patterns - Uses familiar vocabulary appropriately but with errors that may impede communication	- Speaks clearly though hesitantly with errors in pronunciation that may impede communication OR - Occasional hesitant/stilted speech that may impede communication	Shows appropriate awareness of audience (e.g. eye contact)
1	Expresses limited/disjointed ideas that are relevant to the topic	- Uses basic language patterns with possible errors - Appropriately uses vocabulary drawn from a limited and very familiar range, awkward wording may make understanding unclear	- Speaks with frequent errors in pronunciation that impedes communication OR - Hesitant/stilted speech that impedes communication	Makes occasional attempts to display audience awareness
0	- Does not express any relevant or understandable information OR - Makes no attempt at all	- Does not produce any recognisable words or language patterns OR - Makes no attempt at all	- Does not produce any comprehensible English speech OR - Makes no attempt at all	Makes a limited or no attempt to display audience awareness

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

Education Bureau
Territory-wide System Assessment 2025
Secondary 3 English Language
Speaking – Group Interaction
Marking Scheme

Score Level	Task Completion – Ideas and Intelligibility	Strategies for Oral Communication
4	Expresses and/or responds to ideas that are relevant with supporting details	
3	Expresses and/or responds to ideas that are relevant, occasionally providing some details	
2	Gives short, simple responses to ideas that are relevant to the topic	Uses appropriate formulaic expressions and/or simple turn-taking strategies* to maintain interaction
1	Gives limited responses to ideas that are relevant to the topic, generally prompted	Uses limited formulaic expressions and/or interaction strategies to respond to others
0	- Does not express any relevant or understandable information OR - Makes no attempt at all	- 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’.