



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

**Tryout Study 2016**

**ENGLISH LANGUAGE**

**Oral Examiners' Handbook**

**Primary 3**

**Name of Oral Examiner:** \_\_\_\_\_

**Oral Examiner Code:**

# **Tryout Study 2016**

## **Primary 3 English Language**

### **Oral Examiners' Handbook**

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# Tryout Study 2016 Primary 3 English Language

## 1.0 Introduction

This handbook is a resource for Oral Examiners regarding the conduct of Tryout Study 2016 English Language Oral Assessment at Primary 3 level.

## 1.1 General Information about the Oral Assessment

**Date:** 3 and 4 May 2016

**Reserve Date:** 6 May 2016

**Sessions:**

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
3 May (AM)	3 May (PM)	4 May (AM)

**Mode:**

- 12 or 24 students will be randomly selected from each school.
- Schools will be informed of the ‘Student Sample List’ on the day of assessment.
- Each student will attempt **ONE** component only.
- Two Oral Examiners, one internal and one external, will conduct the oral assessment and rate **ALL** students independently.

**Components and Duration:**

<b>Spontaneous Language Use*</b> <b>Reading Aloud &amp; Personal Experiences</b> Preparation: 2 minutes Assessment: 3 minutes <u>Paper Codes:</u> 3ES01/3ES03/3ES05/ 3ES07/3ES09/3ES11	<b>Spontaneous Language Use*</b> <b>Picture Description</b> Preparation: 3 minutes Assessment: 2 minutes <u>Paper Codes:</u> 3ES02/3ES04/3ES06/ 3ES08/3ES10/3ES12
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\*Note: Prompts for ‘Spontaneous Language Use’ are for warm-up purposes. No scores will be awarded for this component.

**Paper Codes for Each Session:**

In each session, each team of Oral Examiners will receive a sealed packet. Each packet contains question papers (QPs) and corresponding questions in the ‘**Questions for Oral Examiners**’.

See the table below:

Table 1.1.1: Packet of Papers

<b>Session</b>	<b>Each packet includes QPs with paper codes:</b>	<b>Questions for Oral Examiners</b>
Session 1	3ES01 – 3ES04	3EST1
Session 2	3ES05 – 3ES08	3EST2
Session 3	3ES09 – 3ES12	3EST3

Oral Examiners should study the question papers, ‘Questions for Oral Examiners’ and the marking scheme before the oral assessment.

## Paper Codes for Each Student:

During the assessment, Oral Examiners will alternate between assessing ‘**Reading Aloud & Personal Experiences**’ and ‘**Picture Description**’.

For example, in Session 1, the first 12 students will be given 3ES01 and 3ES02 in alternate order. Then, the next 12 students will be given 3ES03 and 3ES04 in alternate order. See Table 1.1.2 and 1.1.3 for assessing 24 and 12 students respectively.

Table 1.1.2: Timetable for Assessing 24 Students

<b>Session 1</b>						
Student Order	1	2	3	4	5	6
Paper Code	3ES01	3ES02	3ES01	3ES02	3ES01	3ES02
Student Order	7	8	9	10	11	12
Paper Code	3ES01	3ES02	3ES01	3ES02	3ES01	3ES02
Student Order	13	14	15	16	17	18
Paper Code	3ES03	3ES04	3ES03	3ES04	3ES03	3ES04
Student Order	19	20	21	22	23	24
Paper Code	3ES03	3ES04	3ES03	3ES04	3ES03	3ES04
<b>Session 2</b>						
Student Order	1	2	3	4	5	6
Paper Code	3ES05	3ES06	3ES05	3ES06	3ES05	3ES06
Student Order	7	8	9	10	11	12
Paper Code	3ES05	3ES06	3ES05	3ES06	3ES05	3ES06
Student Order	13	14	15	16	17	18
Paper Code	3ES07	3ES08	3ES07	3ES08	3ES07	3ES08
Student Order	19	20	21	22	23	24
Paper Code	3ES07	3ES08	3ES07	3ES08	3ES07	3ES08
<b>Session 3</b>						
Student Order	1	2	3	4	5	6
Paper Code	3ES09	3ES10	3ES09	3ES10	3ES09	3ES10
Student Order	7	8	9	10	11	12
Paper Code	3ES09	3ES10	3ES09	3ES10	3ES09	3ES10
Student Order	13	14	15	16	17	18
Paper Code	3ES11	3ES12	3ES11	3ES12	3ES11	3ES12
Student Order	19	20	21	22	23	24
Paper Code	3ES11	3ES12	3ES11	3ES12	3ES11	3ES12

Table 1.1.3: Timetable for Assessing 12 Students

<b>Session 1</b>						
Student Order Paper Code	1 3ES01	2 3ES02	3 3ES01	4 3ES02	5 3ES01	6 3ES02
Student Order Paper Code	7 3ES03	8 3ES04	9 3ES03	10 3ES04	11 3ES03	12 3ES04
<b>Session 2</b>						
Student Order Paper Code	1 3ES05	2 3ES06	3 3ES05	4 3ES06	5 3ES05	6 3ES06
Student Order Paper Code	7 3ES07	8 3ES08	9 3ES07	10 3ES08	11 3ES07	12 3ES08
<b>Session 3</b>						
Student Order Paper Code	1 3ES09	2 3ES10	3 3ES09	4 3ES10	5 3ES09	6 3ES10
Student Order Paper Code	7 3ES11	8 3ES12	9 3ES11	10 3ES12	11 3ES11	12 3ES12

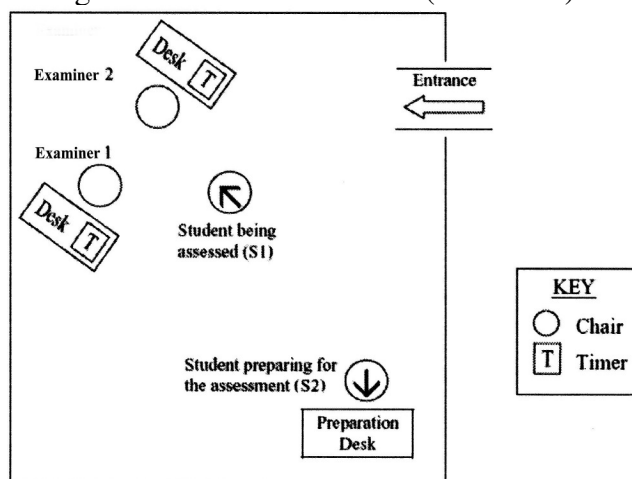
## 1.2 Administration Procedures for the Oral Assessment

### Before the Assessment

- Oral Examiners should study the handbook very carefully before the assessment.
- Oral Examiners should carefully check the location of the assigned schools before the assessment day.
- On the day of the oral assessment, Oral Examiners should bring all the materials required for the oral assessment, i.e. their **appointment letter, HKID card and Oral Examiners' Handbook**.
- Oral Examiners should report to the Assessment Administration Supervisor for duty at the following times:  
AM session – **before 8:15 am**  
PM session – **before 1:15 pm**
- Oral Examiners should show their appointment letter and HKID card to the Assessment Administration Supervisor when reporting for duty.
- The Assessment Administration Supervisor will take the carton of assessment materials out of the secure cabinet or strong-room in the presence of the Assessment Administration Assistant (AAA), appointed by the HKEAA, to facilitate the smooth conduct of the assessment.
- The AAA will unseal the assessment materials and check that all the materials listed on the cover of the Envelope for Assessment Materials are available. If not, he/she should inform the Assessment Administration Supervisor immediately.

- (h) The carton of assessment materials should include:
- ☑ SEALED Question Papers (with Questions for Oral Examiners)
 

*Oral Examiners should unseal the packs of assessment papers **in the oral assessment room**. After unsealing the packs of assessment papers, Oral Examiners are required to protect the confidentiality of the question papers throughout the assessment.*
  - ☑ Oral Examiners' Working File
    - Oral Score Sheets (2 copies)
    - Assessment Summary for Oral Assessments (1 copy)
    - Examiner Label for identification (2 pieces)
    - Oral Examiners' Handbook
  - ☑ Stationery
  - ☑ 2 Timers (in padded envelope)
  - ☑ HKEAA sealing labels
  - ☑ Envelope A: 'Oral Score Sheets and Assessment Summary'
  - ☑ Envelope A1: 'Confidential Envelope for Oral Score Sheets'
  - ☑ Envelope C: 'Return of Surplus Assessment Materials'
  - ☑ Souvenirs
- (i) Oral Examiners and AAA should wear their respective labels for identification at all times when they are on duty.
- (j) Oral Examiners will receive a copy of the 'Oral Assessment – Student Sample List' and a student list for each class with names and class numbers of all students from the Assessment Administration Supervisor. If the students selected are absent, they will be replaced by the students on reserve. (Replacement starts from the lowest class number in the specified component.) If the reserve list of a particular class is used up, the external Oral Examiner can select any class number at random.
- (k) The Assessment Administration Supervisor will take the Oral Examiners to the Assessment Room.
- (l) The setting of the Assessment Room (classroom) is as follows:



- (m) A school staff member will bring the first six students to the Waiting Area where they will be arranged in order to be assessed. While they are in the Waiting Area, the AAA will provide selected students with an ID label with their class and class number.

- (n) The estimated time of oral assessment is approximately 30 minutes per six students. Students should arrive at least 5 minutes before the starting time. Here is a suggested timeline for conducting the assessment.

Student Order	AM	PM
1 – 6	9:15 – 9:45	2:15 – 2:45
7 – 12	9:45 – 10:15	2:45 – 3:15
Break		
13 – 18	10:30 – 11:00	3:30 – 4:00
19 – 24	11:00 – 11:30	4:00 – 4:30

- (o) Oral Examiners should note that students with intellectual disabilities, hearing impairment, visual impairment, speech difficulty, reading and writing disabilities, autism or Asperger Syndrome may be exempted from the assessment based on the advice of professionals from outside the school, (including medical doctors, social workers, psychologists or other recognized professionals), and with the approval of the School Head. If these students are found on the ‘Student Sample List’, the Assessment Administration Supervisor can replace them with the students on the reserve list. A letter ‘R’ will be written by the AAA after the class name and class number on a label for the students taken from the reserve list.

### **During the Assessment**

- (p) For the conduct of the oral assessment, please refer to ‘**Conduct of Oral Assessment**’. This is a very important document and Oral Examiners should repeat the same assessment procedure for different batches of students.

### **After the Assessment**

- (q) If any students are taken from the reserve list, the AAA should inform the Oral Examiners so that the required arrangements are written on the ‘Assessment Summary for Oral Assessments’. Oral Examiners should complete and sign the ‘Assessment Summary for Oral Assessments’ with ballpoint pen. This form should also be countersigned with ballpoint pen by the Assessment Administration Supervisor.
- (r) Each Oral Examiner will be provided an envelope marked ‘Confidential Envelope for Oral Score Sheets’ (A1) to put his/her used score sheets. The Oral Examiner should seal the envelope with an HKEAA sealing label and sign across the label with ballpoint pen. This sealed envelope should then be enclosed in the ‘Envelope for Oral Score Sheets and Assessment Summary’ (A).
- (s) Oral Examiners then seal the envelopes with the HKEAA sealing labels, sign across all labels with ballpoint pen and return the sealed envelopes, together with the timers (inside the ‘Envelope for Timers’), to the Assessment Administration Supervisor.
- (t) On the last day of the oral assessment, each Oral Examiner should write his/her comments in the Oral Examiner’s Report and enclose it in the ‘Envelope for Oral Score Sheets and Assessment Summary’ (A).

(u) Table 1.2.1: Summary of Assessment Materials and Corresponding Envelopes

Items	Name of Envelope	Sealed and Signed with ballpoint pen
• Used Oral Score Sheets	Confidential Envelope for Oral Score Sheets	✓
• Unused Oral Score Sheets • Assessment Summary for Oral Assessments (1 copy) • Student Sample List (1 copy) • Sealed 'Confidential Envelope for Oral Score Sheets' (A1) • Oral Examiner's Report (last day)	Envelope for Oral Score Sheets and Assessment Summary (A)	✓
• Question Papers • Stationery • Others	Envelope for Surplus Assessment Materials (C)	✓
• 2 Timers	Envelope for Timers	✗

### 1.3 Instructions to Oral Examiners

#### General

- Close collaboration between the internal and external Oral Examiners is essential for conducting the assessment smoothly.** In case of doubt about any assessment procedures on the day of assessment at school, please contact the HKEAA at 3628 8181.
- According to the strict guidelines on confidentiality, information about any aspect of the assessment and students' performances **MUST NOT** be disclosed to anyone.
- This is a standards-referenced oral assessment. Oral Examiners should assess students' performances according to the Marking Scheme and record the scores of 0, 1, 2, 3 or 4 on the Score Sheet. It is absolutely **NOT** necessary to allocate a certain percentage of students for each score.
- It is important that Oral Examiners should rate **ALL STUDENTS** for **BOTH COMPONENTS independently** and **consistently** throughout the assessment.
- Oral Examiners should put the students at ease by giving positive reinforcement and praise as appropriate.
- Oral Examiners should maintain eye contact with the students to show that they are listening.
- Oral Examiners should try to minimize their 'talking time' and let the students demonstrate their oral skills.
- Oral Examiners should allow students at least five seconds to think before they respond to the questions.



- (i) Oral Examiners could refer to the suggested prompts below to elicit students' performances in different situations:

Situations	Prompts
1. Students speak softly.	<i>'Please speak up. I can't hear you.'</i>
2. Students keep silent <ul style="list-style-type: none"> <li>• after 5 seconds of silence.</li> <li>• after another 5 seconds of silence.</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase the question.</li> <li>• Ask another question.</li> </ul>
3. Students are hesitant.	Rephrase the question.
4. Students speak in Cantonese.	<i>'Please speak in English.'</i>

### **P.3 Reading Aloud**

- (a) If the student stops for more than 3 seconds at a word he/she cannot pronounce, the Oral Examiner should read the word for the student.
- (b) If the student stops again at the same word or another word for more than 3 seconds, the Oral Examiner should not read the word but simply say:  
*'Please go on.'* (pointing to the next word)

### **P.3 Expression of Personal Experiences and Picture Description**

- (a) The Oral Examiner should ask the relevant questions for Expression of Personal Experiences and Picture Description based on 'Questions for Oral Examiners'.
- (b) If the student only gives yes/no responses or there is still some assessment time left after asking all the relevant questions, the Oral Examiner should elicit more responses from students by asking a variety of open-ended questions related to the topic.
- (c) To allow students to demonstrate their oral skills beyond the Basic Competency level, the Oral Examiner should provide opportunities for students to elaborate their answers by saying:  
*'Please tell me more about ...'* OR *'What else do you...?'*

### **End of Oral Assessment**

- (a) If the student is still talking when the timer goes off, the Oral Examiner should let the student finish his/her sentence and then say:  
*'Time is up. Thank you.'*
- (b) At the end of the oral assessment, the Oral Examiner gives a souvenir to the student and asks him/her to go back to the classroom.

## **1.4 Emergencies**

- (a) In an emergency, e.g. an Oral Examiner is not able to conduct the oral assessment on the assigned day, he/she should contact his/her school to get a replacement. If the teacher on reserve is also not available, they should contact the Assessment Administration Team of the HKEAA at 3628 8181 at the following times:

AM session: 6:30 am – 7:00 am

PM session: before 11:00 am

- (b) Public announcement to be made by the Education Bureau regarding the closure of schools and cancellation/postponement of the assessment of the day due to inclement weather will be broadcast on radio and television.
- (c) In case of doubt about the cancellation/postponement of the assessment, please contact the Assessment Administration Team of the HKEAA at 3628 8181.

## **1.5 Enquiries**

- (a) For enquiries regarding
- assessment administration matters, please contact the HKEAA at 3628 8181.
  - subject and assessment related matters, please contact the HKEAA at 3628 8188.
- (b) Please refer to the following website: <http://www.bca.hkeaa.edu.hk/> for information about the Oral Examiners' Training Workshop.

**\*\*\* END \*\*\***

**Education Bureau**

**Tryout Study 2016**

**Primary 3**

**English Language**

**Speaking**

**Conduct of Oral Assessment**

- Flow of Assessment
- Assessment Procedures
- Role of Oral Examiner 1 (External)
- Role of Oral Examiner 2 (Internal)

## Flow of Assessment

<b>Time</b>	<b>Reading Aloud Personal Experiences Spontaneous Language Use*</b>	<b>Picture Description Spontaneous Language Use*</b>
0:00   0:02	<b>Student 1: Preparation</b> Reading Aloud 2 minutes	
0:03   0:06	<b>Student 1: Assessment</b> Spontaneous Language Use, Reading Aloud & Personal Experiences 3 minutes	<b>Student 2: Preparation</b> Picture Description 3 minutes
0:07   0:09	<b>Student 3: Preparation</b> Reading Aloud 2 minutes	<b>Student 2: Assessment</b> Spontaneous Language Use & Picture Description 2 minutes
0:10   0:13	<b>Student 3: Assessment</b> Spontaneous Language Use, Reading Aloud & Personal Experiences 3 minutes	<b>Student 4: Preparation</b> Picture Description 3 minutes
0:14   0:16	<b>Student 5: Preparation</b> Reading Aloud 2 minutes	<b>Student 4: Assessment</b> Spontaneous Language Use & Picture Description 2 minutes
0:17   0:20	<b>Student 5: Assessment</b> Spontaneous Language Use, Reading Aloud & Personal Experiences 3 minutes	<b>Student 6: Preparation</b> Picture Description 3 minutes
0:21   0:23		<b>Student 6: Assessment</b> Spontaneous Language Use & Picture Description 2 minutes

*\*Prompts for Spontaneous Language Use are for warm-up purposes only. No scores will be awarded for this component.*

## Assessment Procedure

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:00   0:02	<p>1. OE1 takes Student 1 (S1) to the preparation desk and checks his/her Student's Handbook/Card. OE1 gives the Reading Aloud text to him/her.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b><i>“You will have two minutes to prepare for the oral assessment. You will have to read this text aloud to the teacher. Then the teacher will ask you some questions. You may start now.”</i></b></p> </div> <p>2. OE1 sets the timer to 2 minutes and starts the timer.</p> <p>Student 1: Preparation Reading Aloud</p>	
0:02   0:03	<p>3. OE1 asks S1 to come up to the front for oral assessment.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b><i>“Time is up. Bring the paper and follow me.”</i></b></p> </div>	<p>4. OE2 leads Student 2 (S2) to the preparation desk and checks his/her Student's Handbook/Card. OE2 gives the Picture Card to S2.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b><i>“You will have three minutes to prepare for the oral assessment. At the end, the teacher will ask you some questions about the picture(s). You may start now.”</i></b></p> </div>

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:03   0:06	<p>5. OE1 greets S1 and asks the following questions: (no scores will be awarded)</p> <div> <ul style="list-style-type: none"> <li>• <i>Good morning/afternoon, I'm Ms/Mr XXX.</i></li> <li>• <i>How are you?</i></li> <li>• <i>What's your name?</i></li> <li>• <i>What's your class number?</i></li> </ul> </div> <p>6. OE1 tells S1 to read the text aloud.</p> <div> <p><i>"You will have one minute to read this text aloud. You may start now."</i></p> </div> <p>8. When S1 finishes reading the text aloud, OE1 collects the Reading Aloud text from S1.</p> <p>9. OE1 asks S1 questions related to his/her personal experiences.</p> <div> <p><b>Refer to relevant questions for Expression of Personal Experiences</b> (see 3ES01 / 3ES03 in 3EST1; 3ES05 / 3ES07 in 3EST2; 3ES09 / 3ES11 in 3EST3).</p> </div> <p>Remarks: Wherever appropriate, ask:</p> <div> <p><i>"What else do you...?" or "Please tell me more about..."</i></p> </div> <p>to encourage students to elaborate on their answers.</p>	<p>Student 2: Preparation Picture Description</p> <p>7. OE2 sets the timer to 3 minutes and starts the timer.</p>

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:06   0:07	<p>10. At the end of Personal Experiences, OE1 gives a souvenir to S1.</p> <div> <p><i>“Thank you. This is the end of the oral assessment. Here is a souvenir for you. You may go back to your classroom. Goodbye.”</i></p> </div> <p>11. OE1 takes S3 to the preparation desk. Repeat Step 1 for S3.</p>	<p>12. OE2 takes S2 to the front for oral assessment.</p> <div> <p><i>“Time is up. Please bring the Picture Card and follow me.”</i></p> </div>
0:07   0:09	<p>Student 3: Preparation Reading Aloud</p> <p>15. OE1 sets the timer to 2 minutes and starts the timer.</p>	<p>13. OE2 greets S2 and asks the following questions: (no scores will be awarded)</p> <div> <ul style="list-style-type: none"> <li>• <i>Good morning/afternoon, I’m Ms/Mr XXX.</i></li> <li>• <i>How are you?</i></li> <li>• <i>What’s your name?</i></li> <li>• <i>What’s your class number?</i></li> </ul> </div> <p>14. OE2 asks S2 questions related to the picture(s).</p> <div> <p><b>Refer to relevant questions for Picture Description</b> (see 3ES02 / 3ES04 in 3EST1; 3ES06 / 3ES08 in 3EST2; 3ES10 / 3ES12 in 3EST3).</p> </div> <p>Remarks: Wherever appropriate, ask:</p> <div> <p><i>“What else do you...?” or “Please tell me more about...”</i></p> </div> <p>to encourage students to elaborate on their answers.</p>

Time	Oral Examiner 1 (External)	Oral Examiner 2 (Internal)
0:09   0:10	Repeat Step 3 for S3.	<p>16. OE2 collects the Picture Card from S2.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“Thank you. This is the end of the oral assessment. Here is a souvenir for you. You may go back to your classroom. Goodbye.”</i></p> </div> <p>17. OE2 takes S4 to the preparation desk. Repeat Step 4 for S4.</p>
0:10   0:13	<b>Student 3: Assessment</b> Spontaneous Language Use, Reading Aloud & Personal Experiences Repeat Steps 5 – 6 and 8 – 9 for S3.	<b>Student 4: Preparation</b> Picture Description Repeat Step 7.
0:13   0:14	Repeat Step 10 for S3. Repeat Step 11 for S5.	Repeat Step 12 for S4.
0:14   0:16	<b>Student 5: Preparation</b> Reading Aloud Repeat Step 15.	<b>Student 4: Assessment</b> Spontaneous Language Use & Picture Description Repeat Steps 13 – 14 for S4.
0:16   0:17	Repeat Step 3 for S5.	Repeat Step 16 for S4. Repeat Step 17 for S6.



<b>Time</b>	<b>Oral Examiner 1 (External)</b>	<b>Oral Examiner 2 (Internal)</b>
0:17   0:20	<b>Student 5: Assessment</b> Spontaneous Language Use, Reading Aloud & Personal Experiences Repeat Steps 5 – 6 and 8 – 9 for S5.	<b>Student 6: Preparation</b> Picture Description Repeat Step 7.
0:20   0:21	Repeat Step 10 for S5.	Repeat Step 12 for S6.
0:21   0:23	Repeat Step 15.	<b>Student 6: Assessment</b> Spontaneous Language Use, Picture Description Repeat Steps 13 – 14 and 16 for S6.

**THE END**

### **Part 1: Reading Aloud**

Read the following text aloud.

Cook the eggs.

Cut the ham.

Butter the bread.

Make a cup of tea.

Set the table.

Knock on the bedroom door.

“Wake up, Mum.

It’s time for breakfast.”

### **Part 2: Expression of Personal Experiences**

The teacher will ask you some questions. Answer them.

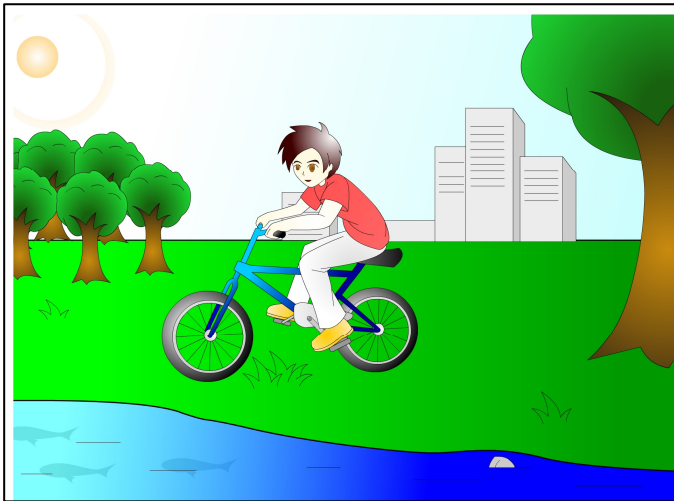
**END OF PAPER**

**SAMPLE**

**3 E S 0 2**

Here are some pictures about different hobbies. Study the pictures and answer the teacher's questions.

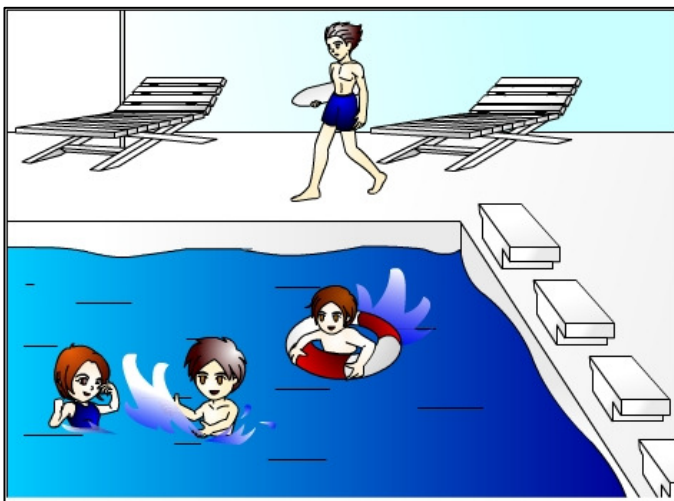
**Picture 1**



**Picture 2**



**Picture 3**



**END OF PAPER**

### **Part 1: Reading Aloud**

Read the following text aloud.

#### **My Classmate**

Candy and I are in the same class.

She is beautiful and kind.

She is good at music and art.

Many teachers and classmates like her.

I am her best friend.

We do our homework and play after school.

### **Part 2: Expression of Personal Experiences**

The teacher will ask you some questions. Answer them.

**END OF PAPER**

**SAMPLE**

<b>3</b>	<b>E</b>	<b>S</b>	<b>0</b>	<b>4</b>
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Here is a picture of a toy shop. Study the picture and answer the teacher's questions.



**END OF PAPER**

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**SAMPLE**

**3 E S T 1**

**Education Bureau**

**Tryout Study 2016**

**Primary 3**

**English Language**

**Speaking**

**Questions for Oral Examiners**

**3ES01      Expression of Personal Experiences**

**3ES02      Picture Description**

**3ES03      Expression of Personal Experiences**

**3ES04      Picture Description**

**Expression of Personal Experiences**

- What do you like doing after school?
- Why do you like \_\_\_\_\_?
- Who do you \_\_\_\_\_ with?
- When do you \_\_\_\_\_?
- Where do you \_\_\_\_\_?

**Picture Description**

- Look at this picture. What's the boy doing? (*point to Picture 1*)
- What's the weather like?
- What's the girl doing? (*point to Picture 2*)
- Where are the children? (*point to Picture 3*)
- What are they doing?

**Expression of Personal Experiences**

- Do you like your classmates? Why / Why not?
- Who is your best friend? Why?
- What do you do with your best friend?
- What is he/she good at?
- What does he/she like doing?
- What do you like doing?

**3ES04****Picture Description**

- What toys can you see in the shop?
- How much is a toy train / toy car / doll?
- What is the man doing? (*point to the man helping the boy*)
- What is the boy saying to the man? (*point to the boy talking to the man*)
- What are the two boys doing? (*point to the children playing computer games*) How do they feel?
- What does the girl want? Why is she sad? (*point to the girl crying*)
- What do the woman and the boy buy? (*point to the woman and boy with a trolley*) How does the boy feel? Why?

**END**



**Education Bureau  
Tryout Study 2016  
Primary 3 English Language  
Speaking  
Marking Scheme**

**P. 3**

## Reading Aloud

BC Descriptor	Scoring Guide
<b>Reading Aloud</b> <ul style="list-style-type: none"> <li>Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Read fluently and clearly with appropriate pausing and intonation.</li> <li>Make very few or no pronunciation mistakes.</li> </ul>
	<b>3</b> <ul style="list-style-type: none"> <li>Read fluently and clearly.</li> <li>Make very few or no pronunciation mistakes.</li> </ul>
	<b>2</b> <ul style="list-style-type: none"> <li>Read quite clearly.</li> <li>Make some mistakes in pronunciation.</li> </ul>
	<b>1</b> <ul style="list-style-type: none"> <li>Read hesitantly with many mistakes in pronunciation.</li> <li>Skip words or phrases occasionally.</li> </ul>
	<b>0</b> <ul style="list-style-type: none"> <li>Able to read only a few words.</li> </ul>

**Education Bureau  
Tryout Study 2016  
Primary 3 English Language  
Speaking  
Marking Scheme**

**P. 3**

## Expression of Personal Experiences

BC Descriptor	Scoring Guide	Remark
<b>Personal Experiences</b> <ul style="list-style-type: none"> <li>Providing short answers to short and simple questions (IS, KS, ES)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Provide relevant answers to most of the questions* and give elaboration to some of the questions.</li> <li>Respond to most of the questions* naturally and readily.</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>Provide relevant answers to most of the questions* with no or little prompting.</li> <li>Respond to most of the questions* naturally.</li> </ul>	
	<b>2</b> <ul style="list-style-type: none"> <li>Provide brief answers to some of the questions* with some prompting.</li> <li>Respond to some of the questions hesitantly.</li> </ul>	
	<b>1</b> <ul style="list-style-type: none"> <li>Provide brief answers to at least two questions* but with difficulty.</li> <li>Respond to most of the questions hesitantly.</li> </ul>	
	<b>0</b> <ul style="list-style-type: none"> <li>Give one or no comprehensible responses to the questions*.</li> <li>Give irrelevant answers to most of the questions.</li> </ul>	

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## Picture Description

BC Descriptor	Scoring Guide	Remark
<b>Content</b> <ul style="list-style-type: none"> <li>Providing short answers to short and simple questions (IS, <b>KS</b>, ES)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Provide relevant answers to most of the questions* and give elaboration to some of the questions.</li> <li>Respond to most of the questions* naturally and readily.</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>Provide relevant answers to most of the questions* with no or little prompting.</li> <li>Respond to most of the questions* naturally.</li> </ul>	
	<b>2</b> <ul style="list-style-type: none"> <li>Provide brief answers to some of the questions* with some prompting.</li> <li>Respond to some of the questions hesitantly.</li> </ul>	
	<b>1</b> <ul style="list-style-type: none"> <li>Provide brief answers to at least two questions* but with difficulty.</li> <li>Respond to most of the questions hesitantly.</li> </ul>	
	<b>0</b> <ul style="list-style-type: none"> <li>Give one or no comprehensible responses to the questions*.</li> <li>Give irrelevant answers to most of the questions.</li> </ul>	
<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Pronouncing simple and familiar words comprehensibly (KS)</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Speak clearly and readily with very few mistakes in pronunciation.</li> </ul>	
	<b>1</b> <ul style="list-style-type: none"> <li>Speak quite clearly despite a few mistakes in pronunciation.</li> </ul>	
	<b>0</b> <ul style="list-style-type: none"> <li>Speak unclearly with many mistakes in pronunciation.</li> </ul>	

# SAMPLE

Tryout Study 2016  
Primary 3 English Language  
Score Sheet for Oral Assessment

Primary 3

Examiner Code : (1) P (1) 1 (1) 6 (1) E (1) 1 (1) 2 (1) 3 (1) 4 (1) 5 Date : 3 May 2016 #Session : A.M. ☒ P.M. ☐

School Code : P (10) 9 (12) 9 (12) 9 Participating School Name : Happy Primary School

Paper Code : (13) 3 (17) E (17) S (17) 0 (17) 1

Student Order	(18) (19) Class @	(20) (21) Class No. @	(22) Reading Aloud (0 – 4)	(23) Personal Experiences (0 – 4)	Remark
1	3   A	0   1	2	2	
3	3   A	2   8	3	3	
5	3   A	3   4	2	3	Reserve for 3A 32

Paper Code : (24) 3 (28) E (28) S (28) 0 (28) 2

Student Order	(29) (30) Class @	(31) (32) Class No. @	Picture Description		Remark
			(33) Content (0 – 4)	(34) Pronunciation (0 – 2)	
2	3   A	0   6	3	2	
4	3   A	3   0	4	2	
6	3   B	1   9	3	2	

Paper Code : (35) 3 (39) E (39) S (39) 0 (39) 1

Student Order	(40) (41) Class @	(42) (43) Class No. @	(44) Reading Aloud (0 – 4)	(45) Personal Experiences (0 – 4)	Remark
7	3   B	2   8	3	3	
9	3   B	3   1	3	2	
11	3   C	0   2	1	1	

Paper Code : (46) 3 (50) E (50) S (50) 0 (50) 2

Student Order	(51) (52) Class @	(53) (54) Class No. @	Picture Description		Remark
			(55) Content (0 – 4)	(56) Pronunciation (0 – 2)	
8	3   B	2   9	4	2	
10	3   B	3   3	3	2	
12	3   C	0   7	2	2	

@ Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '07'.

# Tick ☒ where appropriate.

\* Sign with a ballpoint pen.

Name : LI MEI LAI  
(BLOCK LETTERS)

Signature of Oral Examiner\* : Mei Lai

P.T.O.

# SAMPLE

Paper Code : <sup>(57)</sup>

3
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E
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S
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<sup>(61)</sup>

0
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3
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Student Order	<sup>(62) (63)</sup> Class @	<sup>(64) (65)</sup> Class No. @	<sup>(66)</sup> Reading Aloud (0 – 4)	<sup>(67)</sup> Personal Experiences (0 – 4)	Remark
13	3   C	2   4	3	2	
15	3   D	0   4	2	2	
17	3   D	2   1	1	1	

Paper Code : <sup>(68)</sup>

3
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E
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S
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<sup>(72)</sup>

0
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4
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Student Order	<sup>(73) (74)</sup> Class @	<sup>(75) (76)</sup> Class No. @	Picture Description		Remark
			<sup>(77)</sup> Content (0 – 4)	<sup>(78)</sup> Pronunciation (0 – 2)	
14	3   C	3   5	1	1	
16	3   D	1   2	2	1	
18	3   D	2   2	1	1	

Paper Code : <sup>(79)</sup>

3
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E
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S
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<sup>(83)</sup>

0
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3
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Student Order	<sup>(84) (85)</sup> Class @	<sup>(86) (87)</sup> Class No. @	<sup>(88)</sup> Reading Aloud (0 – 4)	<sup>(89)</sup> Personal Experiences (0 – 4)	Remark
19	3   D	3   5	0	0	
21	3   E	0   9	2	2	
23	3   E	2   0	2	2	

Paper Code : <sup>(90)</sup>

3
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E
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S
---

<sup>(94)</sup>

0
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4
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Student Order	<sup>(95) (96)</sup> Class @	<sup>(97) (98)</sup> Class No. @	Picture Description		Remark
			<sup>(99)</sup> Content (0 – 4)	<sup>(100)</sup> Pronunciation (0 – 2)	
20	3   E	0   5	2	2	
22	3   E	1   4	2	2	
24	3   E	2   5	0	0	

@ Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '07'.

\* Sign with a ballpoint pen.

Name : LI MEI LAI Signature of Oral Examiner\* : Mei Lai

(BLOCK LETTERS)

\*\*\* END \*\*\*

此表格資料由說話能力主考員  
填寫，評估行政主任確認  
Information to be  
filled in by Oral Examiners and  
endorsed by Assessment  
Administration Supervisor

2016 年試行研究計劃  
(小學三年級)  
Tryout Study 2016 (Primary 3)

SAMPLE

說話評估總結表  
Assessment Summary for Oral Assessments

學校名稱 Name of School:	<b>Happy Primary School</b>	上午校 / 下午校 (全日制*) A.M. / P.M. / W.D.*	學校編號 School Code:	<b>P999</b>
科目* Subject*:	中國語文科說話評估 Chinese Oral Assessment		/	英國語文科說話評估 English Oral Assessment
參與學生人數 No. of Students Participated:	<b>24</b>			日期 Date:
				<b>3 May 16</b>
				級別 Level:
				<b>P.3</b>

\*請圈起適用者

Please circle where appropriate

參與學生 (包括補替學生) Students Participated (including replacement students)					
班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers
<b>3A</b>	<b>01 / 28 / 34 / 06</b>	<b>3B</b>	<b>33 / / /</b>	<b>3D</b>	<b>35 / / /</b>
<b>3A</b>	<b>30 / / /</b>	<b>3C</b>	<b>02 / 07 / 24 / 35</b>	<b>3E</b>	<b>09 / 20 / 05 / 14</b>
<b>3B</b>	<b>19 / 28 / 31 / 29</b>	<b>3D</b>	<b>04 / 21 / 12 / 22</b>	<b>3E</b>	<b>25 / / /</b>

缺席學生 (如適用) Absentees (if applicable)	
<p>學生雖被選中，但由於以下原因，未能參與評估： List of originally selected students who did not participate in the assessment for the reasons given below:</p> <p>A 身體不適或缺席 Sick or absent</p> <p>B 未能出示任何身份證明文件 (如手冊、學生證、學校正式文件等) Unable to produce any identification documents (e.g. handbooks, student cards, official school document, etc.)</p> <p>C 其他 (請簡述原因) Others (Please briefly give reasons)</p>	
缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因 (請在適當方格內填上「✓」號) Reason for not participating (Please put a "✓" in the appropriate box)
<b>3A 32</b>	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____

缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因 (請在適當方格內填上「✓」號) Reason for not participating (Please put a "✓" in the appropriate box)
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因: _____

評估時發生的其他特別事故 Other Irregularities Occurred during the Assessment Session
<b>NIL</b>

說話能力主考員 1 姓名: Name of Oral Examiner 1:	<u>Sheung Hoi Sum</u>	簽署: Signature #:	<u>Hoi Sum</u>
說話能力主考員 2 姓名: Name of Oral Examiner 2:	<u>Li Mei Lai</u>	簽署: Signature #:	<u>Mei Lai</u>
評估行政主任姓名: Name of Assessment Administration Supervisor:	<u>Chan Tai Man</u>	簽署: Signature #:	<u>T Chan</u>

# Sign with a ballpoint pen.