2023 年全港性系統評估 (小學) 便覽

Territory-wide System Assessment 2023 (Primary Schools)
Quick Guide

第三部分
Part 3

英國語文科
English Language

I. Primary Three

1. Scope of the Assessment

- Based on the Tryout Version of the Proposed Basic Competency (BC) Descriptors at the end of Key Stage 1 (Primary 3) (see Appendix), *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), CDC, 2017* and the *CDC Syllabus for English Language (Primary 1-6) 1997*
- Balanced coverage of the learning targets in the three Strands (i.e. Interpersonal Strand (IS), Knowledge Strand (KS) and Experience Strand (ES)) and the four language skills (i.e. listening, reading, writing and speaking)
- Meaningful contexts provided for students to activate their knowledge, skills and strategies in the purposeful use of English

2. Assessment Design

- The assessment was designed with reference to the prevailing curriculum documents and in alignment with the requirements of the basic competencies of Key Stage 1 students.
- The reading and writing assessment tasks were designed according to the recommendations of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy:

  ➢ The paper layout was improved. For example, a text was placed alongside the questions as far as possible and the number of pages was kept to a minimum to make it more convenient for students to write their answers.

  ➢ There are three Reading & Writing sub-papers. The total assessment time is 30 minutes each. To help students manage the assessment time for the reading and writing papers, invigilators will announce the time twice during the examination, i.e. 15 minutes and 5 minutes before the end of examination.

  ➢ The number of reading parts was reduced from four to three, the number of words per reading task was limited to not more than 150, and the number of words of the whole paper was capped at 400. There were around 20 items in each sub-paper. Assessment items which involve the application of numeracy skills and on basic book concept were avoided.

  ➢ For the Writing part, items expecting answers in the past tense were avoided, such as writing a recount. Items on picture-aided storytelling were retained because students could use either the present tense or the past tense.

3. Format of the Assessment

A. Listening, Reading and Writing (Written assessment)

Skills	Listening	Reading and Writing
Paper Code	3EL1 / 3EL2 / 3EL3	3ERW1 / 3ERW2 / 3ERW3
Duration	about 20 minutes	30 minutes
No. of Items	18 – 20	18 – 20
Question Types	• MC questions	Reading • MC questions Writing • Extended writing
Remarks	• Each student will attempt one of the sub-papers only. • Each sub-paper consists of three listening tasks. • The conversation will be played two times.	• Each student will attempt one of the sub-papers only. • Each sub-paper consists of three reading tasks and one writing task. • Each student is required to write about 30 words in the writing task.

B. Speaking (Oral assessment)

Components	Reading Aloud & Expression of Personal Experiences & Spontaneous Language Use*	Picture Description & Spontaneous Language Use*
No. of Sub-papers	4	4
Paper Code	3ES01 / 3ES03 / 3ES05 / 3ES07	3ES02 / 3ES04 / 3ES06 / 3ES08
Duration	Preparation Time: 2 minutes Assessment Time: 3 minutes	Preparation Time: 3 minutes Assessment Time: 2 minutes
Remarks	• Students will be randomly selected from each school. • Schools will be informed of the 'Student Sample List' on the day of the assessment. • Each student will attempt one component only. • One internal Oral Examiner and one external Oral Examiner will conduct the oral assessment and independently rate ALL selected students for both components.	

* No score level will be awarded for Spontaneous Language Use.

4. Sample Items

The following sample items aim at providing schools and teachers with some idea of the design of the 2022 assessment. The sample items are for teachers' reference only.
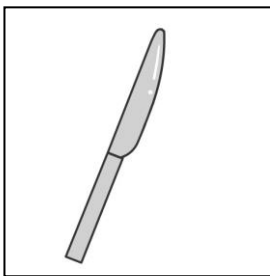
A. Sample Items on Listening

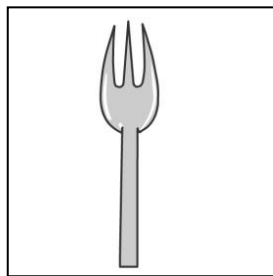## Sample 1

Miss Wong is playing a game with some children.

Listen to what they say.
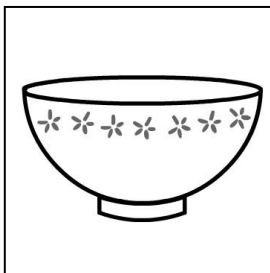
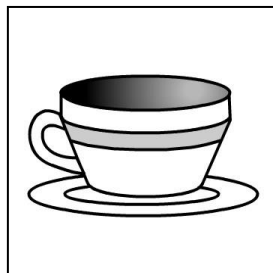Choose the best answer by blackening the circle.

1. What is it?
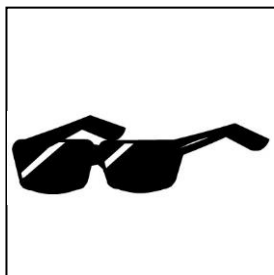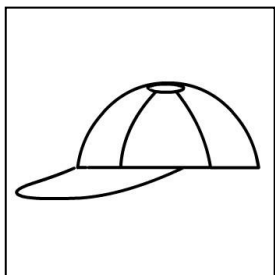
○   A.   ○   B.

○   C.   ○   D.

2. What is it?

○ A.

○ B.
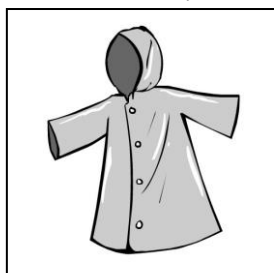
○ C.
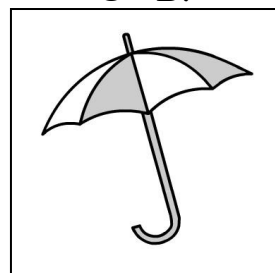
○ D.

Please go to the following website to listen to the conversation:
https://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample1.mp3

Sample 1

Tapescript

Narrator: Miss Wong is playing a game with some children.

Listen to what they say. The conversation will be played two times. When you hear a beep *(beep)*, answer the question.

You now have 15 seconds to look at the pictures. *(15-second music)*

The conversation will begin now.

Teacher: Are you ready to play, children?

Children: Yes, we are.

Teacher: Good! **[**Number 1. What is it? We use it for eating. It is round. We put rice or soup in it. // *(beep) / (5-second pause)*

Teacher: Number 2. What is it? We use it on sunny and rainy days. People hold it over their heads. // *(beep) / (5-second pause)***]**

Narrator: Listen to the conversation again and check your answers.

Repeat [   ]

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)	1. C 2. D	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 2

P.3C is going on a day camp. Miss Wong is talking to Mr Chan from Happy Holiday Camp.

Listen to what Miss Wong and Mr Chan say.

Choose the best answer by blackening the circle.

Happy Holiday Camp - Booking Form

1. **Name of school:**
   ○ A. St Peter's School
   ○ B. St Rita's School
   ○ C. St Tina's School
   ○ D. St Victor's School

   Address:

2. **No.:** ○ A. 7 ○ B. 17 ○ C. 70 ○ D. 77

3. **Street:**
   ○ A. Boot Street
   ○ B. Boat Street
   ○ C. Beat Street
   ○ D. Bait Street

4. **District:**
   ○ A. Kowloon Bay
   ○ B. Kowloon City
   ○ C. Kowloon Tong
   ○ D. Kwun Tong

5. **Phone no.:**
   ○ A. 7213 6418
   ○ B. 7213 4681
   ○ C. 7231 4681
   ○ D. 7123 8418

6. **Date:**
   ○ A. 3/10
   ○ B. 13/10
   ○ C. 15/10
   ○ D. 30/10

7. **Time:**
   ○ A. 9:15 am to 4:30 pm
   ○ B. 9:30 am to 4:30 pm
   ○ C. 9:50 am to 4:30 pm
   ○ D. 9:55 am to 4:30 pm

8. **No. of pupils:** ○ A. 25 ○ B. 35 ○ C. 45 ○ D. 55

9. **Age:**
   ○ A. 8 to 10
   ○ B. 8 to 12
   ○ C. 10 to 12
   ○ D. 10 to 20

10. **Name of teacher:**
    ○ A. Holly Wong
    ○ B. Jolly Wong
    ○ C. Polly Wong
    ○ D. Molly Wong

Please go to the following website to listen to the conversation:
https://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample2.mp3

Sample 2

Tapescript

Narrator: You have 5 seconds to look at the picture. *(5-second pause)*

P. 3C is going on a day camp. Miss Wong is talking to Mr Chan from Happy Holiday Camp.

Listen to what Miss Wong and Mr Chan say. Help Mr Chan fill in the form.

The CD will be played two times. When you hear a beep *(beep)*, answer the question.

You have 30 seconds to read this part. *(30-second music)*

The CD will begin now.

(telephone rings)

[Mr Chan: Good afternoon. Happy Holiday Camp. John Chan speaking. Can I help you?

Miss Wong: Yes. This is Molly Wong from St Rita's School. *(pause)* I would like to book a day camp for my class, please.

Mr Chan: Certainly. I need to fill in a booking form.   Could you tell me your school name again, please?

Miss Wong: St Rita's School. // *(beep) (5-second pause)*

Mr Chan: And what's your school address?

Miss Wong: Seventy… Beat Street… Kowloon Tong.

Mr Chan: OK. Seventy… Beat Street… Kowloon Tong. *(slowly)*
// *(beep) (10-second pause)* And your phone number?

Miss Wong: It's seven-two-one-three *(pause)* four-six-eight-one.

Mr Chan: Seven-two-one-three *(pause)* four-six-eight-one?

Miss Wong: Yes, that's right. // *(beep) (5-second pause)*

Mr Chan: When would you like to come to our camp?

Miss Wong: The thirteenth of October.

Mr Chan: OK, the thirteenth of October. // *(beep) (5-second pause)*

Mr Chan: How long are you going to stay at our camp?

Miss Wong: We'll be there from 9:15 in the morning until 4:30 in the afternoon.

Mr Chan:	From 9:15 to 4:30. // *(beep) (5-second pause)* How many pupils do you have in your class?
Miss Wong:	Thirty-five.
Mr Chan:	Thirty five. I'll write it down. // *(beep) (5-second pause)* How old are they?
Miss Wong:	10 to 12 years old. // *(beep) (5-second pause)*
Mr Chan:	So, you're bringing all the students?
Miss Wong:	Yes, I am.
Mr Chan:	And you are Miss Molly Wong?
Miss Wong:	Yes, that's right. Molly Wong. // *(beep) (5-second pause)*
Mr Chan:	Thank you, Miss Wong. See you on the thirteenth of October.
Miss Wong:	Yes, see you then. Bye.**]**
Narrator:	Listen to the CD again and check your answers.
	Repeat [ ]
	You now have 30 seconds to check your answers. *(30-second pause) (beep)*
	This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Discriminating between common words with a small range of vowel and consonant sounds (KS) • Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)	1. B 2. C 3. C 4. C 5. B 6. B 7. A 8. B 9. C 10. D	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 3

Peter is talking to his friend, Susan, about his visit to Grandma's place.
Listen to the conversation.
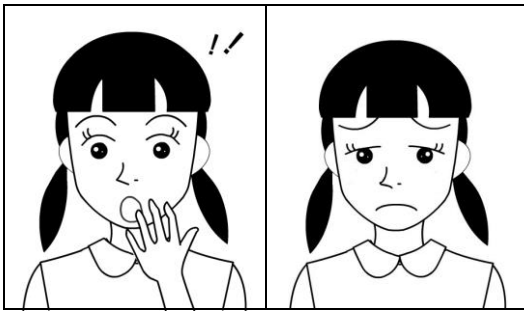
Choose the best answer by blackening the circle.

1. Where does Grandma live?

   ○ A. Chai Wan   ○ B. Cheung Chau

   ○ C. Sheung Shui   ○ D. Shatin

2. How many hours did it take Peter to get to Grandma's place?

   ○ A. one hour   ○ B. two hours

   ○ C. three hours   ○ D. four hours

3. How does Susan feel?

   ○ A.   ○ B.
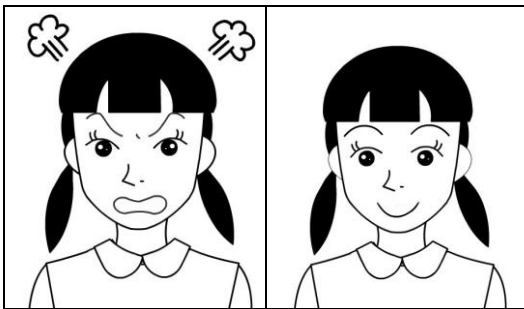
   ○ C.   ○ D.

4. What is the village like?
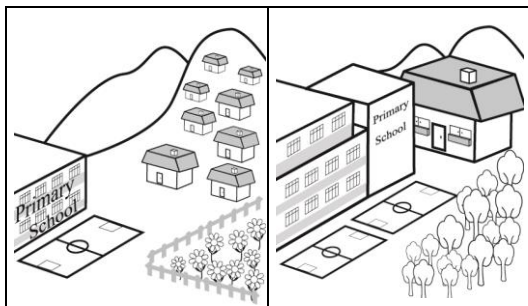
    ○ A.   ○ B.
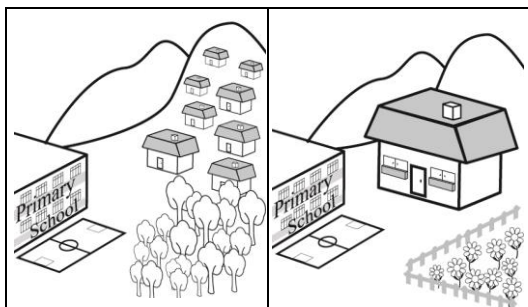
    ○ C.   ○ D.

5. What does Peter's cousin look like?

    ○ A.   ○ B.

    ○ C.   ○ D.

6. What did Peter and his family have for dinner?

○ A. ○ B.

○ C. ○ D.

7. How did Peter feel when he saw the stars?

○ A. ○ B.

○ C. ○ D.

Please go to the following website to listen to the conversation:
https://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample3.mp3

Sample 3
Tapescript

Narrator: Peter is talking to his friend, Susan, about his visit to Grandma's place.
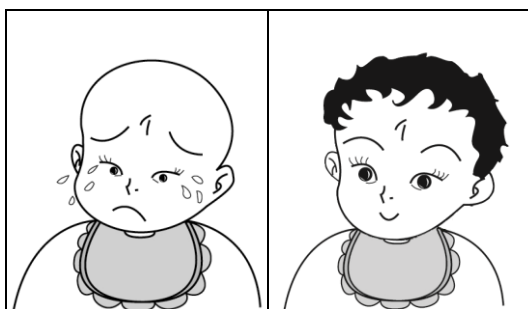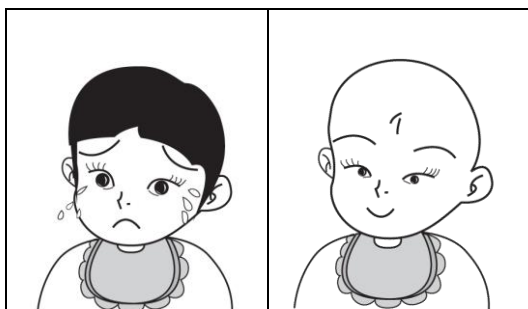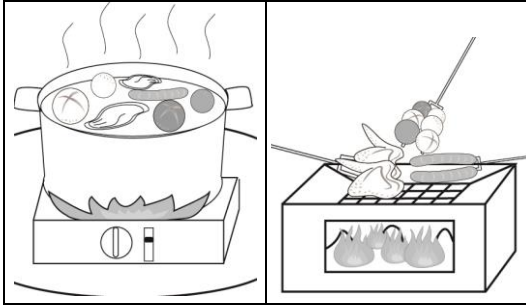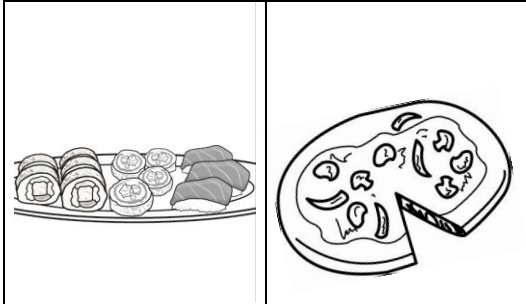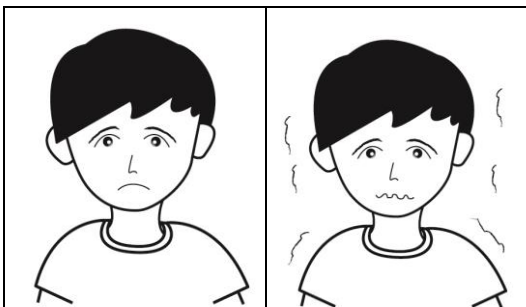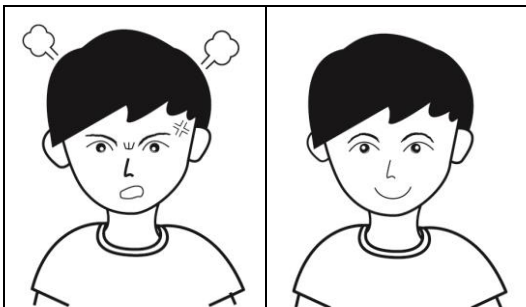Listen to the conversation. The conversation will be played two times. When you hear a beep *(beep)*, answer the question. You now have 15 seconds to read the questions. *(15-second music)* The conversation will begin now.

[Peter: Hi, Susan. Good morning.

Susan: Good morning, Peter. How was your weekend? What did you do?

Peter: I visited my grandma.

Susan: Where does your grandma live?

Peter: She lives in a small village in Sheung Shui.   // *(beep) (5-second pause)*

Susan: Oh, it's far away. Did it take you an hour to get there?

Peter: More than that. It took us two hours to get there.   // *(beep) (5-second pause)*

Susan: Wow, two hours! It's a long way.   // *(beep) (5-second pause)*

Susan: How did you get there?

Peter: First we took the ferry to Kowloon and then we took the KCR train. When we arrived at Sheung Shui KCR station, we took a minibus to the village.

Susan: What's the village like?

Peter: It's a very quiet and beautiful place. There are many trees and some small houses. There is also a small school.   // *(beep) (5-second pause)*

Susan: What did you do there?

Peter: Dad and I rode our bicycles up a hill. It was sunny and windy, so we flew a kite. Then we played football. I also played with my baby cousin.

Susan: Is your cousin a boy or a girl?

Peter: My cousin is a baby girl. She's one year old.

Susan: What does she look like?

Peter: She has big eyes and curly hair. She's a happy baby and she laughs a lot. Everyone likes to play with her.   // *(beep) (5-second pause)*

Susan: That's lovely. What else did you do?

Peter: We had a barbecue at Grandma's place in the evening.   // *(beep) (5-second pause)* After that, we looked at the stars. We saw many stars in the sky.   It was wonderful!   // *(beep) (5-second pause)*

Susan: Oh, I wish I could go there. **]**

Narrator: Listen to the conversation again and check your answers. The conversation will begin now.   **Repeat [   ]**
This is the end of the listening test.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)	1. C 2. B 3. A 4. C 5. B 6. B 7. D	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

B. Sample Items on Reading and Writing

Sample 1

Peter and Mary are playing a guessing game.

Choose the best answer by blackening the circle.

1.

It has many pages.

We see it in a library.

We put it on a bookshelf.

Children enjoy reading it.

What is it?

○ A.   ○ B.

○ C.   ○ D.

2.

It is a festival.

We have parties with our family and friends.

We get presents from Santa Claus.

Everyone enjoys the holiday!

What is it?

○ A.   ○ B.
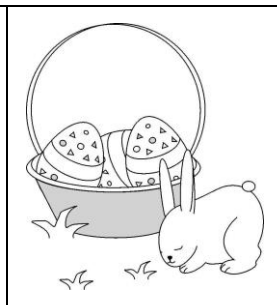
○ C.   ○ D.

3.

We get it from supermarkets.

We put different fruit in it.

It is cold.

Children love eating it in the hot summer!

What is it?
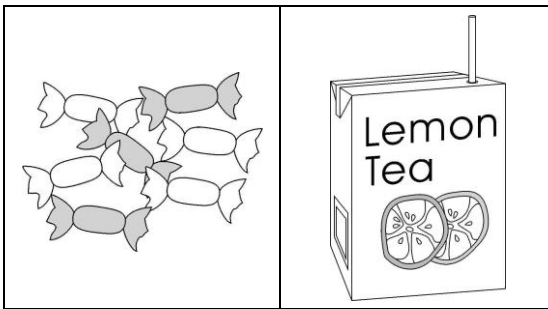
○ A.

○ B.
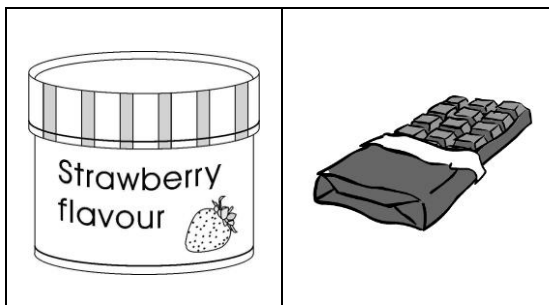
○ C.

○ D.

4.

He works in a school.

He marks students' homework.

He teaches his students how to read and write.

He is kind and hardworking.

Who is he?

○ A.   ○ B.

○ C.   ○ D.

Marking Scheme

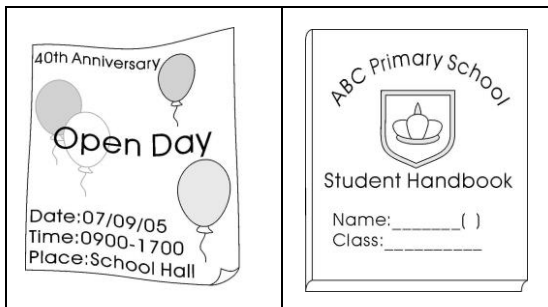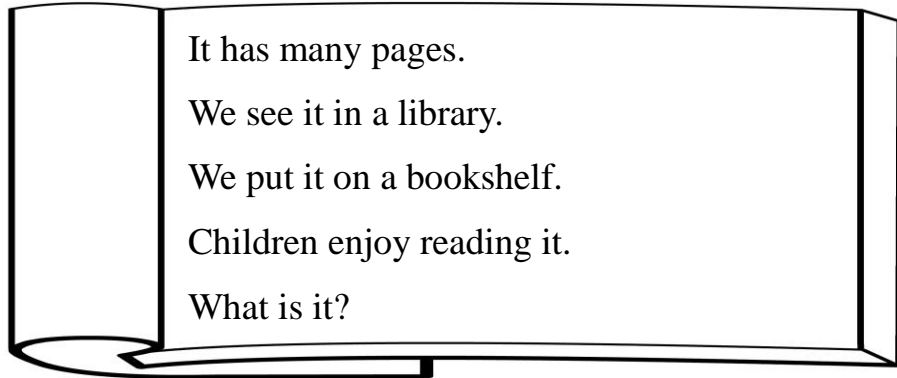| BC Descriptor	Scoring Guide	Remarks
• Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, **KS**, ES)	1. B 2. C 3. C 4. A	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 2

The Chan family is going to the zoo next week. Mary Chan sends an invitation letter to her friend, David.

Read the letter.

---

1 October XXXX

Dear David,

　　How are you?

　　My family is going to Happy Zoo next week on Saturday or Sunday. Can you join us? On which day can you come?

　　Judy is my friend from overseas. She lives in Canada. She wants to join us. We stay in the zoo from 1 pm to 4 pm.

　　Let's meet at the entrance of the zoo at 12:55 pm.

　　Please give me your reply soon.

　　　　　　　　　　　　　　　　　　Your friend,
　　　　　　　　　　　　　　　　　　Mary

Choose the best answer by blackening the circle.

1. When did Mary write the letter?

　　○　A. 1 October XXXX　　　　○　B. 9 October XXXX

　　○　C. 10 October XXXX　　　○　D. 11 October XXXX

2. On which day(s) does Mary want to visit the zoo?

   ○ A. next Friday   ○ B. next Saturday

   ○ C. next Sunday   ○ D. next Saturday or Sunday

3. Mary is going to meet David _____.

   ○ A. on 1 October   ○ B. at 4:00 pm

   ○ C. in Canada   ○ D. at the entrance of the zoo

4. "Judy is my friend from overseas. She lives in Canada." What do these two sentences tell us about Judy?

   ○ A. Judy lives in Hong Kong.

   ○ B. Judy is from Hong Kong.

   ○ C. Judy is from Canada.

   ○ D. Judy likes Canada.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, **KS**, ES)	1. A 2. D 3. D 4. C	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 3

Mary reads a story about a dog.

Read the story.

Susan has a dog. His name is Bob. Bob is very hungry. He goes out to look for Susan. He sees a small bone beside a tree. He is very happy. He picks up the bone and runs home.

On his way home, Bob comes to a bridge over a river. Bob stops and looks into the river. He sees a dog with a bone in his mouth.

Bob wants to get the bone. He...
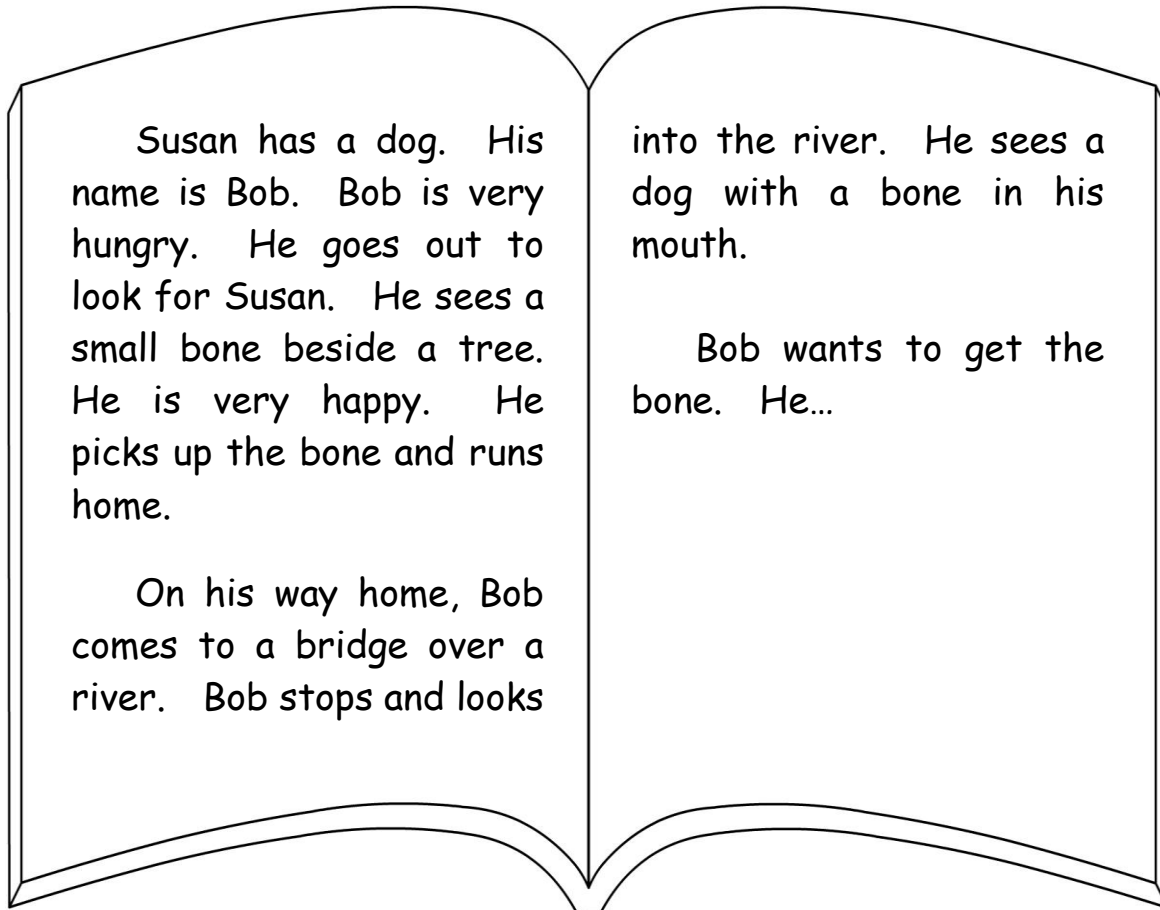
Choose the best answer by blackening the circle.

1. Bob is a _____.
   ○ A. bone
   ○ B. boy
   ○ C. dog
   ○ D. tree

2. Bob wants to find _____.
   ○ A. Susan
   ○ B. a dog
   ○ C. a tree
   ○ D. a bone

3. Bob finds a bone _____.

    ○ A. at home   ○ B. near a tree

    ○ C. on a bridge   ○ D. over a river

4. Bob is very happy because _____.

    ○ A. he has a dog   ○ B. he is hungry

    ○ C. he sees Susan   ○ D. he sees a small bone

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, **KS**, ES)	1. C 2. A 3. B 4. D	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 4

Mrs Chan is reading "The Three Rabbits" to the children.

Read the first part of the story.

Daisy, Flopsy and Bunny are sisters. They live in the forest with their mother, Mrs Rabbit. There are many trees near their house. Every morning, they get up late and have breakfast. They go to the park. In the afternoon, they go home and take a bath. Then they have lunch.

After that, Mrs Rabbit asks them to wash the dishes, but they do not listen to her. They just play with their toys. Mrs Rabbit gets very angry.
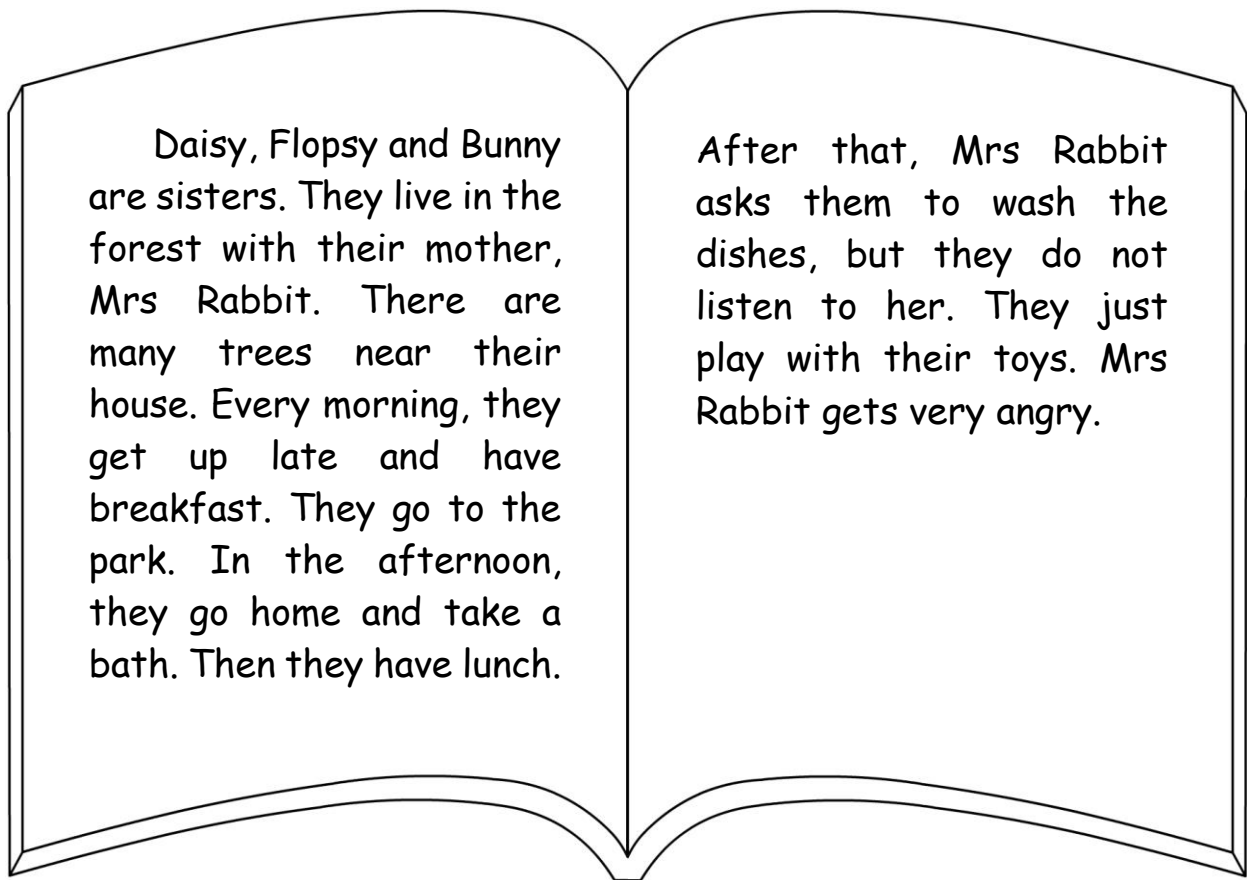
Choose the best answer by blackening the circle.

1. What are Daisy, Flopsy and Bunny?

   ○ A. rabbits   ○ B. bears

   ○ C. dishes   ○ D. toys

2. Where do Daisy, Flopsy and Bunny live?

    ○ A.   ○ B.

    ○ C.   ○ D.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, **KS**, ES)	1. A 2. B	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 5

Read the second part of the story.

One morning, Daisy, Flopsy and Bunny go to the park. Some children are reading books and some are playing on the seesaws there. The three sisters play hide-and-seek.

The three sisters love adventures. They like trying new things. They usually take a bus or a taxi home. But on that day, they take a different path home.

On their way, they see a beautiful house with a lot of flowers. Bunny is curious. She wants to take a look inside. She walks up to the house. She opens the door…

Choose the best answer by blackening the circle.

1. What do Daisy, Flopsy and Bunny do in the park?

    ○   A.   They read books.

    ○   B.   They see a beautiful house.

    ○   C.   They play hide-and-seek.

    ○   D.   They play on the seesaws.

2. How do the three sisters go home on that day?

    They _____.

    ○   A.   take a new path home

    ○   B.   try new things

    ○   C.   take a bus

    ○   D.   take a taxi

3. Which beautiful house do the three sisters see?

○ A.

○ B.

○ C.

○ D.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)	1. C 2. A 3. C	• Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Sample 6

Ben is writing a story about Tom's birthday.

You are Ben. Look at the pictures and write the story in about 30 words.

- ◆ You may use the words in the boxes to help you.
- ◆ What happens in the end? Finish the story.

give

bring

drop

Score Level	Content	Language
3	• Provides a factual account of the story based on the pictures, with some supporting details • The description is clear and coherent. • Provides an ending to the story	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes *errors that do not affect comprehension*
2	• Provides a factual account of the story based on the pictures, with almost no supporting details • The description is quite clear. • May provide an ending to the story	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes *uses the given prompts to write with basic and appropriate vocabulary and sentence patterns*
1	• The ideas used to write the story are very limited. **OR** • The story is unclear or disconnected, which may confuse the reader. **OR** • The story might have some irrelevant ideas.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas are just a repetition of the prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

Sample 7

You are writing about things that you do at weekends.

Write about 30 words.

You may use your own ideas or the following questions to help you:

What do you do at weekends?

Why do you do these things?

Who does these things with you?

Things I Do at Weekends

Where do you go? / Why do you go there?

How do you feel?

?

Score Level	Content	Language
3	• The ideas/responses to the questions are relevant, some supporting details are given. • The ideas are clear and coherent.	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes *errors that do not affect comprehension
2	• The ideas/responses to the questions are brief* and relevant to the questions. • The ideas are quite clear. * almost no supporting details	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * responds to the questions with basic and appropriate vocabulary and sentence patterns
1	• The ideas/responses to the questions are very limited. **OR** • The ideas/responses are unclear or disconnected, which may confuse the reader. **OR** • Some ideas/responses to the questions are irrelevant.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas/responses to the questions are just a repetition of the questions/prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

C. Sample Items on Speaking

Sample 1

Spontaneous Language Use in Given Situations *(No score level will be awarded.)*

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	• How are you?	• I'm fine, thanks.

Reading Aloud

Read the following text.

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."

Marking Scheme

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (**KS**, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words or phrases occasionally
	0	• Reads only a few words

Picture Description

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

Picture 1   **Picture 2**

Picture 3
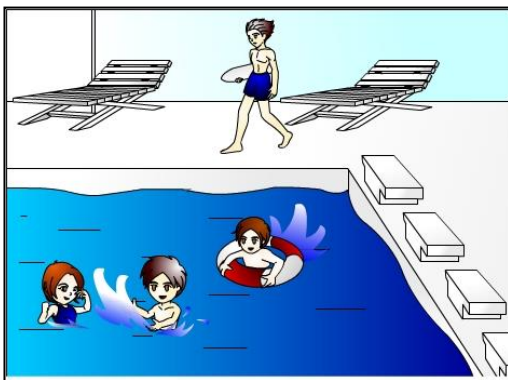
- Questions related to the pictures:

    1.   Look at this picture. What's the boy doing? *(point to Picture 1)*

    2.   What's the weather like?

    3.   What's the girl doing? *(point to Picture 2)*

    4.   Where are the children? *(point to Picture 3)*

    5.   What are they doing?

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, **KS**, ES)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	• Speaks clearly and readily with very few mistakes in pronunciation	
	1	• Speaks quite clearly despite a few mistakes in pronunciation	
	0	• Speaks unclearly with many mistakes in pronunciation	

Expression of Personal Experiences

- Questions related to the expression of personal experiences:

    1. What do you like doing after school?

    2. Why do you like _____?

    3. Who do you _____ with?

    4. When do you _____?

    5. Where do you _____?

    Remarks:
    Questions will be modified according to the context. (e.g. When a student says that his/her hobby is stamp collecting, the Oral Examiner will ask him/her "Where do you get your stamps from?")

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences • Providing short answers to short and simple questions (**IS**, KS, **ES**)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	

Sample 2

Spontaneous Language Use in Given Situations *(No score level will be awarded.)*

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	• How are you?	• I'm fine, thanks.

Reading Aloud

Read the following text.

Mary goes to Happy School.

Her school is big and new.

Her teachers are kind.

She has a lot of friends at school.

She loves her school!

Marking Scheme

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (**KS**, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words or phrases occasionally
	0	• Reads only a few words

Picture Description

Here is a picture of Mary at school. Study the picture and answer the teacher's questions.
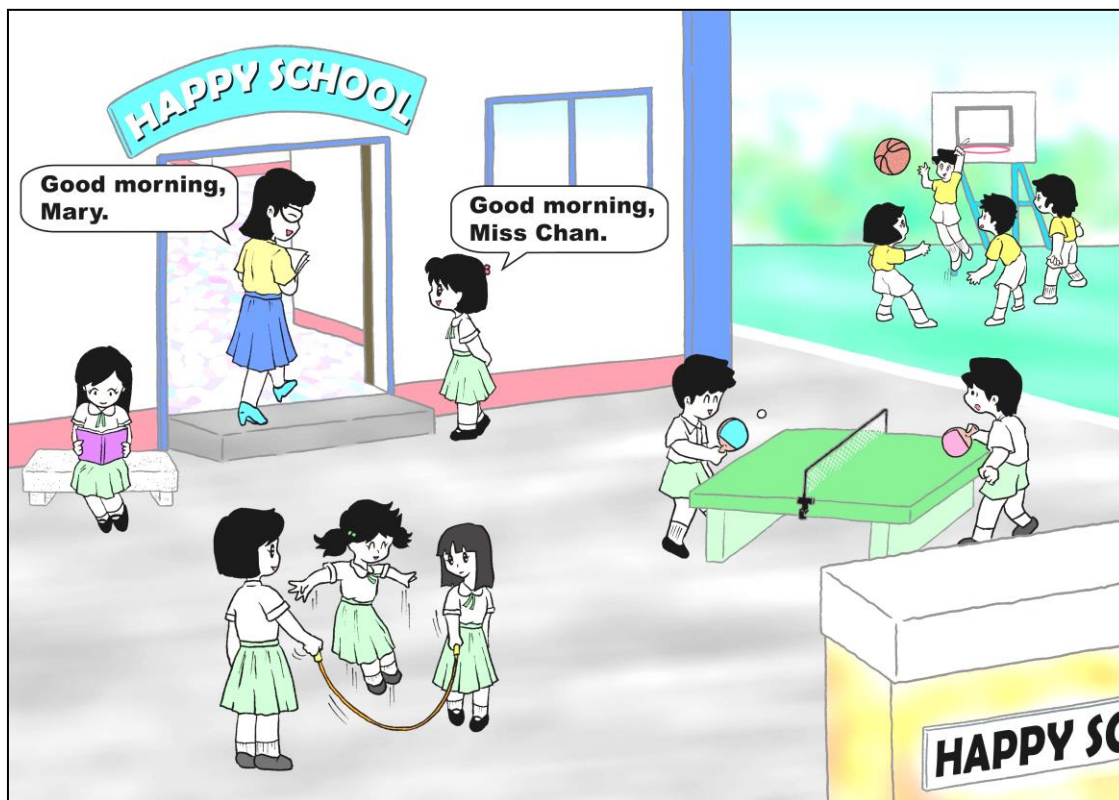
- Questions related to the picture:

    1. What is the name of this school?

    2. Who is Mary's teacher?

    3. What are the children doing? (pointing to 4 different activities)

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, **KS**, ES)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	• Speaks clearly and readily with very few mistakes in pronunciation	
	1	• Speaks quite clearly despite a few mistakes in pronunciation	
	0	• Speaks unclearly with many mistakes in pronunciation	

Expression of Personal Experiences

- Questions related to the expression of personal experiences:

  1. How do you come to school?

  2. Who are your friends at school?

  3. What do you do with your friends?

  4. Do you like your school? Why/Why not?

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences • Providing short answers to short and simple questions (**IS**, KS, **ES**)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	

Sample 3

Spontaneous Language Use in Given Situations *(No score level will be awarded.)*

Situations	Prompts from teachers	Suggested responses from students
e.g. To greet people and respond to greetings	• How are you?	• I'm fine, thanks.

Reading Aloud

Read the following text.

Let me tell you about Tom Wong.
He is eight years old.
He is tall.
He has a brother and a sister.
He likes cats and toy cars.

Marking Scheme

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (**KS**, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words or phrases occasionally
	0	• Reads only a few words

Picture Description

Here are some pictures about a boy called Tom Wong. Study the pictures and answer the teacher's questions.

- Questions related to the pictures:

  1. How many people are there at the party?

  2. What can you see on the table?

  3. How old is Tom?

  4. When is his birthday?

  5. What presents has he got?

  6. How does he feel?

Marking Scheme – Picture Description

BC Descriptor	Score Level	Descriptor	Remark
Content • Providing short answers to short and simple questions (IS, **KS**, ES)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	
Pronunciation • Pronouncing simple and familiar words comprehensibly (KS)	2	• Speaks clearly and readily with very few mistakes in pronunciation	
	1	• Speaks quite clearly despite a few mistakes in pronunciation	
	0	• Speaks unclearly with many mistakes in pronunciation	

Expression of Personal Experiences

- Questions related to the expression of personal experiences:

  1. How old are you?

  2. When is your birthday?

  3. What presents do you want?

  4. Who gives you presents?

  5. What do you do on your birthday?

Marking Scheme – Expression of Personal Experiences

BC Descriptor	Score Level	Descriptor	Remark
Personal Experiences • Providing short answers to short and simple questions (**IS**, KS, **ES**)	4	• Provides relevant answers to most of the questions* and gives elaboration to some of the questions • Responds to most of the questions* naturally and readily	• *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	• Provides relevant answers to most of the questions* with no or little prompting • Responds to most of the questions* naturally	
	2	• Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly	
	1	• Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly	
	0	• Gives one or no comprehensible responses to the questions* • Gives irrelevant answers to most of the questions	

II. Primary Six

1. Scope of the Assessment

- Based on the Tryout Version of the Proposed Basic Competency (BC) Descriptors at the end of Key Stage 2 (Primary 6) (see Appendix), *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), CDC, 2017* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*
- Balanced coverage of the learning targets in the three Strands (i.e. Interpersonal Strand (IS), Knowledge Strand (KS) and Experience Strand (ES)) and the four language skills (i.e. listening, reading, writing and speaking)
- Meaningful contexts provided for students to activate their knowledge, skills and strategies in the purposeful use of English

2. Format of the Assessment

A. Listening, Reading and Writing (Written Assessment)

Skills	Listening	Reading and Writing
Paper Code	6EL1 / 6EL2 / 6EL3	6ERW1 / 6ERW2 / 6ERW3
Duration	about 30 minutes	50 minutes
Question Types	• MC questions • Filling in blanks • Sequencing • Form-filling	Reading • MC questions • Filling in blanks • Sequencing Writing • Extended writing
Remarks	• Each student will attempt one of the sub-papers only. • Each sub-paper consists of three to four listening tasks. • The conversation will be played once or twice.	• Each student will attempt one of the sub-papers only. • Each sub-paper consists of four reading tasks and one writing task. • Each student is required to write about 80 words in the writing task.

B. Speaking (Oral Assessment)

Components	Reading Aloud & Teacher-Student Interaction	Presentation
No. of Sub-papers	4	4
Paper Code	6ES01 / 6ES03 / 6ES05 / 6ES07	6ES02 / 6ES04 / 6ES06 / 6ES08
Duration	Preparation Time: 2 minutes Assessment Time: 3 minutes	Preparation Time: 3 minutes Assessment Time: 2 minutes
Stationery	NIL	• pencil and paper provided by HKEAA
Remarks	• 12 or 24 students will be randomly selected from each school. • Schools will be informed of the 'Student Sample List' on the day of the assessment. • Each student will attempt one component only. • One internal Oral Examiner and one external Oral Examiner will conduct the oral assessment and independently rate ALL selected students for both components.	

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3. Sample Items

The following sample items aim at providing schools and teachers with some ideas of the design of the Primary 6 Territory-wide System Assessment of English Language. The sample items are for teachers' reference only.
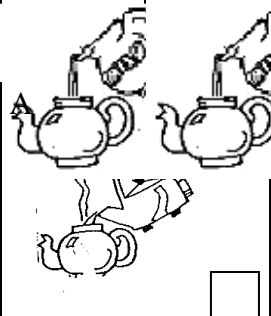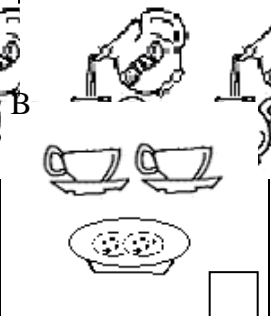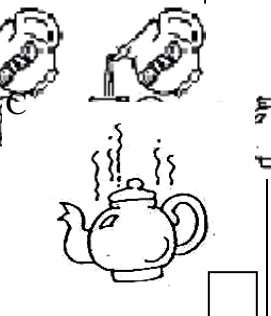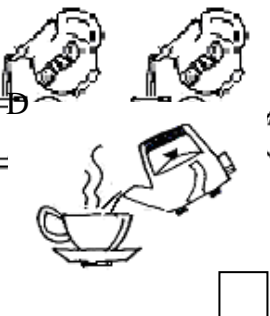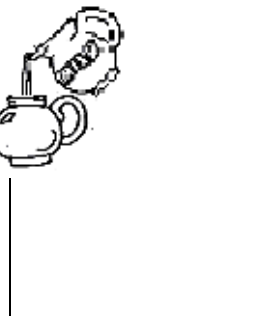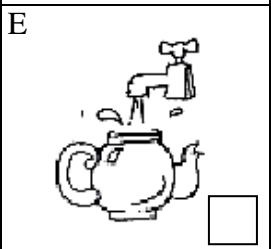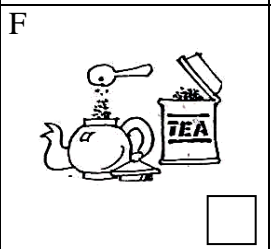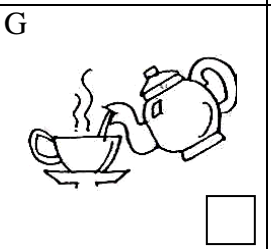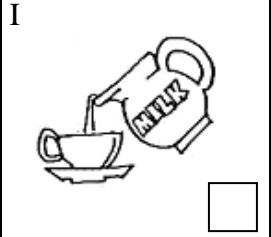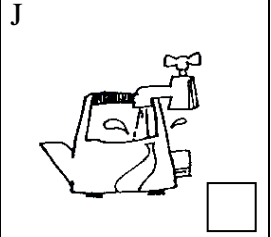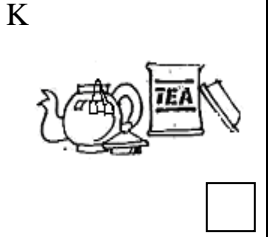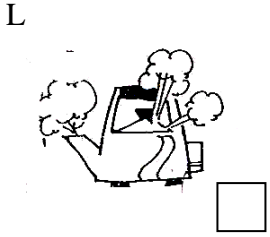
A. Sample Items on Listening

Sample 1

Jenny's mum is telling her how to make a cup of tea.

Listen to what Jenny and her mum say.

Write the number in the correct box.

Please go to the following website to listen to the conversation:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample1.mp3

Sample 1

Tapescript

Narrator	:	Jenny's mum is telling her how to make a cup of tea. You now have 15 seconds to study the pictures below *(15-second music)*. Listen to what Jenny and her mum say. The conversation will be played two times. When you hear a beep *(beep)*, write the number in the correct box. The conversation will begin now.
[Mum	:	Jenny, I'm thirsty. Can you please make some tea?
Jenny	:	Mum, I'm no good at making tea.
Mum	:	Oh, come on then – let me show you how.
Jenny	:	Alright, Mum.
Mum	:	First, fill the kettle with water. *// (beep)* (No. 1) *(15-second pause)*
Jenny	:	Then, do I boil the water?
Mum	:	Yes, boil the water. *// (beep)* (No. 2) *(15-second pause)*
Jenny	:	When do I put the tea into the teapot?
Mum	:	Do that now. Put in three teaspoons – one for you, one for me and one for the teapot. *// (beep)* (No. 3) *(15-second pause)*
Jenny	:	Next, fill the teapot with boiling water?
Mum	:	Yes, that's right, Jenny. *// (beep)* (No. 4) *(15-second pause)* Don't pour the tea yet. Leave it for a few minutes so that it will taste nice. *// (beep)* (No. 5) *(15-second pause)*
Jenny	:	OK, then I'll pour the milk into the cups. *// (beep)* (No. 6) *(15-second pause)*
Mum	:	And finally, pour the tea. *// (beep)* (No. 7) *(15-second pause)* Let's have it with some biscuits.
Jenny	:	Great! Now I know how to make a cup of tea. *// (beep)* (No. 8) *(15-second pause)*]**
Narrator	:	Listen to the conversation again and check your answers.
		Repeat [ ]
		This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks

• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES)	1. J – ✔
	   E – null } Score of 1
	2. L – ✔
	3. F – ✔
	   K – null } Score of 1
	4. A – ✔
	   D – null } Score of 1
	5. C – ✔
	6. I – ✔
	   H – null } Score of 1
	7. G
	8. B
		• Award a score of 1 for each correct answer

Sample 2

Karen faxed an application form to one of the sports clubs. A clerk from the club phoned her to check her information.

Listen to the conversation and help the clerk complete the form.
Write the correct answer.

<div style="border:1px solid #000; padding:10px;">

Healthy Sports Club

Membership Application Form

Photo
Here

Name: (1) _____   Sex: ☐ M ☑ F

Age: (2) _____

Address: Flat: (3) _____

            Floor: (4) _____

            Building: (5) _____

            District: (6) _____

School: (7) _____

Class: (8) Primary _____

Membership Fee: (9) $ _____

Payment Date: (10) _____ / _____
                    (Day)   (Month)

Parent's/Guardian's Name: (11) _____

</div>

Please go to the following website to listen to the conversation:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample2.mp3

Sample 2

Tapescript

Narrator : Karen faxed an application form to one of the sports clubs. A clerk from the club phoned her to check her information.
You now have 15 seconds to study the form below. (*15-second music*)
Listen to the conversation and help the clerk complete the form. When you hear a beep *(beep)*, write the correct answer. The conversation will be played two times. The conversation will begin now.

[Clerk : Good afternoon. May I speak to Karen Lu, please?

Karen : Yes, speaking.

Clerk : Hi, I'm Mike Wong from Healthy Sports Club. We received your application form yesterday. I would like to check your details with you. Do you have a few moments?

Karen : Yes, sure.

Clerk : Thank you. Your name is Karen Lu … K-A-R-E-N Karen L-U Lu.

Karen : Yes, that's right. *// (beep) (10-second pause)*

Clerk : OK. I see you've ticked 'F' for female … no problem there. And you're eleven years old?

Karen : Yes. I turned eleven recently. *// (beep) (10-second pause)*

Clerk : Oh, good. Could you tell me your address again as I can't read the words clearly?

Karen : Alright. Flat … C … 28th Floor …

Clerk : Flat … C … 28th Floor. *// (beep) (10-second pause)*

Karen : Sunshine … Building … Mong Kok.

Clerk : Sunshine Building, Mong Kok.

Karen : Yes. *// (beep) (20-second pause)*

Clerk : And you go to Happy Time School?

Karen : Yes, but the full name of my school is Happy Time Primary School.

Clerk : OK, let me put that on your form – Happy … Time … Primary … School. // *(beep) (10-second pause)* Which class are you in? I can't see what you have written down. Is it Primary Three or Primary Five?

Karen : Primary Five. *// (beep) (10-second pause)*

Clerk : Is your parent or guardian Mary Chan?

Karen : Yes, she's my mother. *// (beep) (10-second pause)*

Clerk : Good. The membership fee is $60 a month. Please come in and pay it as soon as you can.

Karen : Is tomorrow OK? My mum will be free to bring me then.

Clerk : Tomorrow, that's July the 12th.

Karen : Yes. *// (beep) (10-second pause)*

Clerk : No problem. See you then. Oh! Please remember to bring a recent photo too.

Karen : OK, bye. See you tomorrow. **]**

Narrator : Listen to the conversation again and check your answers.

Repeat [ ]

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES)	1. Karen Lu 2. 11 3. C 4. 28th / 28 5. Sunshine Building 6. Mong Kok or Mongkok 7. Happy Time Primary School 8. 5 9. 60 10. 12/7 or 12/07 11. Mary Chan	• Award a score of 1 for each correct answer • For Questions 5 – 7 & 11, do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas. • For Questions 2, 4 & 8 – 10, the numbers can be in word form (though this is not encouraged).

Sample 3

Miss Lau is telling you a story about Tom.

Listen to the story.

Choose the best answer by blackening the circle.

1. Tom's mother works _____.

   ○ A. in a church

   ○ B. at the market

   ○ C. in the playground

   ○ D. at Kowloon Boys School

2. Tom likes Mrs Wong because she _____.

   ○ A. is very helpful

   ○ B. does his homework

   ○ C. is a Chinese teacher

   ○ D. plays football with him

3. What happened to Tom one windy morning?

   ○ A. Tom broke his leg.

   ○ B. Tom lost his cap.

   ○ C. Tom broke a bottle of milk.

   ○ D. Tom walked across a bridge.

4. How did Tom's mother feel?

   ○ A. sad

   ○ B. bored

   ○ C. happy

   ○ D. excited

Please go to the following website to listen to the story:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample3.mp3

Sample 3

Tapescript

Narrator: Miss Lau is telling you a story about Tom.
You now have 30 seconds to study the questions below. *(30-second music)*
Now, listen to the story. The story will be played two times. The story will begin now.

①[Teacher: Tom is a young boy. He is strong and tall. Every morning, he helps his mother sell bottles of milk at her shop in the market.

In the afternoon, he goes to Kowloon Boys School. On his way to school, he passes a playground. He sees many children playing football. He likes his school. He has many friends there. Mrs Wong is his favourite teacher. She teaches Chinese. She is very kind to Tom. She often helps him with his homework after school.]①

②[One morning, Tom and his mother were selling bottles of milk. It was very windy. The wind was blowing paper and leaves everywhere. It was so strong that it blew Tom's cap off his head. His cap flew over the church and across the bridge. He never saw it again. Poor Tom! The wind was really strong. All the bottles of milk fell to the ground and broke into many pieces. *(sound of breaking glass)*. Tom's mother cried out *(sadly, slowly)*, "Oh, no! There's milk everywhere!"]②

Narrator: Now, listen to the story again. When you hear a beep *(beep)*, answer the question. The story will begin now.

Repeat ① [ ] ①

Narrator: Question 1:   Tom's mother works _____ . *// (beep) (5-second pause)*

Question 2:   Tom likes Mrs Wong because she _____. *// (beep) (5-second pause)*

Repeat ② [ ] ②

Narrator: Question 3:   What happened to Tom one windy morning? *// (beep) (5-second pause)*

Question 4:   Tom's mother cried out, "Oh, no! There's milk everywhere!" *(voice only)*
How did Tom's mother feel? *// (beep) (5-second pause)*

You now have 15 seconds to check your answers. *(15-second pause)*

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES)	1. B 2. A 3. B 4. A	• Award a score of 1 for each correct answer

Sample 4

Listen to an advertisement on the radio.

Listen to the advertisement.

Choose the best answer by blackening the circle.

1. What is this advertisement about?

   ○ A. taking a train

   ○ B. eating in a restaurant

   ○ C. playing computer games

   ○ D. going to a shopping centre

2. The speaker thinks that shopping in the city is _____.

   ○ A. fun

   ○ B. tiring

   ○ C. boring

   ○ D. exciting

3. The speaker tells you to go to Hong Kong Plaza by _____.

   ○ A. bus

   ○ B. ferry

   ○ C. MTR

   ○ D. minibus

4. Where is Hong Kong Plaza?

   ○ A. Lantau Island

   ○ B. Cheung Chau

   ○ C. Lamma Island

   ○ D. Hong Kong Island

5. Why isn't Hong Kong Plaza full of people?

    ○ A. It is new.

    ○ B. It is very big.

    ○ C. There are not many shops.

    ○ D. Most people don't like shopping there.

6. What can you do in Hong Kong Plaza?

    ○ A. buy toys

    ○ B. see a film

    ○ C. send letters

    ○ D. have a haircut

Please go to the following website to listen to the advertisement:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample4.mp3

Sample 4

Tapescript

Narrator:	Listen to an advertisement on the radio. You have 1 minute to study the questions below. (*1-minute music*) Listen to the advertisement. When you hear a beep *(beep)*, answer the question. The advertisement will be played two times. The advertisement will begin now.
Announcer:	①[Are you tired of crowds? Are you tired of having to push your way into shops? Shopping in the city is not much fun, is it? No problem. Get away from the crowds. Take the MTR to Lantau Island. There, at the Tung Chung station, is Hong Kong Plaza.]① (*music*) ②[Hong Kong Plaza is so large; it's never crowded with people. Shop in comfort. Hundreds of shops for you to choose from. Many excellent restaurants. Fun and games for children. Hong Kong Plaza! You'll love it. Come and enjoy yourself. Hong Kong Plaza!]② *(beep)*
Narrator:	Now, listen to the first part of the advertisement again and check your answers to Questions 1 to 4. **Repeat ① [ ] ①**

Narrator:	Question 1: What is this advertisement about?
	                   // (beep) (5 second-pause)
	
	Question 2: The speaker thinks that shopping in the city is _____.
	                   // (beep) (5 second-pause)
	
	Question 3: The speaker tells you to go to Hong Kong Plaza by _____. *// (beep) (5 second-pause)*
	
	Question 4: Where is Hong Kong Plaza? *// (beep) (5 second-pause)*

Narrator:	Now, listen to the last part of the advertisement again and check your answers to Questions 5 and 6. **Repeat ② [ ] ②**

	Question 5: Why isn't Hong Kong Plaza full of people?
	                   // (beep) (5 second-pause)
	
	Question 6: What can you do in Hong Kong Plaza?
	                   // (beep) (5 second-pause)
	
	This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES)	1. D 2. B 3. C 4. A 5. B 6. A	• Award a score of 1 for each correct answer

Sample 5

Miss Cheung likes reading rhymes to her class. Today, she is reading a rhyme called 'Goodnight.'

Listen carefully to Miss Cheung.

Choose the best answer by blackening the circle.

1.   Anna is _____.

    ○   A.   waking up

    ○   B.   going to sleep

    ○   C.   saying goodbye to her parents

    ○   D.   talking to her friend on the phone

2.   'Bear' rhymes with 'chair'. Which word also rhymes with 'chair'?

    ○   A.   ○   B.   ○   C.   ○   D.

3.   Which pair of words rhymes?

    ○   A.   ○   B.   ○   C.   ○   D.

4.   Miss Cheung asked her students to think of two more lines for this rhyme. Help them complete the last line.

    "Goodnight mat,
    Goodnight _____."

    ○   A.   ○   B.   ○   C.   ○   D.

Please go to the following website to listen to the rhyme:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample5.mp3

Sample 5

Tapescript

Narrator: Miss Cheung likes reading rhymes to her class. Today, she is reading a rhyme called 'Goodnight'.
You now have 15 seconds to study the questions below. (*15-second music*)
Listen carefully to Miss Cheung. When you hear a beep *(beep)*, answer the question. The rhyme will be played two times. The rhyme will begin now.

[Miss Cheung:

Goodnight

All ready for bed,
Anna said,

"Goodnight doll's house,
Goodnight toy mouse.

Goodnight teddy bear,
Goodnight yellow chair.

Goodnight papa,
Goodnight mama."

Narrator: Question 1: Anna is _____. // *(beep) (5-second pause)*

Question 2: 'Bear' rhymes with 'chair'. Which word also rhymes with 'chair'?

A. table   B. yellow   C. stair   D. cat   *// (beep) (5- second pause)*

Question 3: Which pair of words rhymes?

A. doll and toy   B. chair and bed   C. teddy and bear   D. mouse and house *// (beep) (5-second pause)*

Question 4: Miss Cheung asked her students to think of two more lines for this rhyme. Help them complete the last line. "Goodnight mat, Goodnight _____." A. hot   B. hat   C. hit   D. hut
// (beep) (5-second pause)]

Listen to the rhyme again and check your answers.

Repeat [ ]

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES) • Understanding the use of a small range of language features in simple literary / imaginative spoken texts (ES)	1. B 2. C 3. D 4. B	• Award a score of 1 for each correct answer

Sample 6

Mary's mother is reading riddles to her children.

Listen to what Mary's mother says.

Write your answer.

Riddle 1

1. What am 'I'?

    _____

Riddle 2

2. What am 'I'?

    _____

Please go to the following website to listen to the riddles:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample6.mp3

Sample 6

Tapescript

Narrator: Mary's mother is reading riddles to her children.
You have 15 seconds to study the questions below. *(15-second music)*
Now, listen to what Mary's mother says. When you hear a beep *(beep)*, write your answer. The riddles will be played two times. The riddles will begin now.

[Mum: Children, listen to the first riddle and see if you can answer the question.

I keep the cars going

And I can make them stop!

My yellow colour makes you think －

Should you stop or should you go?

Narrator: Question 1:   What am 'I'? // *(beep) (5-second pause)*

Mum: Children, listen to the second riddle and see if you can answer the question.

People see me in the wintertime

Standing outside all alone.

Children give me a big nose

And a nice, warm scarf.

Along comes the sunshine …

And slowly, quietly I live no more.

Narrator: Question 2:   What am 'I'? // *(beep) (5-second pause)* **]**

Narrator: Now, listen to the riddles again and check your answers.

Repeat [ ]

You now have 15 seconds to check your answers. (15-second pause)

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES) • Understanding the use of a small range of language features in simple literary / imaginative spoken texts (ES)	1. Traffic lights 2. Snowman	• Award a score of 1 for each correct answer • Award no score for an incorrect / illegible answer or unattempted question • Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Sample 7

Listen to the news report on the radio.

Section A

Listen to the radio programme and answer the following questions.

Choose the best answer by blackening the circle.

1. Which of the following reports are mentioned in the programme?
   - ○ A. falling objects
   - ○ B. a landslide
   - ○ C. a robbery
   - ○ D. sports news

2. At what time is the news report?
   - ○ A. 1 p.m.
   - ○ B. 5 p.m.
   - ○ C. 8 p.m.
   - ○ D. 9 p.m.

Section B

Listen to the radio programme again.

Choose the best answer by blackening the circle.

1. Where is the traffic jam?

   ○ A. Chai Wan

   ○ B. Wan Chai

   ○ C. Tsuen Wan

   ○ D. Sheung Wan

2. Which vehicle(s) turned over on the road?

   ○ A. two trucks

   ○ B. many cars

   ○ C. a police car

   ○ D. an ambulance

3. According to the police, what will happen a few hours later?

   ○ A. The traffic will stop.

   ○ B. The road will be open.

   ○ C. There will be another traffic jam.

   ○ D. There will be another car accident.

4. How many stories are about falling objects?

    ○   A. 1

    ○   B. 2

    ○   C. 3

    ○   D. 4

5. The window frame dropped from the _____ floor.

    ○   A. first

    ○   B. second

    ○   C. third

    ○   D. fourth

6. According to the police, people _____.
    ○   A. should not spit

    ○   B. should not open windows

    ○   C. should be careful when shopping

    ○   D. should not throw things out of windows

7. Which picture shows the weather for tomorrow?

23°C – 27°C	23°C – 27°C	27°C – 33°C	27°C – 33°C

        ○   A.   ○   B.   ○   C.   ○   D.

Please go to the following website to listen to the news report:
https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample7.mp3
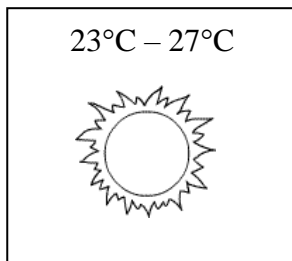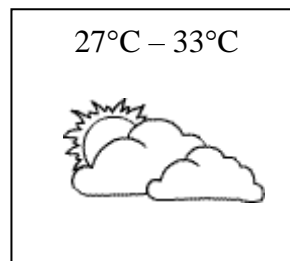
Sample 7

Tapescript

Narrator: Listen to the news report on the radio.

                Section A

                You now have 15 seconds to study the questions below. *(15-second music)*
Listen to the radio programme and answer the following questions. The radio programme will be played **once** only. The radio programme will begin now.

①[Reporter: Good evening. This is Radio One's evening news report. First, our top story. There is a big traffic jam near Tsuen Wan. Two large trucks hit each other at 4 p.m. They both turned over and many cars crashed into them. Two people were hurt and sent to hospital by ambulance. The police said it would take a few hours to clear Lai Chi Kok Road. Drivers should not go near the Tsuen Wan area.]①

②[Reporter: Earlier today, two people were hurt by falling objects. In Aberdeen a housewife was hit by a piece of wood falling down from a building. Luckily she was not badly hurt. Later in the day, in Mongkok, a window frame dropped from the third floor of an old building and hit a student. He had to be taken to hospital. After these accidents, police have asked the public not to throw things out of windows. They have also asked people to check all old window frames carefully.]②

③[Reporter: Finally, here's the weather report. Tomorrow will be rainy with temperatures from 27 to 33°C. It's a good idea to take an umbrella with you when you go out.

                That's all for the news. Please join us for our next report one hour later at 9 p.m. Thanks for listening to Radio One's evening news report. Goodbye.] ③
(beep)

Narrator: You now have 15 seconds to check your answers in Section A. *(15-second pause)*

                This is the end of Section A.

Narrator: **Section B**

Listen to the radio programme again. After each session, you have to answer some questions. The radio programme will be played **once** only. You now have one minute to study the questions below. *(1-minute music)*

Now, listen to the first session of the radio programme and answer Questions 1 to 3 while you're listening. The radio programme will begin now.

Reporter: **Repeat ① [ ] ①** *(beep)*

Narrator: You now have 15 seconds to check your answers to Questions 1 to 3. *(15-second pause)*

Now, listen to the second session of the radio programme and answer Questions 4 to 6 while you're listening. The radio programme will begin now.

Reporter: **Repeat ② [ ] ②** *(beep)*

Narrator: You now have 15 seconds to check your answers to Questions 4 to 6.
(15-second pause)

Now, listen to the third session of the radio programme and answer Question 7 while you're listening. The radio programme will begin now.

Reporter: **Repeat ③ [ ] ③** *(beep)*

Narrator: You now have 5 seconds to check your answer to Question 7. *(5-second pause)*

This is the end of Section B.

This is the end of the listening task.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
• Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents (IS, **KS**, ES)	**Section A** 1. A 2. C **Section B** 1. C 2. A 3. B 4. B 5. C 6. D 7. D	• Award a score of 1 for each correct answer

B. Sample Items on Reading and Writing

Sample 1
Part 1

Here is a story about Mr Chan and some farmers.
Read the story carefully.

Mr Chan lived in a village. He was rich but lazy. Thirty farmers lived in his village. They rented land from him. Each month they paid Mr Chan a lot of money but he was not satisfied. He asked them for more money. The farmers had sad and difficult lives but Mr Chan enjoyed his life very much.

One day there was a big flood in the village. All the houses and farms were covered with water. Mr Chan and the farmers climbed up a nearby mountain to escape the flood. The farmers each brought a bag of sweet potatoes with them. Mr Chan brought two boxes filled with jewellery and money.

When the sun went down, the village was still under water. Nobody could return home. They were cold and tired. The farmers also felt very sad and worried about their homes.

The night became colder and darker. Without smiles on their faces, the farmers ate their sweet potatoes. However, Mr Chan had nothing to eat. He only had his money and jewellery. He wanted to buy some sweet potatoes from the farmers. But they said, "No." …

Choose the best answer by blackening the circle.

1. Why did the farmers and Mr Chan climb up the mountain?

   ○ A. to look for food

   ○ B. to look for jewellery

   ○ C. to live on the mountain

   ○ D. to get away from the heavy flood

2. What did the farmers carry up the mountain?

   ○ A. water

   ○ B. sweet potatoes

   ○ C. sweets and potatoes

   ○ D. jewellery and money

3.   Why didn't the farmers sell potatoes to Mr Chan?

  ○ A. Mr Chan had potatoes himself.

  ○ B. Mr Chan was unkind to the farmers.

  ○ C. The farmers only had enough for themselves.

  ○ D. The farmers loved eating potatoes very much.

4.   This story tells us Mr Chan was _____.

  ○ A. bored

  ○ B. helpful

  ○ C. greedy

  ○ D. hard-working

5.   What can we learn from this story?

  ○ A. It is healthy to climb mountains.

  ○ B. We cannot live on jewellery and money.

  ○ C. Floods sometimes happen in some villages.

  ○ D. Rich people must give jewellery to farmers.

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading • Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, **KS**, ES)	1. D 2. B 3. B 4. C 5. B	• Award a score of 1 for each correct answer • Award no score for an incorrect / illegible answer or unattempted question

Part 2

> Mr Chan had nothing to eat. He only had his money and jewellery. He wanted to buy some sweet potatoes from the farmers. But they said, "No." …

What happened to Mr Chan? How did he feel?
Complete the story in about 50 words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, **KS**, **ES**)	4	• Provides the story ending by giving interesting and imaginative ideas with supporting details • Communicates ideas very clearly and coherently	• Accept any sensible or logical ideas
	3	• Provides the story ending by giving sufficient and relevant ideas with some supporting details • Communicates ideas clearly and coherently	
	2	• Provides a brief ending with reasonably clear and relevant ideas to the story but lacks supporting details • Communicates ideas quite clearly and coherently	
	1	• Attempts to provide an ending by giving very limited ideas only AND/OR • Provides unclear or disconnected ideas that may confuse the reader	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, **KS**, **ES**)	3	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes	• Answers of less than 25 words will not be awarded more than a score level of 2.
	2	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR • Uses a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes	
	1	• Uses a very limited range of vocabulary and verb forms OR • Makes many grammatical and spelling mistakes	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

Sample 2

Karen wants to join a sports club this summer. She finds some advertisements of sports clubs in the magazine.

Read the following advertisements.

Great Sports Club
All are welcome!

Fee: $300 / month
                      (For members)
                      $20 / visit
                      (For guests)
Programmes: Table tennis
                      Swimming
                      Bowling
                      Basketball

Open from Tuesday to Sunday
8:00 a.m. – 9:00 p.m.

Enjoy lunch in our Chinese restaurant
next door!

Fun Time Sports Club

Age: 15–50
Fee: $80 per month
                      (For members)
                      $5 per visit
                      (For guests)
Programmes: Table tennis
                      Tai Chi
                      Football
                      Swimming

Open daily

8:00 a.m. – 7:00 p.m.

Free drinks provided

Fit Sports Club
All are welcome!

Fee: $360 per year
                      (For members)
                      $10 per visit
                      (For guests)
Programmes: Judo
                      Swimming
                      Badminton

*We are open from 9:00 a.m. to
9:00 p.m. daily — except Thursdays.*

Water fountains for your use

Healthy Sports Club

Age: Children under 12
Fee: $180 (3 months) (For
                      members)
                      Guests free
Programmes: Swimming
                      Badminton
                      Table tennis

Opening hours: 7:00 a.m. - 5:00 p.m.
Monday to Saturday

Indoor swimming pool and
vegetarian snack bar available

Choose the best answer by blackening the circle.

1.   Which club is open every day?

    ○ A. Fit Sports Club

    ○ B. Great Sports Club

    ○ C. Healthy Sports Club

    ○ D. Fun Time Sports Club

2.   Which club has the longest opening hours?

    ○ A. Fit Sports Club

    ○ B. Great Sports Club

    ○ C. Healthy Sports Club

    ○ D. Fun Time Sports Club

3.   Which club can Karen bring a friend to without paying?

    ○ A. Fit Sports Club

    ○ B. Great Sports Club

    ○ C. Healthy Sports Club

    ○ D. Fun Time Sports Club

4.   Karen is eleven years old. How many club(s) can she join?

    ○ A. one

    ○ B. two

    ○ C. three

    ○ D. four

5.   Karen loves eating salad after she exercises. Which club should she join?

    ○ A. Fit Sports Club

    ○ B. Great Sports Club

    ○ C. Healthy Sports Club

    ○ D. Fun Time Sports Club

6.   Karen wants to pay the lowest fee per month. Which club should she join?

     ○   A.   Fit Sports Club

     ○   B.   Great Sports Club

     ○   C.   Healthy Sports Club

     ○   D.   Fun Time Sports Club

7.   Karen likes swimming and playing badminton. How many club(s) has/have these two programmes?

     ○   A.   one

     ○   B.   two

     ○   C.   three

     ○   D.   four

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading • Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, **KS**, ES)	1. D 2. B 3. C 4. C 5. C 6. A 7. B	• Award a score of 1 for each correct answer • Award no score for an incorrect / illegible answer or unattempted question

Sample 3

Eddy and Tommy are cousins.

Here is a poem about them. Read the poem.

Eddy and Tommy

1   Here comes lonely young Eddy

Walking down the street,

With a diamond ring on his finger

And a pair of fur boots on his feet.

Going from shop to shop he buys

6   A golden birdcage, a seaside cottage,

A pearl necklace and a grand palace,

But not a smiling face.

There's a happy boy called Tommy.

Collecting things in the street,

11   With a large bag on his back

And a dog playing at his feet.

Going from door to door he gets

An old kettle, a funny bottle,

A tiny cradle, a toy turtle

16   And warm greetings from people.

Part A

Choose the best answer by blackening the circle.

1.   Which one is smiling?

     ◯ A. Eddy

     ◯ B. Tommy

     ◯ C. the little dog

     ◯ D. the bird in the birdcage

2.   Where are Eddy and Tommy now?

     ◯ A. in a shop

     ◯ B. at the door

     ◯ C. in the street

     ◯ D. in a grand palace

3.   In this poem, a golden birdcage, a pearl necklace and a seaside cottage are

    _____.

     ◯ A. cheap

     ◯ B. expensive

     ◯ C. furniture in a palace

     ◯ D. rings on Eddy's fingers

4.   In line 13, 'gets' means _____.

     ◯ A. gives

     ◯ B. buys

     ◯ C. likes

     ◯ D. collects

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading • Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, **KS**, ES)	**Part A** 1. B 2. C 3. B 4. D	• Award a score of 1 for each correct answer

Part B

Do you want to be Eddy or Tommy? Why? Write about 30 words.

Complete the sentence.

I want to be _____ because _____

_____

_____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, **ES**) • Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, **KS**, **ES**)	3	• Answers the question with an appropriate reason • There are few or no grammatical and spelling mistakes.	• Accept any sensible or logical ideas
	2	• Answers the question with an appropriate reason • There are some grammatical and spelling mistakes.	
	1	• Answers the question with an unclear reason or inappropriate reason or no reason • There are many grammatical and spelling mistakes.	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

Sample 4

Paul is reading riddles in the library.

Read the riddles and answer the questions.

Look at that bridge in the sky

So many colours, up so high

I want to know —

Who built the bridge?

And, has anyone walked across it before?

1. What is 'the bridge'?

_____

It can be round or square with a nice smell.

The more you use it the smaller it becomes.

When it's wet, it's very hard to catch.

It washes all the dirt away.

2. What is 'it'?

_____

I can see you

When I close my eyes.

You bring me many things

When I fall asleep.

When I wake up,

You are not there.
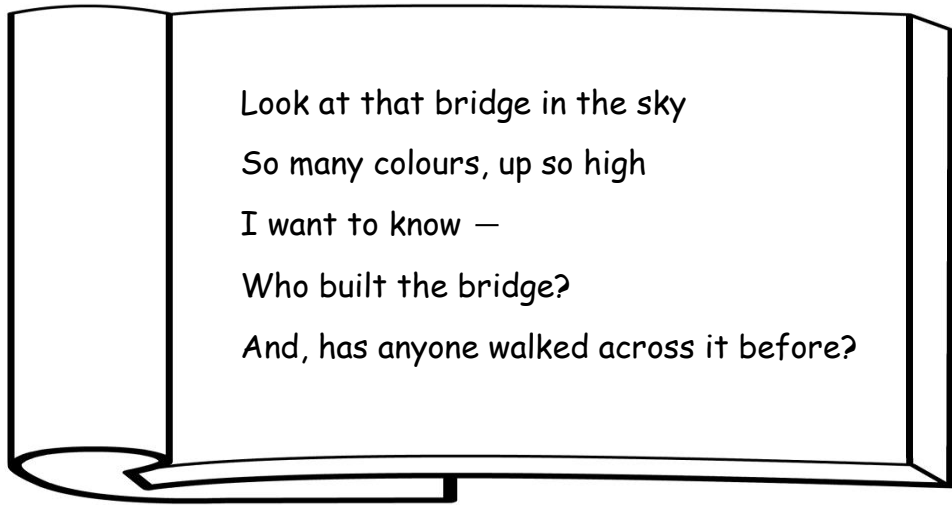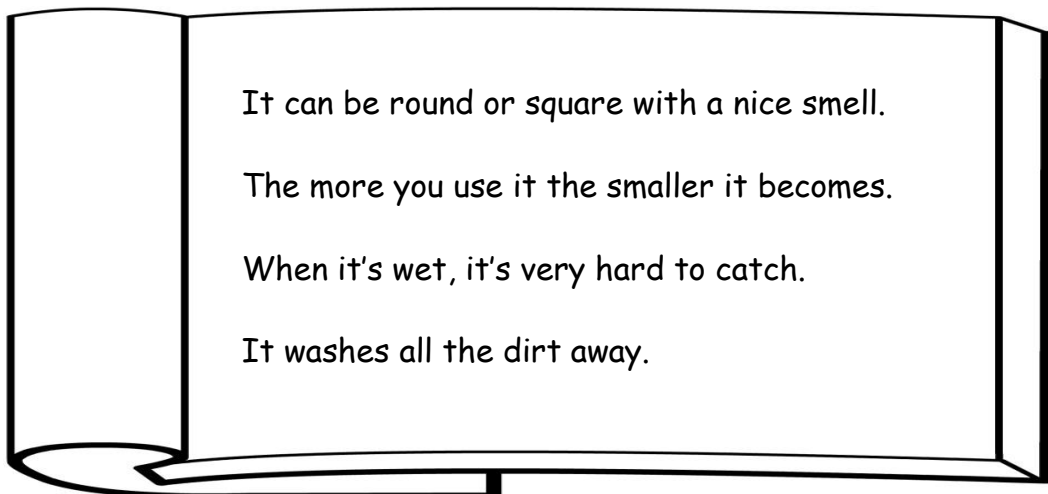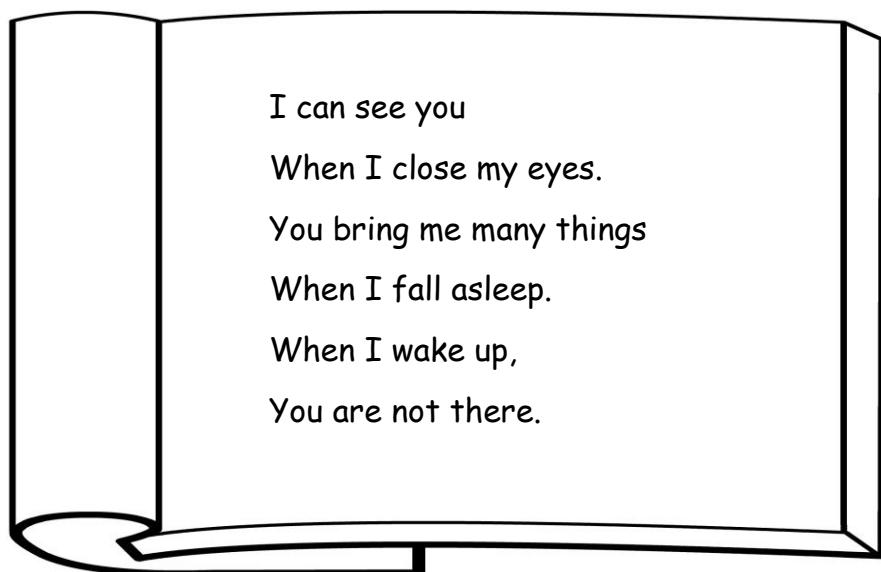
3.   What are 'you'?

_____

Marking Scheme

BC Descriptor	Scoring Guide	Remarks
Reading • Understanding the use of a small range of language features in simple literary / imaginative texts (ES)	1. rainbow 2. soap 3. dream	• Award a score of 1 for each correct answer • Award no score for an incorrect / illegible answer or unattempted question • Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Sample 5

Betty is watching a play.

Part 1

Read the first part of the play.

<div style="border:1px solid">

<u>Characters</u> : Three friends – John, Jim & Mary

<u>Scene I</u>

Narrator: One Sunday, John, Jim and Mary are shopping in a big shopping centre in Kowloon.

[*The three enter and sit down on a bench. They have* many *shopping bags.*]

Mary: Oh, dear! I'm so tired. We've been here shopping for about two hours already.

John: Really, that long? When you're having fun shopping, time goes by quickly.

Jim: Yes! But I think shopping is fun only when I'm buying things for myself. I really hate shopping for food in a supermarket with my mother.

Mary: Oh, Jim. You shouldn't be so selfish.

Jim: I'm not, really. But my mother is always so slow to think about what she wants to buy.

Mary: Oh, Jim! That's not a nice thing to say. I'm not slow at all. Just look at me. Today I bought two pairs of shoes, three T-shirts, two pairs of shorts and a music DVD in less than an hour!

Jim: Alright, so you're different. You love to spend money as quickly as you can!

John: OK, you two. Let's not start a fight! Why don't we just find a place to have lunch?

Mary: Good idea! Let's go then.

[*They get up and walk off.*]

</div>

Choose the best answer by blackening the circle.

Mary:	Oh, dear! I'm so tired. We've been here shopping for about two hours already.
John:	Really, that long? When you're having fun shopping, time goes by quickly.

1. What can you tell about John?

   ○ A. He feels tired.

   ○ B. He loves shopping.

   ○ C. He hates shopping for two hours.

   ○ D. He hopes that time can go quickly.

Jim:	Yes! But I think shopping is fun only when I'm buying things for myself. I really hate shopping for food in a supermarket with my mother.
Mary:	Oh, Jim. You shouldn't be so selfish.

2. Why does Mary think that Jim is selfish?
   She thinks that _____.

   ○ A. Jim hates shopping

   ○ B. Jim hates buying food

   ○ C. Jim only likes to buy things for himself

   ○ D. Jim only likes shopping with his mother

Jim:	… But my mother is always so slow to think about what she wants to buy.
Mary:	Oh, Jim! That's not a nice thing to say.

3. Mary thinks that Jim is _____.

   ○ A. rude

   ○ B. slow

   ○ C. nice

   ○ D. honest

> Mary: … I'm not slow at all. Just look at me. Today I bought two pairs of shoes, three T-shirts, two pairs of shorts and a music DVD in less than an hour!
>
> Jim: Alright, so you're different. You love to spend money as quickly as you can!
>
> John: OK, you two. Let's not start a fight! Why don't we just find a place to have lunch?

4. Jim says Mary is different from his mother because _____.

   ○ A. Mary loves shopping

   ○ B. Mary is quick at shopping

   ○ C. Mary spends money slowly

   ○ D. Mary buys many things for herself

5. At the end, what are they going to do?

   ○ A. They take a rest.

   ○ B. They buy T-shirts.

   ○ C. They have a fight.

   ○ D. They have something to eat.

Part 2

Read the second part of the play.

<u>Scene II</u>

[*The three friends are sitting in a restaurant.*]

Mary: Oh, that was good. The sushi was so fresh. De-e-e-e-licious.

Jim: My meal was good too. After eating the noodles and pork chops, I'm ready for more shopping!

John: Right, let's go. You know tomorrow is not a holiday.

Mary: You're right. But we haven't been to a bookshop yet. Shall we find one?

Jim: Well, the two of you can look at books and I'm going to look at cameras. There's always something new to see.

Mary: OK. How about meeting somewhere at 3 o'clock, so we won't get lost?

John: All right. There's a beautiful water fountain just inside the main entrance. Let's meet there.

Mary & Jim: That's good. See you at 3 o'clock.

[*They walk off.*]

Choose the best answer by blackening the circle.

1. Which kind of restaurant did the children go to?

     ○ A. Thai

     ○ B. Italian

     ○ C. Chinese

     ○ D. Japanese

Jim:	My meal was good too. After eating the noodles and pork chops, I'm ready for more shopping!
John:	Right, let's go. You know tomorrow is not a holiday.

2. John wants to _____.

   ○ A. go home

   ○ B. eat more food

   ○ C. have a holiday

   ○ D. finish shopping quickly

Mary:	You're right. But we haven't been to a bookshop yet. Shall we find one?
Jim:	Well, the two of you can look at books and I'm going to look at cameras. There's always something new to see.

3. Which shop is Jim going to visit?

   ○ A. 'Sports Stars'

   ○ B. 'Book Lovers'

   ○ C. 'Photos Today'

   ○ D. 'Games For Everyone'

4. Which shop are Mary and John going to visit?

   ○ A. 'Sports Stars'

   ○ B. 'Book Lovers'

   ○ C. 'Photos Today'

   ○ D. 'Games For Everyone'

> Mary: OK. How about meeting somewhere at 3 o'clock, so we won't get lost?
>
> John: All right. There's a beautiful water fountain just inside the main entrance. Let's meet there.

5. Why do the children meet at the water fountain?

    ○ A. They don't want to get lost.

    ○ B. They like to see the fountain.

    ○ C. The water fountain is beautiful.

    ○ D. They want to see the main entrance.

Part 3

Read the third part of the play.

Scene III

[*Mary and John are sitting on a bench near the water fountain. They are checking their watches and looking around.*]

Mary: Where is Jim? We said 3 o'clock and now it's a quarter past three.

John: Do you think he forgot when to meet us?

Mary: No. I think he's just too busy looking at cameras.

John: Why don't you call him? Do you know his phone number?

Mary: No, he doesn't have a mobile phone.

John: That's really surprising! Everyone has a mobile phone.

Mary: Well, I'd be really angry if he forgot when to meet us!

John: Yes, you're right. Anyway, let's wait another ten minutes and see whether he comes or not. I have to get home soon. If I don't, my mother will get mad.

[*Lights go out slowly.*]

Choose the best answer by blackening the circle.

1. How long have Mary and John waited for Jim?

    ○ A. 10 minutes

    ○ B. 15 minutes

    ○ C. 30 minutes

    ○ D. 45 minutes

John: Do you think he (Jim) forgot when to meet us?

Mary: No. I think he's just too busy looking at cameras.

2. From this conversation, what does Mary think of Jim?
   Mary thinks Jim _____.

   ○ A. is always late

   ○ B. is always busy

   ○ C. forgets when to meet

   ○ D. likes cameras very much

Mary: No, he doesn't have a mobile phone.

John: That's really surprising! Everyone has a mobile phone.

3. Why does John say "That's really surprising!"?

   ○ A. Jim likes his mobile phone.

   ○ B. Jim wants to have a mobile phone.

   ○ C. Jim does not have a mobile phone.

   ○ D. Jim forgets to bring his mobile phone.

John: Yes, you're right. Anyway, let's wait another ten minutes and see whether he comes or not. I have to get home soon. If I don't, my mother will get mad.

4. What does the word 'mad' mean?

   ○ A. silly

   ○ B. angry

   ○ C. excited

   ○ D. surprised

Part 4

Read the last part of the play.

<u>Scene IV</u>

[*Mary is still sitting on the bench, looking tired.*]

John   Look! There's Jim!

[*Jim walks quickly on stage.*]

Mary: Jim, where have you been?

Jim: Oh, I'm very sorry. I wanted to look at all the new cameras. I forgot to check my watch. I'm really sorry.

[*John and Mary look at each other with an angry look. Then they smile.*]

Mary: OK, Jim. We'll forgive you – this time! We're good friends, aren't we?

Jim: Oh, thank you.

John: But Jim, do something for us. Get yourself a mobile phone!

[*The three walk off stage smiling, swinging their shopping bags.*]

THE END

Choose the best answer by blackening the circle.

1. Why was Jim late?

    ○ A. He forgot the time.

    ○ B. He was looking for his watch.

    ○ C. He wanted to trick John and Mary.

    ○ D. He wanted to get a mobile phone and a camera.

John: But Jim, do something for us. Get yourself a mobile phone!

---

2. John wants Jim to _____.

    ○ A. forgive him

    ○ B. be his best friend

    ○ C. get them a mobile phone

    ○ D. buy a mobile phone for himself

Part 5

Read the play again and complete the story map below. Choose the best answer by blackening the circle.

<table>
<tr><td colspan="2" align="center">Setting</td></tr>
<tr>
<td>Time: ○ A. Saturday

○ B. Sunday

○ C. Monday

○ D. Tuesday</td>
<td>Place: ○ A. home

○ B. market

○ C. supermarket

○ D. shopping center</td>
</tr>
</table>

Write your answers.

<table>
<tr><td colspan="3" align="center">People / Characters</td></tr>
<tr>
<td>● _____</td>
<td>● _____</td>
<td>● _____</td>
</tr>
</table>

(in any order)

Arrange the following events in the correct order. Write the correct number in the box.

| 1 | 2 | 3 | 4 | 5 |

Events	Order
John, Jim and Mary went shopping together.	*e.g.* 1
John and Mary waited for Jim at the water fountain.	
The three friends had a meal in a restaurant.	
The three friends left together with their shopping bags.	
The three friends were tired and took a rest on a bench.	

Choose the best answer by blackening the circle.

Ending
Which of the following about the ending is true? ○ A. All the three friends were happy. ○ B. All the three friends were angry. ○ C. John and Mary were angry with Jim. ○ D. John and Mary felt happy, but Jim felt sad.

Marking Scheme

BC Descriptor	Scoring Guide			Remarks
Reading • Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, **KS**, ES)	**Part 1**	1.	B	• Award a score of 1 for each correct answer • Award no score for an incorrect / illegible answer or unattempted question
		2.	C	
		3.	A	
		4.	B	
		5.	D	
	Part 2	1.	D	
		2.	D	
		3.	C	
		4.	B	
		5.	A	
	Part 3	1.	B	
		2.	D	
		3.	C	
		4.	B	
	Part 4	1.	A	
		2.	D	
	Part 5			
	Setting	Time: B		
		Place: D		
	People / Characters	John Jim In any order Mary		
	Events	4		
		3		
		5		
		2		
	Ending	A		

Part 6

Read this part of the play again.

Mary:	Jim, where have you been?
Jim:	Oh, I'm very sorry. I wanted to look at all the new cameras. I forgot to check my watch. I'm really sorry.

If you were John or Mary, would you be angry with Jim? Why or why not? Write about 30 words.

_____

_____

_____

_____

Marking scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, **ES**) • Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, **KS**, **ES**)	**3**	• Answers the question with an appropriate reason • There are few or no grammatical and spelling mistakes.	• Accept any sensible or logical ideas
	2	• Answers the question with an appropriate reason • There are some grammatical and spelling mistakes.	
	1	• Answers the question with an unclear reason or inappropriate reason or no reason • There are many grammatical and spelling mistakes.	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

Sample 6

John had an accident when he was trying to walk across the bridge.

What happened to John?

Choose one picture. Put a ☑ in the box.

Write 4 – 5 sentences about the picture. You may use the words in the box to help you.

rope/bridge/pull

helicopter/ladder/climb

save/river/row

_____

_____

_____

_____

_____

_____

_____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, **KS**, **ES**)	**4**	• Provides interesting and imaginative ideas to the story based on the picture chosen with supporting details • The description is very clear and coherent.	• Accept any sensible or logical ideas
	3	• Provides sufficient and relevant ideas to the story based on the picture chosen with supporting details • The description is clear and coherent.	
	2	• Provides some brief but reasonably clear and relevant ideas to the story based on the picture chosen but lacks supporting details • The description is quite clear and coherent.	
	1	• Attempts to write a story by giving very limited information/ideas only OR • Provides unclear or disconnected information/ideas that may confuse the reader	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, **KS**, **ES**)	3	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes	• Answers of less than 3 sentences will not be awarded more than a score level of 2.
	2	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR • Uses a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes	
	1	• Uses a very limited range of vocabulary and verb forms OR • Makes many grammatical and spelling mistakes	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

Sample 7

Jenny's grandma heard that Bobby, Jenny's dog, was home safely. She wrote a letter to Jenny.

Read the letter.

<div style="border:1px solid #000; padding:1em;">

9 May XXXX

Dear Jenny,

    I'm so happy to hear that Bobby, your cute little dog, is now safe at home. How is he?

    I'd like to see Bobby this Sunday. Is it OK with you? I hope to hear from you soon.

Love,
Grandma

</div>

You are Jenny. Give a short reply to your grandma's letter.
Write about 30 words.

12 May XXXX

_____ ,

_____

_____

_____

_____

_____

_____ ,

_____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (**IS**, KS, ES)	3	• Expresses both ideas with supporting details • Communicates ideas very clearly and precisely	• The reply must include the following points: 1. Bobby is/isn't fine. 2. Grandma can/can't see Bobby this Sunday. • Do not penalize students for wrong use of capitalization or grammatical and spelling mistakes that do not interfere with the communication of ideas.
	2	• Expresses either of the ideas • Communicates ideas very clearly and precisely OR • Expresses both ideas • Communicates ideas quite clearly	
	1	• Attempts to answer both or either of the questions • Communicates ideas unclearly	
	0	• Expresses mostly or totally irrelevant information in the reply OR • Unable to express ideas	
	Format • Award a score level of 1 for correct recipient ("Dear Grandma") and sender ("Love, Jenny")		

Sample 8

You are a member of a pen-friend club. You receive a letter.

Read the letter and then write a reply.

7 May XXXX

Dear friend,

Hi, I'm Chris Smith from Canada. I'm pleased to be your pen-friend. I am 11 years old. How old are you? I go to Maple Public School. Which school do you go to? I'm in Grade 6. What about you?

My favourite subjects are Maths and Music. What are your favourite subjects? I'm good at music but I'm weak in French. I'm a member of the School Choir. Are you in any clubs?

What about sports or hobbies? I usually play ice-hockey with my friends. Also, I sometimes surf on the Internet and chat on ICQ. What do you like to do in your spare time?

Please write soon.

Yours,

Chris

Write your reply in about 80 words.

17 May XXXX

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marking Scheme

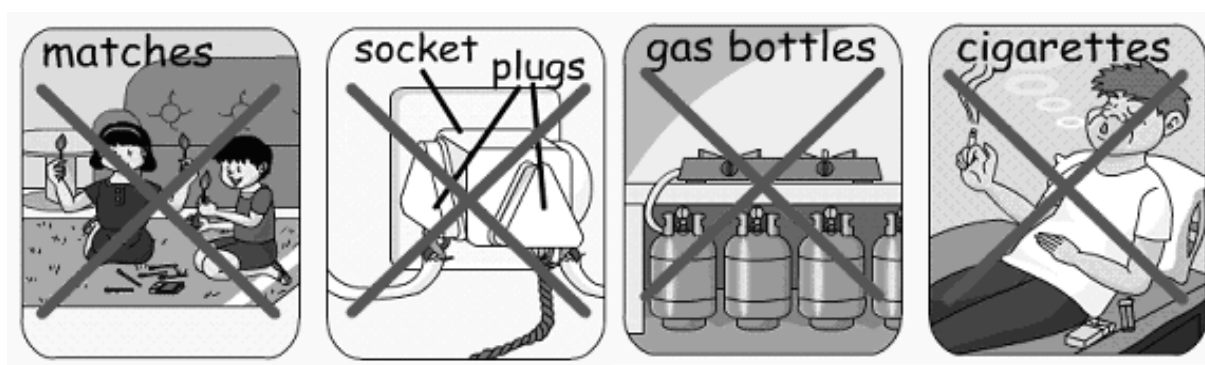| BC Descriptor	Score Level	Descriptor
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (**IS**, **KS**, **ES**)	**4**	• Provides many relevant ideas/responses to the questions with supporting details • Communicates ideas very clearly and coherently
	3	• Provides many relevant ideas/responses to the questions with supporting details • Communicates ideas clearly and coherently
	2	• Provides some relevant ideas/responses to the questions with few supporting details • Communicates ideas fairly clearly and coherently OR • Provides ideas by partially substituting the words/ideas from the letter • Communicates ideas quite clearly and coherently
	1	• Words and ideas are mostly copied from the letter. OR • Provides very limited ideas/responses to the questions OR • Provides unclear or disconnected information/ideas that may confuse the reader
	0	• Unable to express ideas OR • Provides totally irrelevant ideas OR • Practically makes no attempt at all
	Format	• Award a score level of 1 for correct recipient ("Dear Chris") and sender ("Yours, any name") • Award a score level of 1 for an appropriate beginning (e.g. "How are you?") and/or closing (e.g. "Please write soon.")

BC Descriptor	Score Level	Descriptor	Remarks
• Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (**IS**, **KS**, **ES**)	**3**	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few/no grammatical and spelling mistakes	• Answers of less than 40 words will not be awarded more than a score level of 2.
	2	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR • Uses a small range of vocabulary and verb forms with few/no grammatical and spelling mistakes	
	1	• Uses a very limited range of vocabulary and verb forms OR • Makes many grammatical and spelling mistakes	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

Sample 9

Mrs Chan takes down some notes on fire prevention for her family.

Complete the notes for her. These pictures may help you.

matches	socket plugs	gas bottles	cigarettes

Notes on fire prevention

- <u>We should not leave food cooking when we are not at home.</u>

- _____

- _____

- _____

- _____

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Writing • Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (**IS**, KS, ES) • Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, **KS**, **ES**)	**3**	• Provides 3 – 4 correct and relevant rules with appropriate choice of words • There are few or no grammatical and spelling mistakes.	• Accept any sensible or logical ideas
	2	• Provides 3 – 4 correct and relevant rules with appropriate choice of words • There are some grammatical and spelling mistakes. OR • Provides 2 correct and relevant rules with appropriate choice of words • There are few or no grammatical and spelling mistakes.	
	1	• Provides 1 – 2 correct and relevant rules with appropriate choice of words • There are some grammatical and spelling mistakes. OR • Provides 1 correct and relevant rule with appropriate choice of words • There are few or no grammatical and spelling mistakes.	
	0	• Provides totally irrelevant ideas OR • Practically makes no attempt at all	

C. Sample Items on Speaking

Sample 1
Reading Aloud

Read the following text.

<u>Swimming</u>

Swimming is fun. It is good exercise. If our parents cannot teach us to swim, we should get someone else to teach us. We can take lessons at a public swimming pool. Taking swimming lessons is not expensive. We should all learn how to swim.

Notes for Oral Examiners

A. Before the oral assessment (2 minutes)

1. Give the reading aloud text to the student.
2. Allow two minutes for preparation.

B. During the oral assessment (1 minute)

1. Tell the student to read the text aloud by saying:

- *"You have one minute to read this text aloud. You may start now."*

2. When the student has finished reading, collect the text from him/her.

Sample 2

Reading Aloud

Read the following text.

A stormy night

Last night there was a very big rainstorm. I was sleeping when the sound of the heavy rain woke me up. Later there was thunder and lightning with strong winds blowing. I was frightened. Luckily the storm soon passed. After about 20 minutes, I went back to sleep and had a dream about water!

Notes for Oral Examiners

A. Before the oral assessment (2 minutes)

   1. Give the reading aloud text to the student.
   2. Allow two minutes for preparation.

B. During the oral assessment (1 minute)

   1. Tell the student to read the text aloud by saying:

   • *"You have one minute to read this text aloud. You may now start."*

   2. When the student has finished reading, collect the text from him/her.

Marking Scheme

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**	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words occasionally
	0	• Reads only a few words • Skips some words or phrases

Sample 3

Teacher-Student Interaction (2 minutes)

Notes for Oral Examiners

1. Ask the student questions related to the topic of the reading text (e.g. rainstorm) and his/her personal experience:
    *   *Have you seen any big rainstorms before?*
    *   *What happened?*
    *   *When did this happen?*
    *   *Where were you?*
    *   *Who was with you?*
2. Questions will be modified according to the context.

Marking Scheme

BC Descriptor	Score Level	Descriptor	Remarks
Teacher-Student Interaction • 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 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	• Provides relevant answers to most of the questions*	
	2	• Provides relevant answers to some of the questions*	
	1	• Provides relevant answers to some of the questions* with prompting	
	0	• Gives one or no comprehensible responses to the questions* OR • Gives irrelevant answers to most of the questions* OR • Practically makes no attempt at all	

BC Descriptor	Score Level	Descriptor	Remarks
• 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	• Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes	
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	• Practically makes no attempt at all	

Sample 4

Presentation

This is a TV guide in the magazine. Choose <u>four</u> TV programmes you want to watch today. Tell your teacher why you choose them.

Today's TV Guide

<u>TVC</u>		<u>BVC</u>	
☐ 4:00 p.m.	**Fun Time**	☐ 4:00 p.m.	**Learn Basketball**
☐ 5:00 p.m.	**The World of Colours**	☐ 5:00 p.m.	**You Can Cook**
☐ 6:00 p.m.	**The Cartoon Hour**	☐ 6:00 p.m.	**Animal World**
☐ 7:00 p.m.	**Quiz Show – Win a Million Dollars**	☐ 6:30 p.m.	**Pop Songs**
		☐ 6:45 p.m.	**Movie – Dinosaur Park**

Notes for Oral Examiners

A. Before the oral assessment (3 minutes)
   1. Teacher explains the task to the student by saying:
      - *"This is a TV guide. It tells you the show times and the names of the TV programmes. Read the TV guide. Choose four TV programmes you want to watch today and give reasons."*
   2. Allow three minutes for preparation.

B. During the oral assessment (2 minutes)
   1. Tell the student to do the presentation using the TV guide as a prompt:
      - *"You are going to tell the teacher about four TV programmes you want to watch from Today's TV guide and why you choose them. You have two minutes to talk about them."*
   2. Encourage the student to use cohesive devices to give reasons.

Marking Scheme

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

BC Descriptor	Score Level	Descriptor	Remarks
• 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	• Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes	
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	• Practically makes no attempt at all	
• Pronouncing simple and 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	

Sample 5

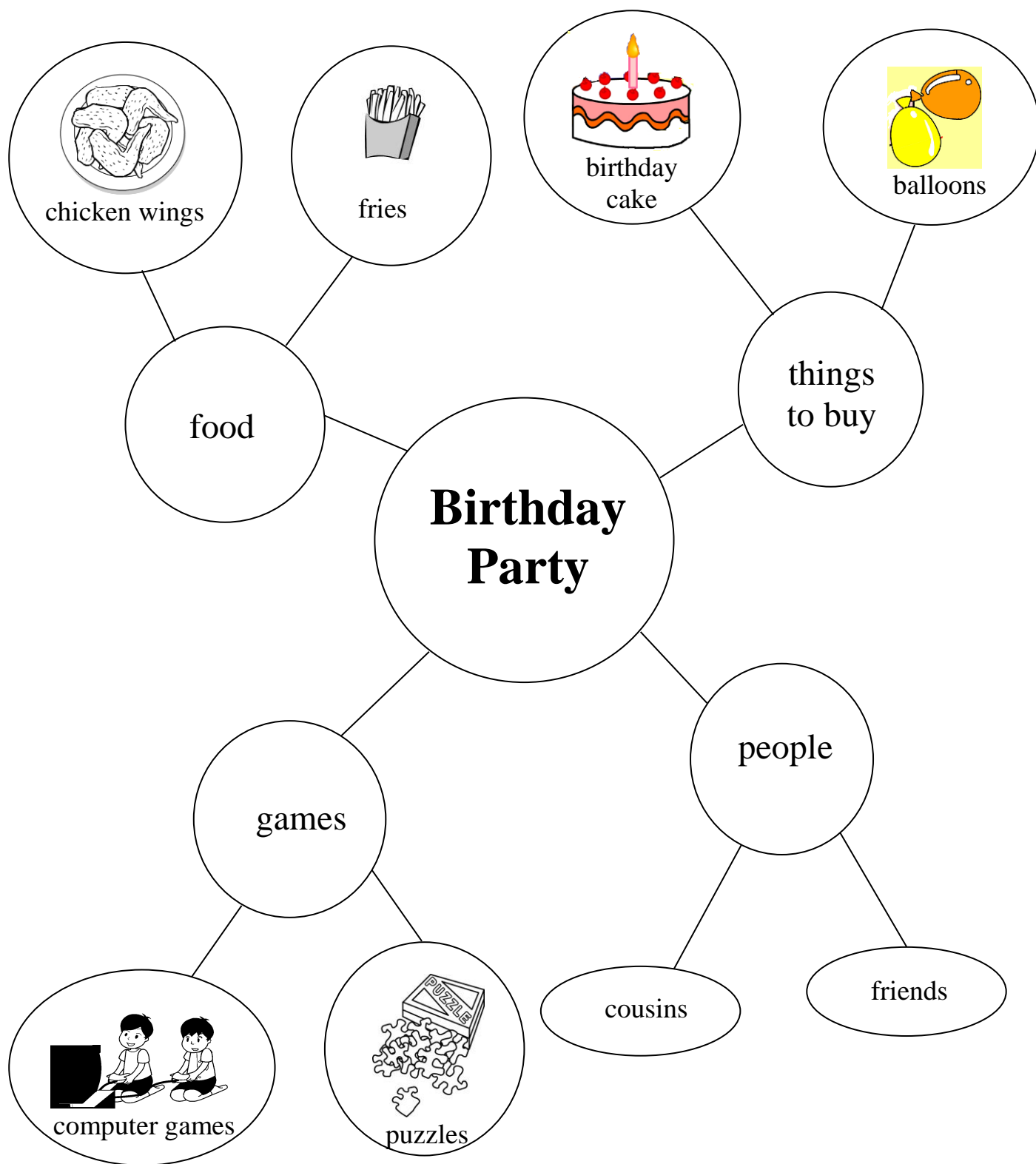**Presentation**

Instruction Card

You are going to have your birthday party at home next Saturday. Tell the teacher how you will prepare for your birthday party. The picture on the right may help you. You will have two minutes to do the presentation.

Remember:

- Do not write on this Instruction Card.

- Look at the teacher when you do the presentation.

The following questions may help you:

- Who will you invite?

- What will you buy for the party?

- What presents do you want?

- What will you eat?

- What games will you play?

- How will you make your home look special?

chicken wings

fries

birthday cake

balloons

food

things to buy

Birthday Party

games

people

computer games

puzzles

cousins

friends

Notes for Oral Examiners

B.   Before the oral assessment (3 minutes)
    1.   Teacher explains the task to the student by saying:
        • *"You will have three minutes to prepare for the oral assessment. At the end, you will have to give a short presentation of about two minutes. You may take notes on the piece of paper during preparation. Do not write on the Instruction Card. You may begin now."*
    2.   Allow three minutes for preparation.

C.   During the oral assessment (2 minutes)
    1.   Ask the student to give a short presentation:
        • *"You are going to have your birthday party at home next Saturday. Tell the teacher how you will prepare for your birthday party. The picture on the right may help you. You will have two minutes to do the presentation. You may start now."*
    2.   If the student has difficulty giving his/her presentation, the Oral Examiner may give him/her only **two** of the following prompts:

• *Who will you invite?*	• *What will you eat?*
• *What will you buy for the party?*	• *What games will you play?*
• *What presents do you want?*	• *How will you make your home look special?*

Marking Scheme

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

BC Descriptor	Score Level	Descriptor	Remarks
• 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	• Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes	
	1	• Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes	
	0	• Practically makes no attempt at all	
• Pronouncing simple and 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	