

Education Bureau
Territory-wide System Assessment 2024 ♦
Primary 6 English Language
Speaking
Marking Scheme

Reading Aloud

BC Descriptor	Score Level	Descriptor
Reading Aloud <ul style="list-style-type: none"> • Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES) 	4	<ul style="list-style-type: none"> • Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	<ul style="list-style-type: none"> • Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	<ul style="list-style-type: none"> • Reads quite clearly • Makes some mistakes in pronunciation
	1	<ul style="list-style-type: none"> • Reads hesitantly with many mistakes in pronunciation • Skips words occasionally
	0	<ul style="list-style-type: none"> • Reads only a few words • Skips some words or phrases

♦ The 2024 P6 TSA has been suspended. Participation in the 2024 P6 TSA was on a voluntary basis and not all P6 students participated.

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Teacher-Student Interaction

BC Descriptor	Score Level	Descriptor	Remark
Content <ul style="list-style-type: none"> Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES) 	4	<ul style="list-style-type: none"> Provides relevant answers to most of the questions* and gives elaboration to some of the questions* 	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> Provides relevant answers to most of the questions* 	
	2	<ul style="list-style-type: none"> Provides relevant answers to some of the questions* 	
	1	<ul style="list-style-type: none"> Provides relevant answers to some of the questions* with prompting 	
	0	<ul style="list-style-type: none"> Gives one or no comprehensible responses to the questions* OR <ul style="list-style-type: none"> Gives irrelevant answers to most of the questions* OR <ul style="list-style-type: none"> Practically makes no attempt at all 	
Language <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes 	<ul style="list-style-type: none"> No score level will be awarded if the information or ideas provided are irrelevant to the topic.
	2	<ul style="list-style-type: none"> Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes 	
	1	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes 	
	0	<ul style="list-style-type: none"> Practically makes no attempt at all 	

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Presentation

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

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Presentation

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