

2025 年全港性系統評估 (小學) 便覽

**Territory-wide System Assessment 2025
(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 *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* (see Appendix), the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004), and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017)
- 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 Assessments)

| Skill | 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 | <ul style="list-style-type: none"> MC questions | Reading <ul style="list-style-type: none"> MC questions Writing <ul style="list-style-type: none"> Extended writing |
| Remarks | <ul style="list-style-type: none"> Each student will attempt one of the sub-papers only. Each sub-paper consists of three listening tasks. The conversation or the story will be played two times. | <ul style="list-style-type: none"> 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)

| Component | Spontaneous Language Use*, Reading Aloud & Expression of Personal Experiences | Spontaneous Language Use* & Picture Description |
|--------------------------|--|---|
| 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 | <ul style="list-style-type: none"> 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 Primary 3 Territory-wide System Assessment of English Language. The sample items are not prescriptive or exhaustive and are for teachers' reference only.

A. Sample Items on Listening

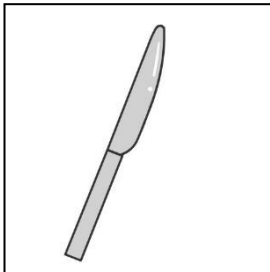
Sample 1

Miss Wong is playing a game with some children.

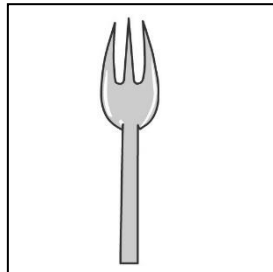
Listen to what they say.

Choose the best answer by blackening the circle.

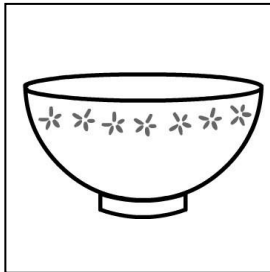
1. What is it?



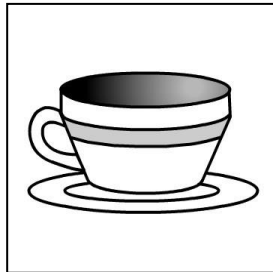
A.



B.

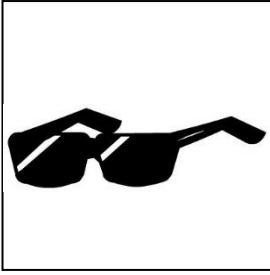


C.

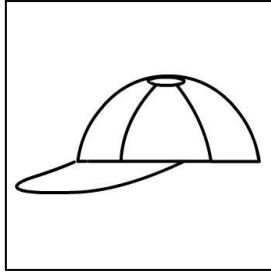


D.

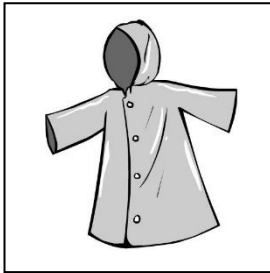
2. What is it?



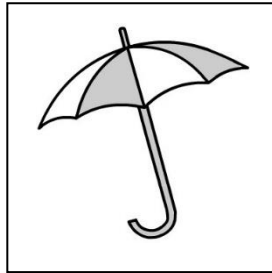
A.



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.

Sample 2

Ann's mum is telling Ann a story.

Listen to the story.

Choose the best answer by blackening the circle.

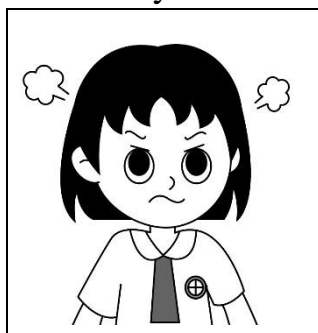
1. How old is Tom?
 - A. 6 years old
 - B. 7 years old
 - C. 8 years old
 - D. 9 years old

2. Tom goes to _____ Primary School.
 - A. Fan Wa
 - B. Fin Wa
 - C. Fon Wa
 - D. Fun Wa

3. Tom does not want to go to school because _____.
 - A. he is sick
 - B. he does not have breakfast
 - C. he thinks he looks funny
 - D. he gets up at 6 o'clock

4. When Tom gets to school, _____.
 - A. Mary is crying
 - B. Mary is having breakfast
 - C. one of his teeth falls out
 - D. he does not talk to his classmates

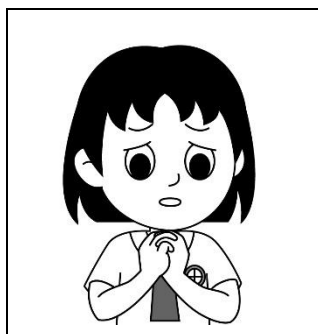
5. How does Mary feel when she sees Tom?



A.



B.



C.



D.

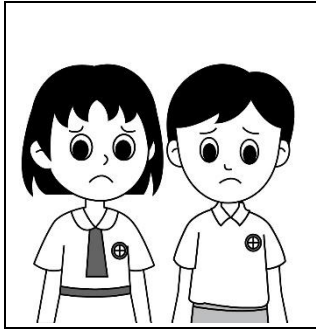
6. Why is Tom unhappy?

- A. He thinks he is ugly.
- B. His classmates do not play with him.
- C. Mary does not talk to him.
- D. Mary's teeth fall out.

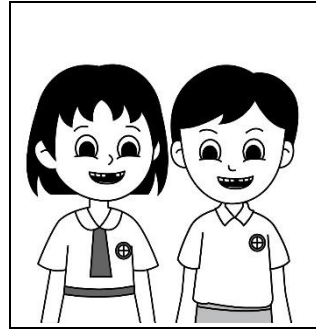
7. When did Mary's teeth fall out?

- A. in the morning
- B. in the afternoon
- C. in the evening
- D. at night

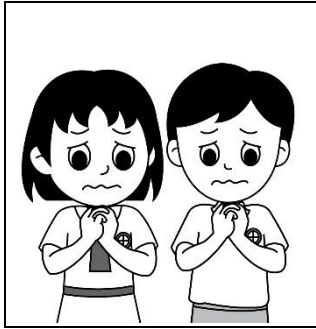
8. When Tom and Mary look at their teeth, they _____.



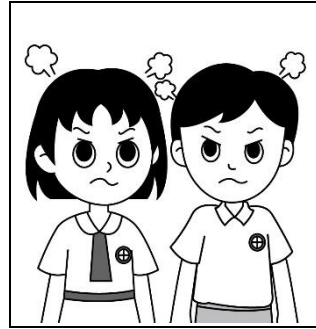
A.



B.



C.



D.

9. What is the name of Tom and Mary's teacher?

- A. Miss Fong
- B. Miss Hong
- C. Miss Tong
- D. Miss Wong

Please go to the following website to listen to the story:

<https://www.bca.hkeaa.edu.hk/web/ref/p3e/P3-L-Sample2.mp3>

Sample 2

Tapescript

- Narrator: Ann's mum is telling Ann a story.
Listen to the story. The story will be played two times. When you hear a beep (*beep*), answer the question. You now have 15 seconds to read Questions 1 to 3. (*15-second music*) Listen to the first part of the story.
- Mum: 【Tom is 7 years old. He goes to Fan Wa Primary School. When he gets up at 6 o'clock, he brushes his teeth. One of his teeth falls out. He does not want to go to school because he thinks he looks funny. But after breakfast, Mum takes Tom to school.
- Narrator: Question 1. How old is Tom? // (*beep*) (*8-second pause*)
Question 2. Tom goes to _____ Primary School. // (*beep*) (*8-second pause*)
Question 3. Tom does not want to go to school because _____. // (*beep*) (*8-second pause*)
- You now have 10 seconds to read Questions 4 and 5. (*10-second music*) Listen to the second part of the story.
- Mum: When Tom gets to school, he does not talk to his classmates or play with them. He is sad. His best friend, Mary, sees him in the classroom and says, "Are you okay?" (*worried tone*)
- Narrator: Question 4. When Tom gets to school, _____. // (*beep*) (*8-second pause*)
Question 5. How does Mary feel when she sees Tom? // (*beep*) (*8-second pause*)
- You now have 10 seconds to read Questions 6 and 7. (*10-second music*) Listen to the third part of the story.
- Mum: Tom says, "Look! I lost one of my teeth. I'm unhappy because I look ugly." Mary opens her mouth and says, "Two of my teeth fell out yesterday afternoon too."
- Narrator: Question 6. Why is Tom unhappy? // (*beep*) (*8-second pause*)
Question 7. When did Mary's teeth fall out? // (*beep*) (*8-second pause*)
- You now have 10 seconds to read Questions 8 and 9. (*10-second music*) Listen to the last part of the story.
- Mum: Tom and Mary look at each other's teeth. They both look funny and they laugh. Their teacher, Miss Wong, looks at them and says, "Your new teeth will come out quickly."
- Narrator: Question 8. When Tom and Mary look at their teeth, they _____. // (*beep*) (*8-second pause*)
Question 9. What is the name of Tom and Mary's teacher? // (*beep*) (*8-second pause*) 】
- Narrator: Listen to the story again and check your answers. The story will begin now. **Repeat 【 】**
This is the end of the listening task.

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?

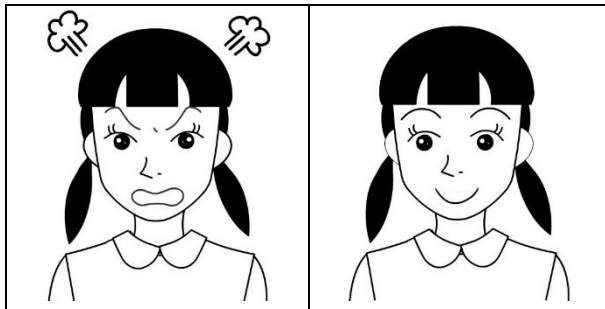
- A. one hour B. two hours
 C. three hours D. four hours

3. How does Susan feel?



A.

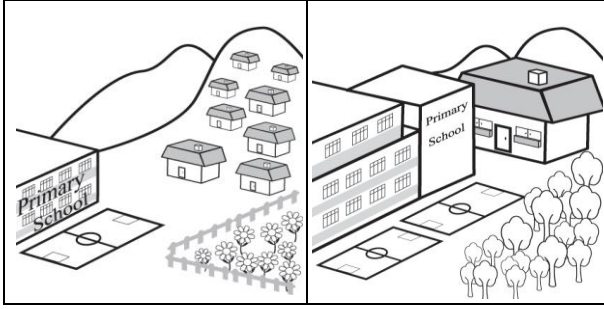
B.



C.

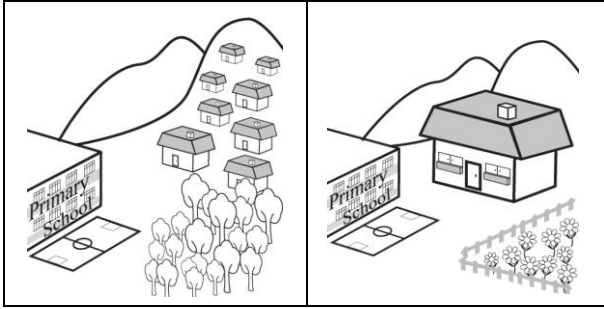
D.

4. What is the village like?



A.

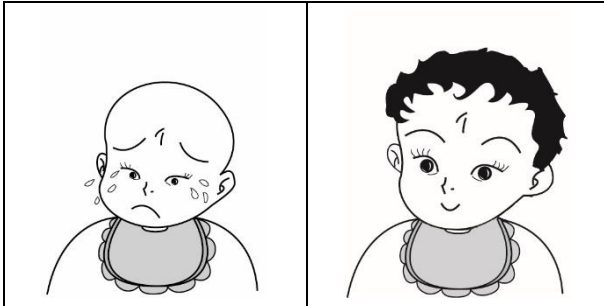
B.



C.

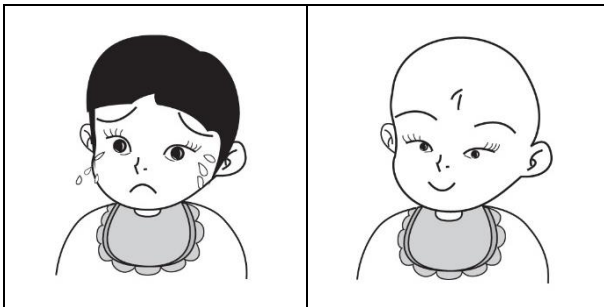
D.

5. What does Peter's cousin look like?



A.

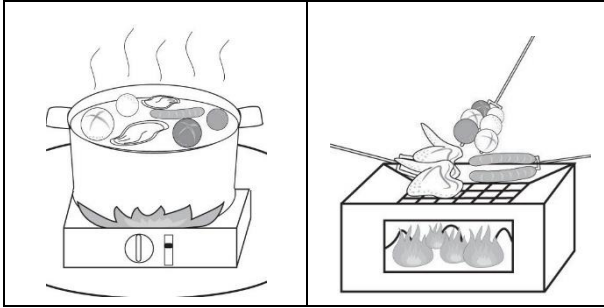
B.



C.

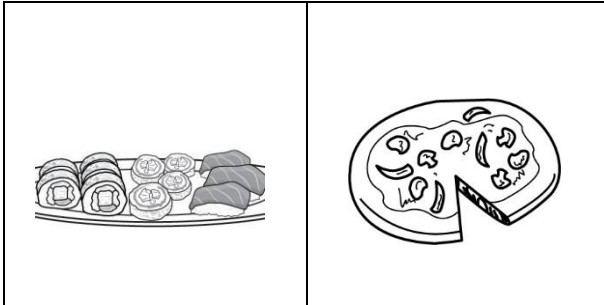
D.

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



A.

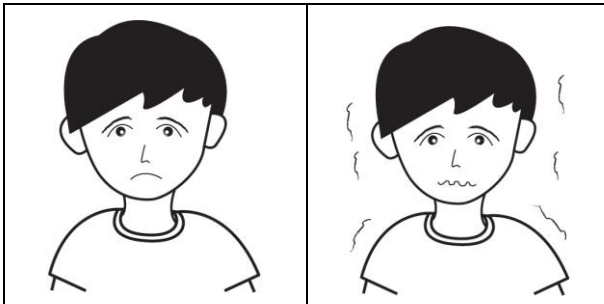
B.



C.

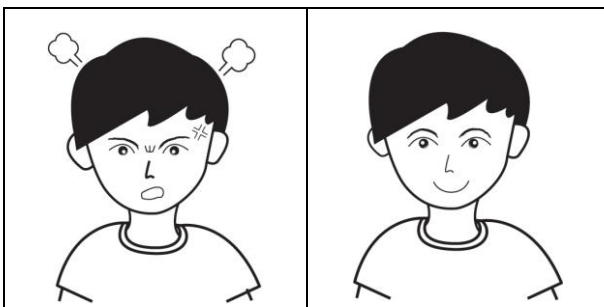
D.

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.

B. Sample Items on Reading and Writing

Sample 1

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

Read the letter.

| |
|--|
| <p>1 October XXXX</p> |
| <p>Dear David,</p> |
| <p>How are you?</p> |
| <p>My family is going to Happy Zoo next week on Saturday or Sunday. Can you join us? On which day can you come?</p> |
| <p>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.</p> |
| <p>Let's meet at the entrance of the zoo at 12:55 pm.</p> |
| <p>Please give me your reply soon.</p> |
| <p>Your friend, Mary</p> |

Choose the best answer by blackening the circle.

1. When did Mary write the letter?

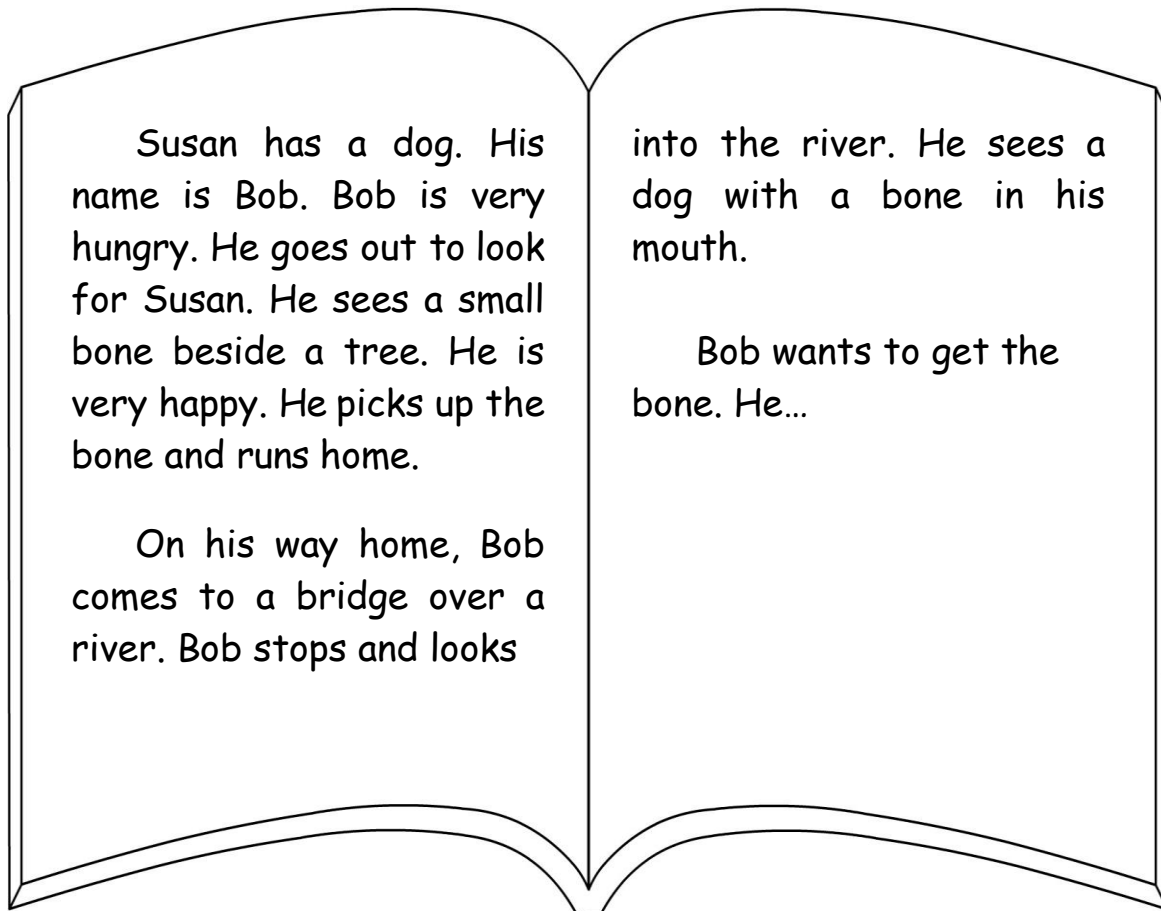
- A. 1 October XXXX B. 9 October XXXX
 C. 10 October XXXX D. 11 October XXXX

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.

Sample 2

Mary reads a story about a dog.

Read the story.



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

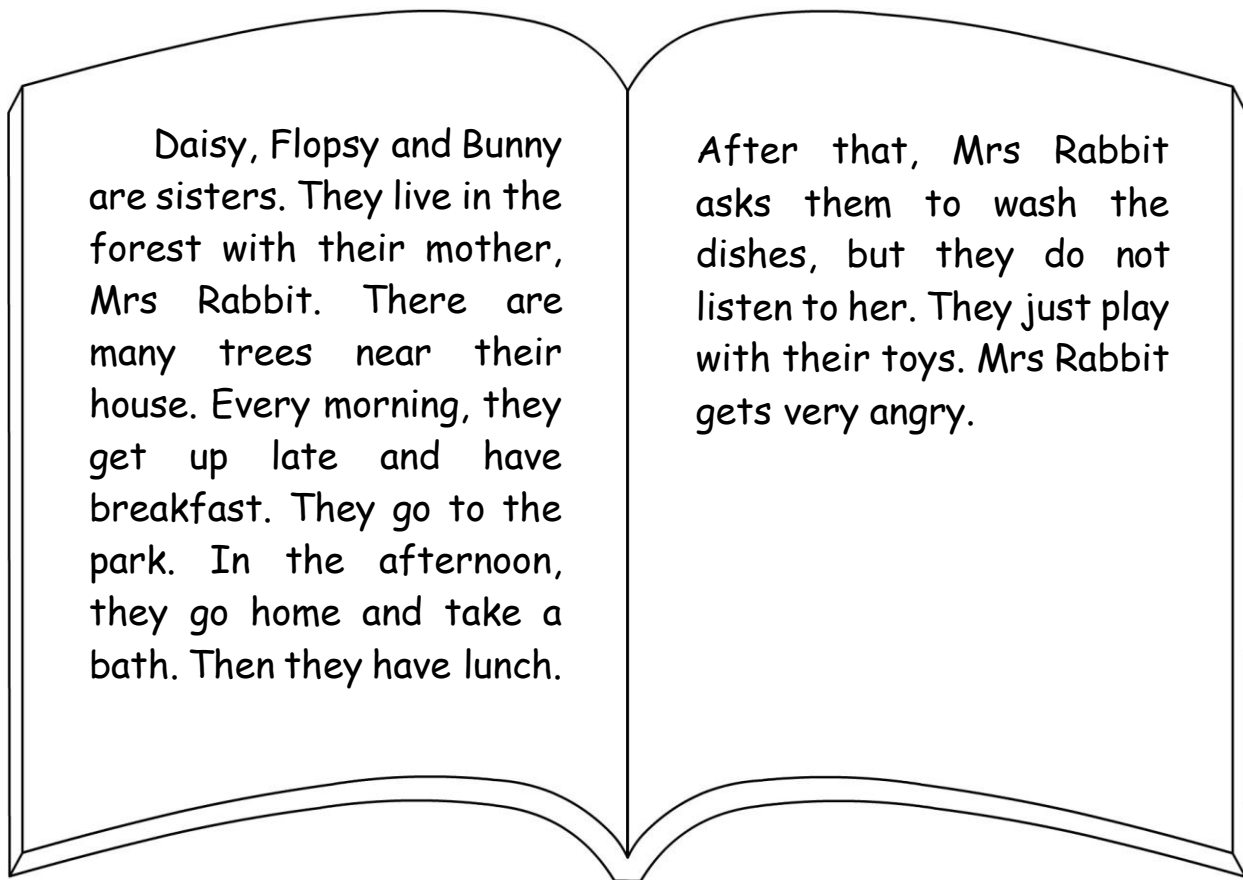
4. Bob is very happy because_____.

- A. he has a dog B. he is hungry
 C. he sees Susan D. he sees a small bone

Sample 3

Mrs Chan is reading “The Three Rabbits” to the children.

Read the first part of the story.

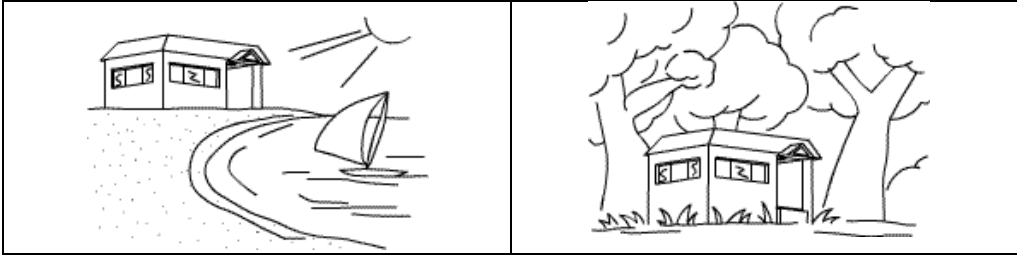


Choose the best answer by blackening the circle.

1. What are Daisy, Flopsy and Bunny?

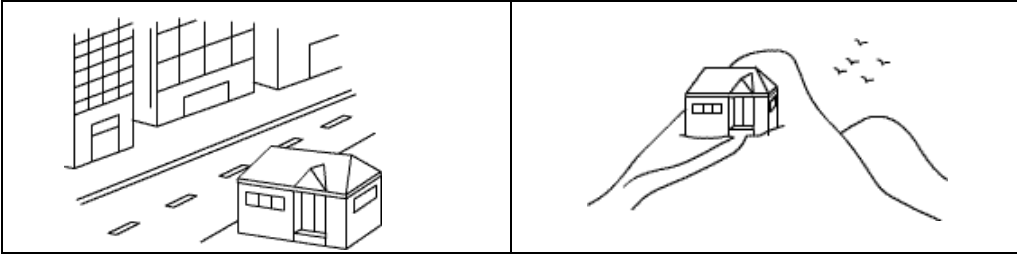
- | | |
|---|--------------------------------|
| <input checked="" type="radio"/> A. rabbits | <input type="radio"/> B. bears |
| <input type="radio"/> C. dishes | <input type="radio"/> D. toys |

2. Where do Daisy, Flopsy and Bunny live?



A.

B.

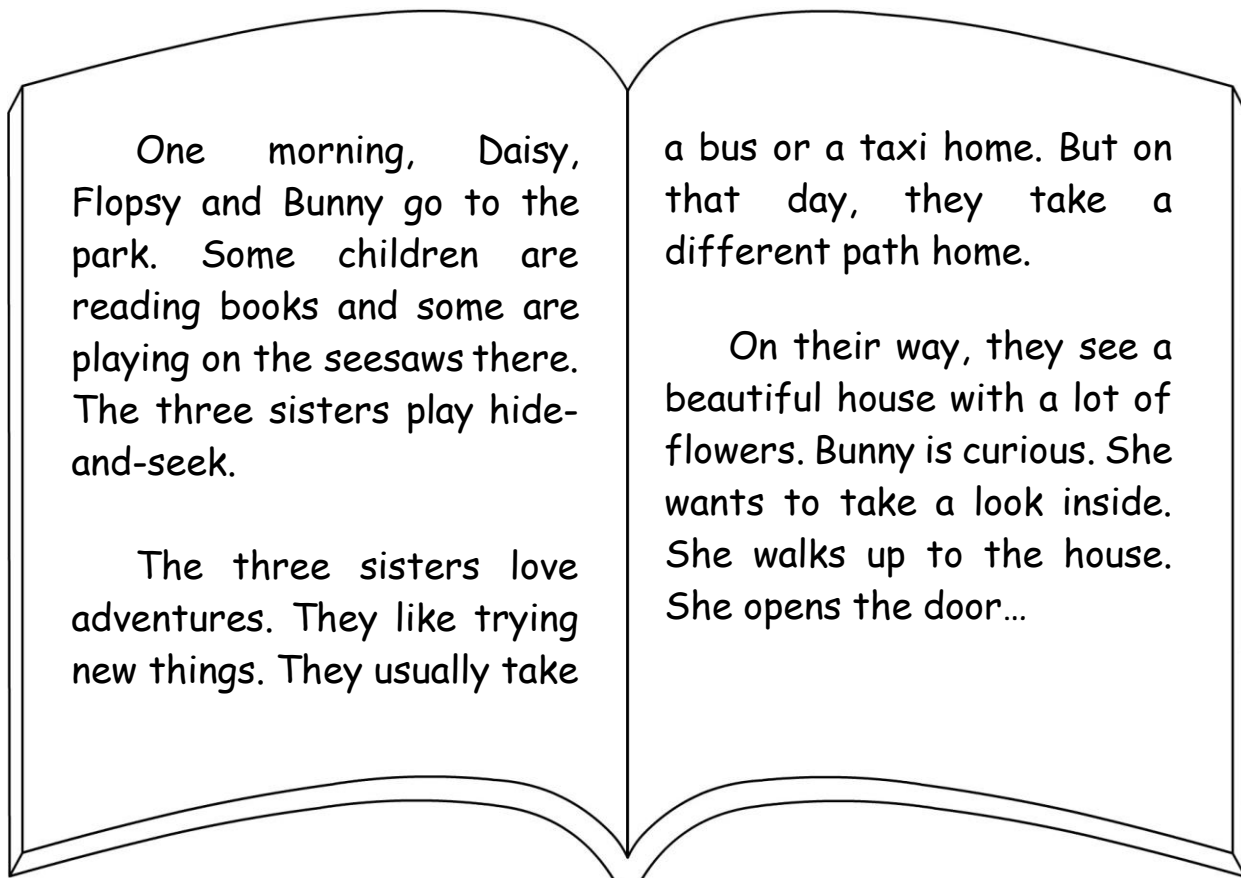


C.

D.

Sample 4

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?

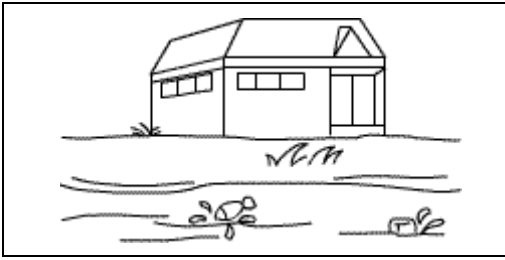
- A. They read books.
- B. They see a beautiful house.
- C. They play hide-and-seek.
- D. They play on the seesaws.

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

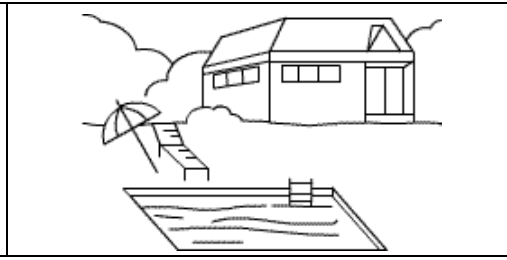
They_____.

- A. take a new path home
- B. try new things
- C. take a bus
- D. take a taxi

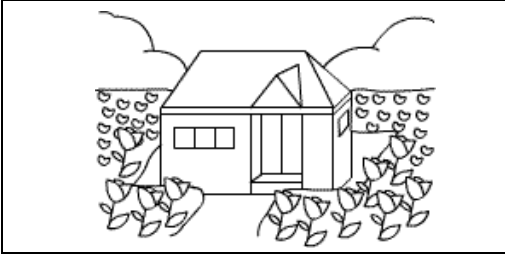
3. Which beautiful house do the three sisters see?



A.



B.



C.



D.

Sample 5

You are writing a story about David and his dog.

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

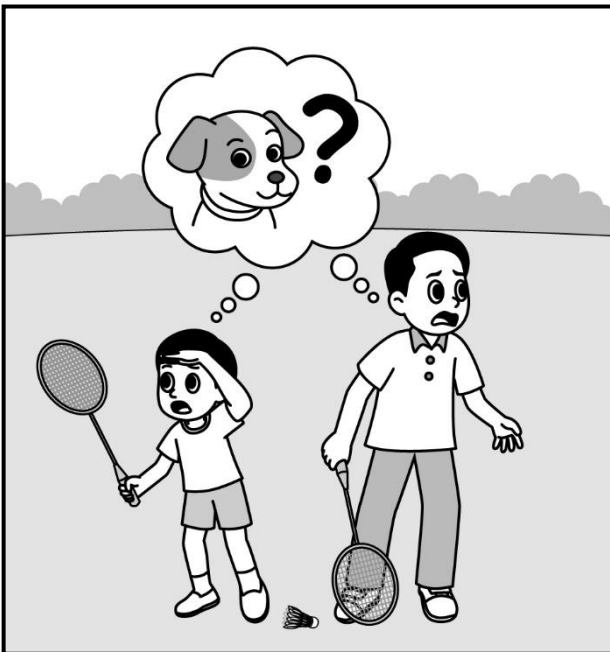
- ◆ You may use the words in the boxes to help you.
- ◆ What happens in the end? Finish the story.



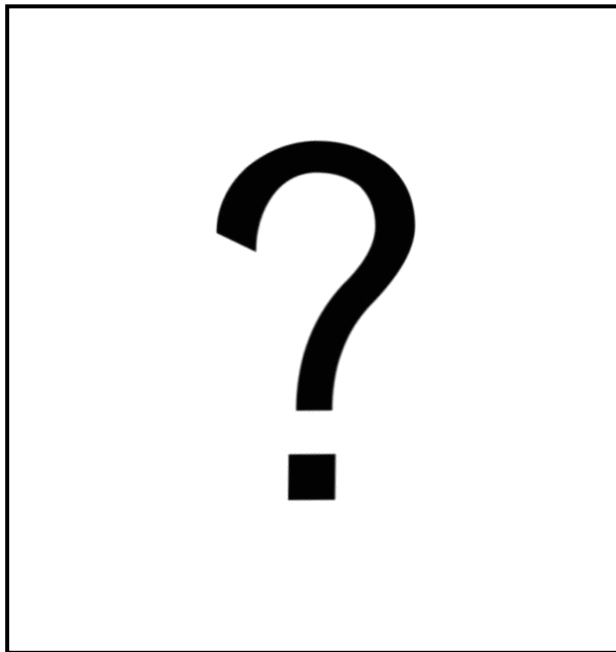
play



badminton / throw / run



cannot see / find



Blank lined area for writing or drawing.

Marking Scheme for Sample 5

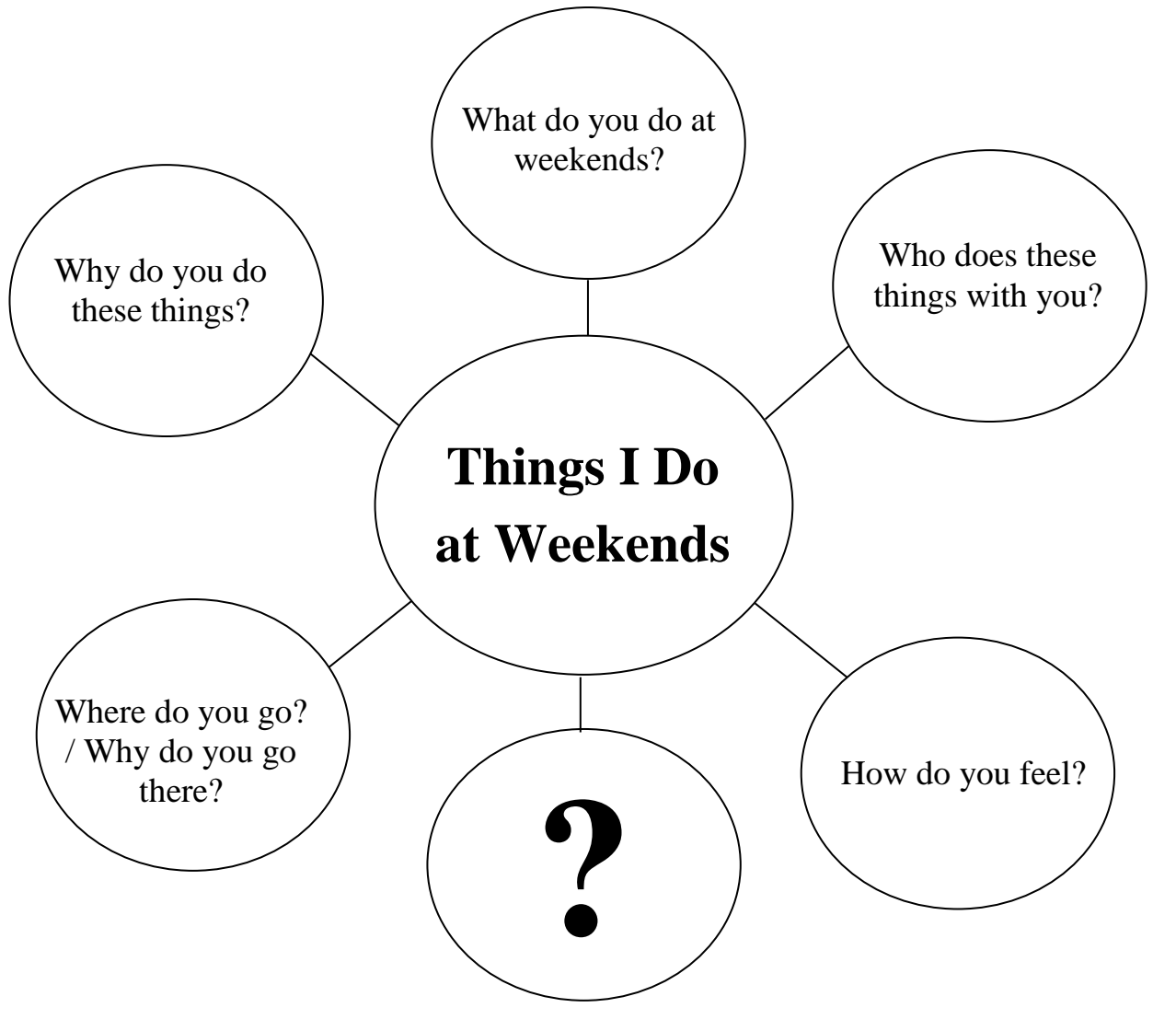
| Score Level | Content | Language |
|-------------|---|---|
| 3 | <ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with some supporting details The description is clear and coherent. Provides an ending to the story | <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes <p><i>* errors that do not affect comprehension</i></p> |
| 2 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes <p><i>* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</i></p> |
| 1 | <ul style="list-style-type: none"> The ideas used to write the story are very limited. <p>OR</p> <ul style="list-style-type: none"> The story is unclear or disconnected, which may confuse the reader. <p>OR</p> <ul style="list-style-type: none"> The story might have some irrelevant ideas. | <ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes |
| 0 | <ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p>OR</p> <ul style="list-style-type: none"> The ideas are just a repetition of the prompts. | <ul style="list-style-type: none"> The language is incomprehensible. |
| U | <ul style="list-style-type: none"> No attempt is made (blank script) | <ul style="list-style-type: none"> No attempt is made (blank script) |

Sample 6

You are writing about things that you do at weekends.

Write about 30 words.

You may use the following questions to help you. You may also use your own ideas.



Sample 7

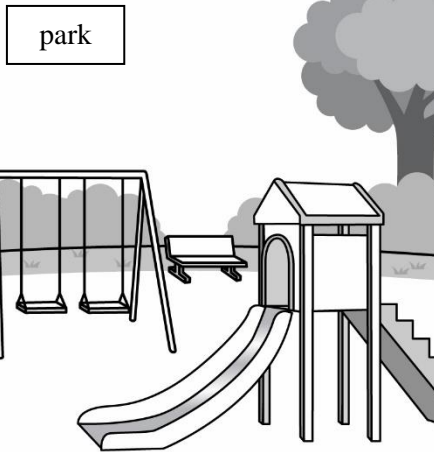
David is writing a letter to his friend Paul about ONE place he likes to go to.

You are David. Write the letter in about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

- ◆ Where do you like to go?
- ◆ Who goes there with you?
- ◆ What do you see there?
- ◆ What do you do there?
- ◆ How do you feel when you are there? Why?

e.g.



park

e.g.



Shopping Centre

Marking Scheme for Samples 6 and 7

| Score Level | Content | Language |
|-------------|---|---|
| 3 | <ul style="list-style-type: none"> The ideas/responses to the questions are relevant, some supporting details are given. The ideas are clear and coherent. | <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes <p><i>*errors that do not affect comprehension</i></p> |
| 2 | <ul style="list-style-type: none"> The ideas/responses to the questions are brief* and relevant to the questions. The ideas are quite clear. <p>* almost no supporting details</p> | <ul style="list-style-type: none"> Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes <p>OR</p> <ul style="list-style-type: none"> Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes <p><i>* responds to the questions with basic and appropriate vocabulary and sentence patterns</i></p> |
| 1 | <ul style="list-style-type: none"> The ideas/responses to the questions are very limited. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses are unclear or disconnected, which may confuse the reader. <p>OR</p> <ul style="list-style-type: none"> Some ideas/responses to the questions are irrelevant. | <ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes |
| 0 | <ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p>OR</p> <ul style="list-style-type: none"> The ideas/responses to the questions are just a repetition of the questions/prompts. | <ul style="list-style-type: none"> The language is incomprehensible. |
| U | <ul style="list-style-type: none"> No attempt is made (blank script) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none">• How are you? | <ul style="list-style-type: none">• I'm fine, thanks. |

(i) 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 | <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 or phrases occasionally |
| | 0 | <ul style="list-style-type: none">• Reads only a few words |

(ii) 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.

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 | <ul style="list-style-type: none"> • 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 | <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* with no or little prompting • Responds to most of the questions* naturally | |
| | 2 | <ul style="list-style-type: none"> • Provides brief answers to some of the questions* with some prompting • Responds to some of the questions hesitantly | |
| | 1 | <ul style="list-style-type: none"> • Provides brief answers to at least two questions* but with difficulty • Responds to most of the questions hesitantly | |
| | 0 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none">• How are you? | <ul style="list-style-type: none">• I'm fine, thanks. |

(i) 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 | <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 or phrases occasionally |
| | 0 | <ul style="list-style-type: none">• Reads only a few words |

(ii) 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?

Remarks:

Questions will be modified according to the context.

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 | <ul style="list-style-type: none">• 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 | <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* with no or little prompting• Responds to most of the questions* naturally | |
| | 2 | <ul style="list-style-type: none">• Provides brief answers to some of the questions* with some prompting• Responds to some of the questions hesitantly | |
| | 1 | <ul style="list-style-type: none">• Provides brief answers to at least two questions* but with difficulty• Responds to most of the questions hesitantly | |
| | 0 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• How are you? | <ul style="list-style-type: none">• I'm fine, thanks. |

(i) Picture Description

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

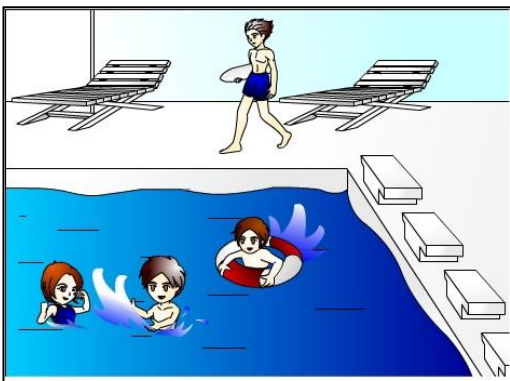
Picture 1



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 | <ul style="list-style-type: none"> 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 | <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* with no or little prompting Responds to most of the questions* naturally | |
| | 2 | <ul style="list-style-type: none"> Provides brief answers to some of the questions* with some prompting Responds to some of the questions hesitantly | |
| | 1 | <ul style="list-style-type: none"> Provides brief answers to at least two questions* but with difficulty Responds to most of the questions hesitantly | |
| | 0 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Speaks clearly and readily with very few mistakes in pronunciation | |
| | 1 | <ul style="list-style-type: none"> Speaks quite clearly despite a few mistakes in pronunciation | |
| | 0 | <ul style="list-style-type: none"> Speaks unclearly with many mistakes in pronunciation | |

Sample 4

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 | <ul style="list-style-type: none">• How are you? | <ul style="list-style-type: none">• I'm fine, thanks. |

(i) **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 | <ul style="list-style-type: none"> 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 | <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* with no or little prompting Responds to most of the questions* naturally | |
| | 2 | <ul style="list-style-type: none"> Provides brief answers to some of the questions* with some prompting Responds to some of the questions hesitantly | |
| | 1 | <ul style="list-style-type: none"> Provides brief answers to at least two questions* but with difficulty Responds to most of the questions hesitantly | |
| | 0 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Speaks clearly and readily with very few mistakes in pronunciation | |
| | 1 | <ul style="list-style-type: none"> Speaks quite clearly despite a few mistakes in pronunciation | |
| | 0 | <ul style="list-style-type: none"> Speaks unclearly with many mistakes in pronunciation | |

II. Primary Six

1. Scope of the Assessment

- Based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)* (see Appendix), the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004), and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017)
- 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 Assessments)

| Skill | Listening | Reading and Writing |
|-------------------------|--|---|
| Paper Code [◆] | 6EL1 / 6EL2 / 6EL3 | 6ERW1 / 6ERW2 / 6ERW3 |
| Duration | about 30 minutes | 50 minutes |
| Question Type | <ul style="list-style-type: none">• MC questions• Short answers | Reading <ul style="list-style-type: none">• MC questions Writing <ul style="list-style-type: none">• Extended writing |
| Remarks | <ul style="list-style-type: none">• Each student will attempt one of the sub-papers only.• Each sub-paper consists of three to four listening tasks.• Most listening scripts will be played once or twice. | <ul style="list-style-type: none">• 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. |

- [◆] During even-numbered years, the P.6 Territory-wide System Assessment is suspended and participation is on a voluntary basis. As a result, not all P.6 students will participate in the assessment. There are only two Listening sub-papers (6EL1 and 6EL2) and two Reading and Writing sub-papers (6ERW1 and 6ERW2).

B. Speaking (Oral Assessment)

| Component | 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 |
| Remarks | <ul style="list-style-type: none">• 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. | |

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 not prescriptive or exhaustive and are for teachers' reference only.

A. Sample Items on Listening

Sample 1

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.

| | | |
|--------------------------------------|---|---------------|
| Healthy Sports Club | | Photo Here |
| Membership Application Form | | |
| Name: (1) _____ | Sex: <input type="checkbox"/> M <input checked="" type="checkbox"/> F | |
| Age: (2) _____ | | |
| Address: | Flat: (3) _____ | |
| | Floor: (4) _____ | |
| | Building: (5) _____ | |
| | District: (6) _____ | |
| School: (7) _____ | | |
| Class: (8) Primary _____ | | |
| Membership Fee: (9) \$ _____ | | |
| Payment Day: (10) _____ / _____ | | |
| | (Day) (Month) | |
| Parent's/Guardian's Name: (11) _____ | | |

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 : 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

| 1. Karen Lu 2. 11 3. C 4. 28 th // 28 5. Sunshine Building 6. Mong Kok // Mongkok 7. Happy Time Primary School 8. 5 9. 60 10. 12/7 // 12/07 11. Mary Chan | Remarks • Award a score of 1 for each correct answer. • Award a score of 0 for an incorrect / illegible answer or unattempted question. • // indicates (an) alternative answer(s) • Do not penalize students for spelling mistakes that do not interfere with the communication of ideas. • Do not penalize students for wrong use of capitalization or punctuation. |
|--|--|
| | |

Sample 2

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-Sample2.mp3>

Sample 2

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.

Teacher: ①[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.

Sample 3

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-Sample3.mp3>

Sample 3

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.

Sample 4

Jack's teacher, Miss Chan, is reading a poem to her class.

Listen to the poem.

Choose the best answer by blackening the circle.

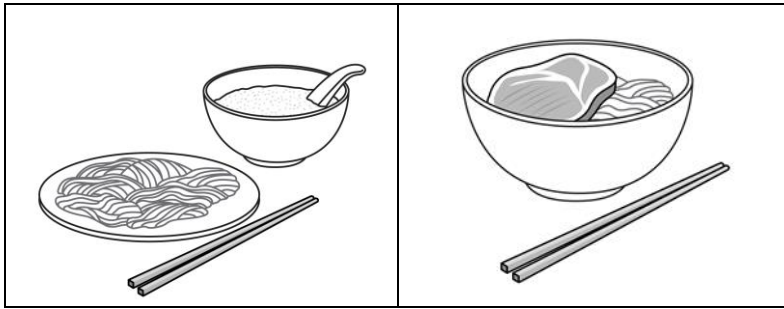
1. 'He walks like a tortoise' means Grandpa _____.
 A. does not like walking
 B. walks very slowly
 C. likes tortoises
 D. has a pet

2. You will hear four words. Which word rhymes with 'feed'?
 A. B.
 C. D.

3. Grandpa gets up early because he wants to _____.
 A. go to the park
 B. eat breakfast
 C. feed tortoises
 D. clean his glasses

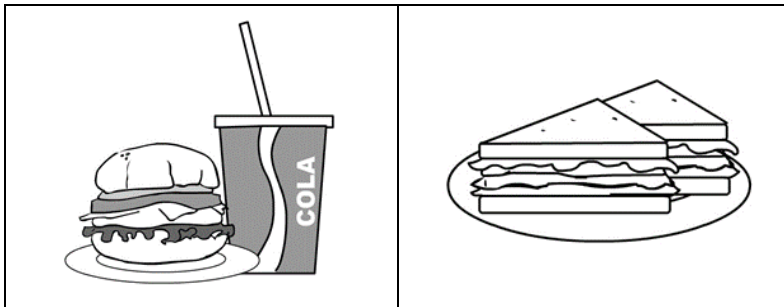
4. In the morning, Grandpa _____.
 A. draws pictures of trees
 B. feeds birds
 C. reads books
 D. sells newspapers

5. What does the writer eat at the fast food shop?



A.

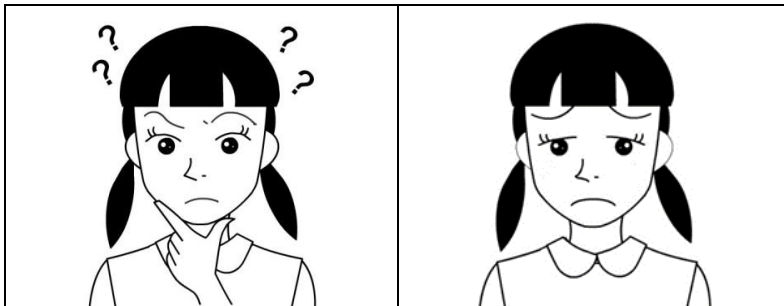
B.



C.

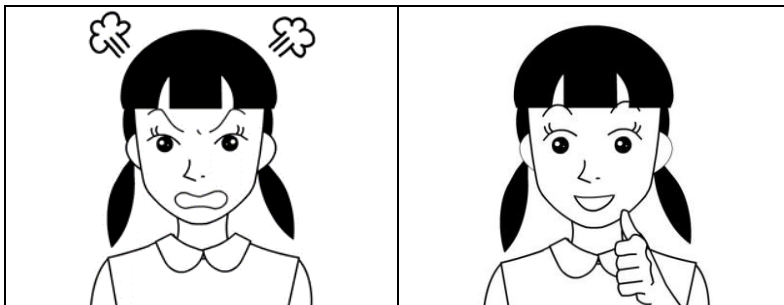
D.

6. How does the writer feel when her grandpa says this?



A.

B.



C.

D.

Please go to the following website to listen to the poem:

<https://www.bca.hkeaa.edu.hk/web/TSA/ref/p6e/P6-L-Sample4.mp3>

Sample 4

Tapescript

Narrator: Jack's teacher, Miss Chan, is reading a poem to her class.
Now, listen to the poem. The poem will be played three times. When you hear a beep (*beep*), answer the question. The poem will begin now.

Miss Chan:

① [**Grandpa**] ①

① [On his head just short white hair,
A pair of thick glasses he has to wear.
He walks like a tortoise, but he can go far.
Who is this old man? My grandpa!] ①

② [He gets up very early and is never late,
Because he must be at the park at eight.
The birds in the trees he likes to feed.
Then he opens the newspaper to read.] ②

③ [Every Sunday we go to a fast food shop.
He has congee and I have noodles with a pork chop.
He says, // "Order anything. Never mind the price!" //
Thank you, Grandpa, for being so nice.] ③

Narrator: Now, study Question 1. (*5-second music*)
Listen to stanza 1 and answer Question 1.

Repeat ① [] ①

Question 1. 'He walks like a tortoise' means Grandpa _____. (*beep*)
(*8-second pause*)

Now, study Questions 2 to 4. (*15-second music*)
Listen to stanza 2 and answer Questions 2 to 4.

Repeat ② [] ②

Question 2. You will hear four words. Which word rhymes with 'feed'?
A. late B. nice C. shop D. read (*beep*) (*8-second pause*)

Question 3. Grandpa gets up early because he wants to _____. (*beep*)
(*8-second pause*)

Question 4. In the morning, Grandpa _____. (*beep*) (*8-second pause*)

Now, study Questions 5 and 6. (*10-second music*)
Listen to stanza 3 and answer Questions 5 and 6.

Repeat ③ [] ③

Question 5. What does the writer eat at the fast food shop? (*beep*) (8-second pause)

Listen to what Grandpa says and answer Question 6.

Repeat // //

Question 6. How does the writer feel when her grandpa says this? (*beep*) (8-second pause)

Listen to the poem one more time and check your answers. The poem will begin now.

Repeat ① [] ③

This is the end of the listening task.

B. Sample Items on Reading and Writing

Sample 1

Here is a story about Mr Chan and some farmers.

Read the story carefully.

| | |
|--|---|
| <p>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.</p> <p>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.</p> | <p>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.</p> <p>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." ...</p> |
|--|---|

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.

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.

| | |
|---|---|
| <p style="text-align: center;">Great Sports Club All are welcome!</p> <p>Fee: \$300 / month (For members) \$20 / visit (For guests)</p> <p>Programmes: Table tennis Swimming Bowling Basketball</p> <p style="text-align: center;">Open from Tuesday to Sunday 8:00 a.m. - 9:00 p.m.</p> <p style="text-align: center;">Enjoy lunch in our Chinese restaurant next door!</p> | <p style="text-align: center;">Fun Time Sports Club</p> <p>Age: 15-50</p> <p>Fee: \$80 per month (For members) \$5 per visit (For guests)</p> <p>Programmes: Table tennis Tai Chi Football Swimming</p> <p style="text-align: center;">Open daily 8:00 a.m. - 7:00 p.m. Free drinks provided</p> |
| <p style="text-align: center;">Fit Sports Club All are welcome!</p> <p>Fee: \$360 per year (For members) \$10 per visit (For guests)</p> <p>Programmes: Judo Swimming Badminton</p> <p style="text-align: center;">We are open from 9:00 a.m. to 9:00 p.m. daily — except Thursdays.</p> <p style="text-align: center;">Water fountains for your use</p> | <p style="text-align: center;">Healthy Sports Club</p> <p>Age: Children under 12</p> <p>Fee: \$180 (3 months) (For members) Guests free</p> <p>Programmes: Swimming Badminton Table tennis</p> <p style="text-align: center;">Opening hours: 7:00 a.m. - 5:00 p.m. Monday to Saturday</p> <p style="text-align: center;">Indoor swimming pool and vegetarian snack bar available</p> |

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

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.

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

Sample 4

Jason is reading a play in the library.

Read the **first part** of the play. Answer Questions 1 – 5.

Characters

Gigi: Primary 6 student

Mum: Gigi's mother

Mr Wong: Gigi's teacher

| | | |
|----------|---|----|
| | <i>[Gigi is playing on her smartphone at her desk. Mum comes into the room.]</i> | 1 |
| Mum: | Gigi, stop playing on your smartphone! You have a test tomorrow. | |
| Gigi: | Mum, let me play some more. | |
| Mum: | Which test is it tomorrow? Chinese or Maths? | 5 |
| Gigi: | English. I have to spell animal names. | |
| Mum: | Let's practise. Spell 'crocodile'. <i>[silence]</i> | |
| | 'Eagle'? <i>[silence]</i> | |
| | 'Sheep'? | |
| Gigi: | S-L-E-E-P. | 10 |
| Mum: | Oh no, you'll fail! | |
| Gigi: | Okay, leave me alone. Let me study quietly. | |
| | <i>[Mum leaves the room. Gigi plays on her smartphone again. Then she falls asleep.]</i> | |
| | <i>[The room turns blue. Mr Wong comes in.]</i> | 15 |
| Mr Wong: | Good morning, class. | |
| Gigi: | Good morning, Mr Wong. | |
| Mr Wong: | The test starts now. Here's the question paper. There are some animal pictures on the left. Write their names in the spaces on the right. | 20 |

Choose the best answer by blackening the circle.

1. At the beginning of the play, what is Gigi doing in her room?



A.

B.



C.

D.

2. Which test will Gigi have tomorrow?

A. Maths

B. English

C. Chinese

D. General Studies

3. Which word can Gigi spell?

A. crocodile

B. sheep

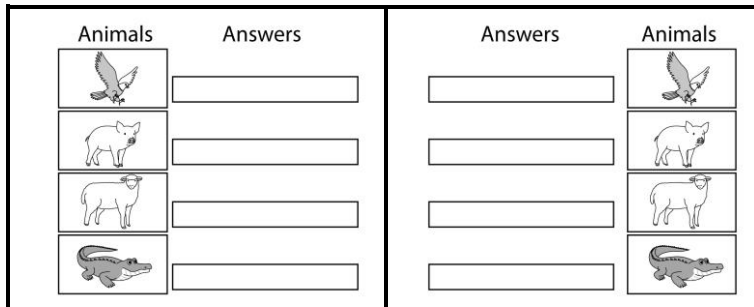
C. eagle

D. none of the above

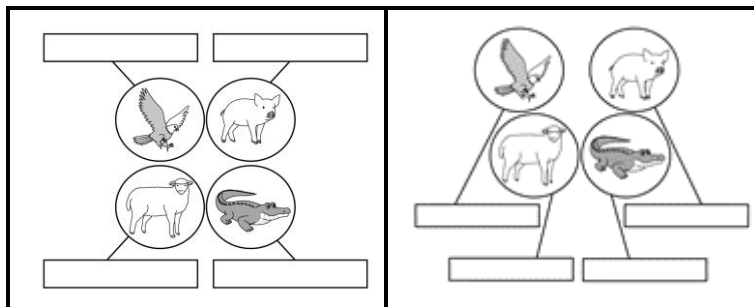
4. Read lines 1 – 14. It tells us that Gigi _____.

- A. loves animals
- B. works hard before tests
- C. is a lazy girl
- D. likes to study quietly

5. Which picture shows the question paper?



- A.
- B.



- C.
- D.

Read the **second part** of the play. Answer Questions 6 – 10.

| | |
|---|----|
| <i>[Gigi starts writing. After some time, she hands in her paper.]</i> | 1 |
| Mr Wong: What? You can only spell ‘pig’? I must punish you! | |
| Gigi: Don’t punish me and please don’t tell my mum! She’ll take my smartphone away! | |
| Mr Wong: I’ll make you feed the pigs and clean their cages! | 5 |
| Gigi: No, they’re dirty and smelly! | |
| <i>[Mr Wong and Gigi hear ‘snort’.]</i> | |
| Mr Wong: Ha ha! They’re hungry. Follow me! | |
| <i>[He runs out of the room.]</i> | |
| Gigi: No, Mr Wong, I’ll work hard! | 10 |
| <i>[The blue light disappears. Gigi wakes up. Mum comes in.]</i> | |
| Mum: What happened? | |
| Gigi: I had a bad dream. | |
| Mum: You were sleeping? It’s ten past nine already! | |
| Gigi: It’s okay. There’s still time to study. I promise I’ll pass the test, Mum. | 15 |
| Mum: Good girl! | |
| <i>[Mum leaves the room.]</i> | |

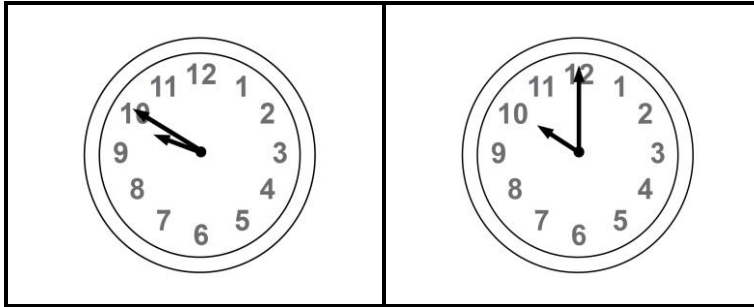
Choose the best answer by blackening the circle.

6. What will Mr Wong do to punish Gigi? He will _____.
- A. call her mum
 - B. tell her to clean the classroom
 - C. make her feed the pigs
 - D. take her smartphone away

7. In line 7, 'snort' is the sound made by _____.

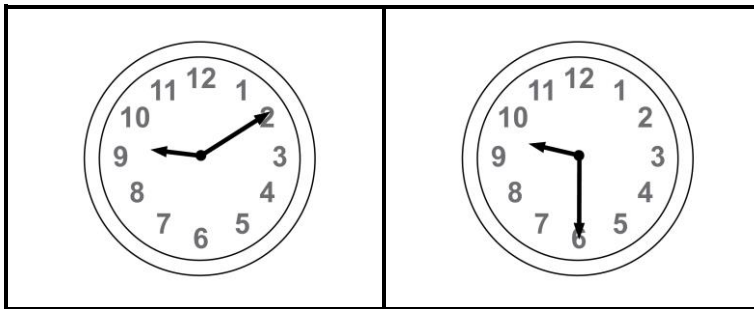
- A. crocodiles
- B. pigs
- C. Mr Wong
- D. Mum

8. What time does Gigi wake up from her dream?



A.

B.



C.

D.

9. What will Gigi do before she goes to sleep again? She will _____.

- A. play on her smartphone
- B. study hard
- C. chat with her mum
- D. go running

10. Gigi's dream is about _____.

- A. her test
- B. her favourite animal
- C. her smartphone
- D. her mum

Sample 5

Jason worked hard for the exam and he showed Dad his exam results.

Write a story about Jason.

Use the following pictures and ideas to write the story in about 80 words.



- In Picture 1, how did Jason behave in lessons?
- In Picture 2, how did Jason prepare for the exam at home?
- What did Dad say when Jason showed him his exam results?
- What did Jason want from Dad?
- Did Dad make Jason's wish come true? Why / Why not?
- What happened in the end?

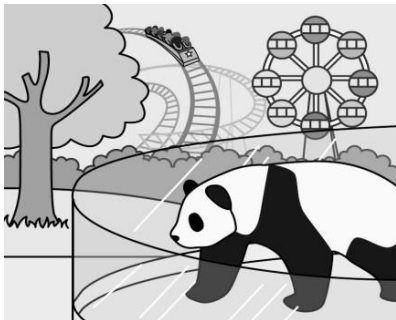
Marking Scheme

| Score Level | Content | Language |
|--------------------|---|--|
| 4 | <ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs | |
| 3 | <ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently | <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes |
| 2 | <ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly | <ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes |
| 1 | <ul style="list-style-type: none"> Attempts to write the event by giving very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning | <ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning |
| 0 | <ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped | <ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning |
| Answers < 40 words | <ul style="list-style-type: none"> ≤ 2 | <ul style="list-style-type: none"> ≤ 2 |
| Remarks | <ul style="list-style-type: none"> Accept any sensible or logical ideas. | <ul style="list-style-type: none"> A zero for content would normally suggest a zero for language. |

Sample 6

You are going to write an article for the school magazine about your favourite place.

Write about 80 words. Write about ONE place only. You may use your own ideas or the following questions and pictures for your article.



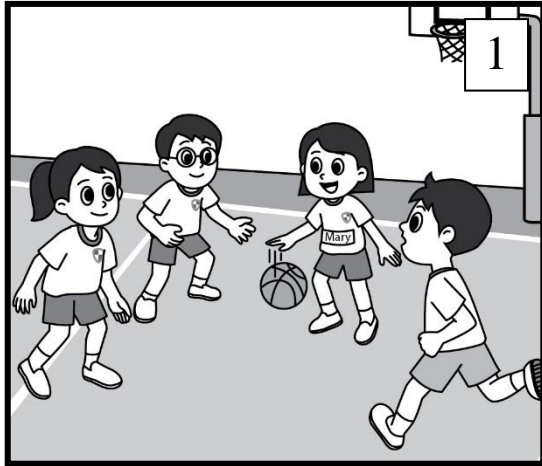
Marking Scheme

| Score Level | Content | Language |
|------------------------------|--|--|
| 4 | <ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs | |
| 3 | <ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides mostly relevant ideas with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently | <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes |
| 2 | <ul style="list-style-type: none"> Provides some relevant ideas with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly | <ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes |
| 1 | <ul style="list-style-type: none"> Attempts to write by providing very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning | <ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning |
| 0 | <ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped | <ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning |
| Answers < 40 words | <ul style="list-style-type: none"> ≤ 2 | <ul style="list-style-type: none"> ≤ 2 |
| Remarks | <ul style="list-style-type: none"> Accept any sensible or logical ideas. | <ul style="list-style-type: none"> A zero for content would normally suggest a zero for language. |

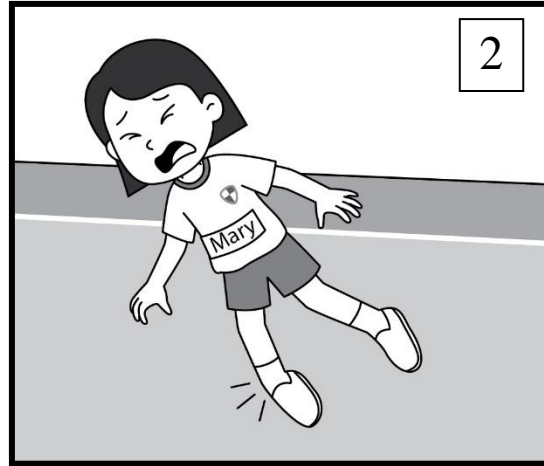
Sample 7

You are Mary. The following pictures show what happened to you today. You are going to write a diary entry about this.

Use the following pictures and ideas to write the diary entry in about 80 words.



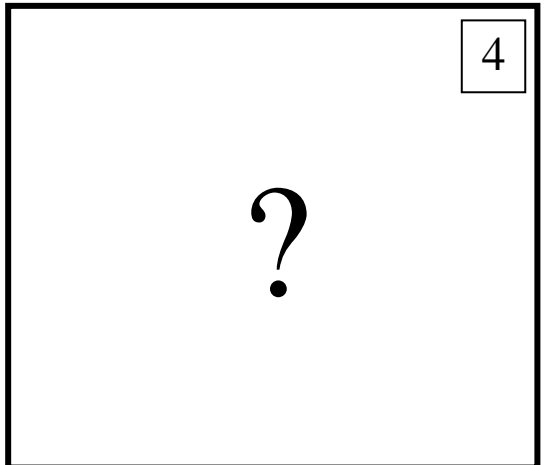
basketball court



twisted my ankle / in pain



was sent to hospital



Marking Scheme

| Score Level | Content | Language |
|--------------------|---|--|
| 4 | <ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs | |
| 3 | <ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently | <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes |
| 2 | <ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly | <ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes |
| 1 | <ul style="list-style-type: none"> Attempts to write the event by giving very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning | <ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning |
| 0 | <ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped | <ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning |
| Answers < 40 words | <ul style="list-style-type: none"> ≤ 2 | <ul style="list-style-type: none"> ≤ 2 |
| Remarks | <ul style="list-style-type: none"> Accept any sensible or logical ideas. | <ul style="list-style-type: none"> A zero for content would normally suggest a zero for language. |

C. Sample Items on Speaking

Sample 1

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!

Marking Scheme

| 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 intonationMakes very few or no pronunciation mistakes |
| | 3 | <ul style="list-style-type: none">Reads fluently and clearlyMakes very few or no pronunciation mistakes |
| | 2 | <ul style="list-style-type: none">Reads quite clearlyMakes some mistakes in pronunciation |
| | 1 | <ul style="list-style-type: none">Reads hesitantly with many mistakes in pronunciationSkips words occasionally |
| | 0 | <ul style="list-style-type: none">Reads only a few wordsSkips some words or phrases |

Sample 2

Teacher-Student Interaction

- Questions related to the topic of the reading text (e.g. rainstorm) and student's personal experience:
 - Have you seen any big rainstorms before?
 - What happened?
 - When did this happen?
 - Where were you?
 - Who was with you?

Remarks:

Questions will be modified according to the context.

Marking Scheme (Teacher-Student Interaction)

| BC Descriptor | Score Level | Descriptor | Remarks |
|---|-------------|---|---|
| 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 • Gives irrelevant answers to most of the questions* OR • Practically makes no attempt at all | |

| BC Descriptor | Score Level | Descriptor | Remarks |
|---|-------------|--|---|
| <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 | |

Sample 3

Presentation

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

| Today's TV Guide | | | | | |
|--------------------------|-----------|--------------------------------------|--------------------------|-----------|-----------------------|
| <u>TVC</u> | | <u>BVC</u> | | | |
| <input type="checkbox"/> | 4:00 p.m. | Fun Time | <input type="checkbox"/> | 4:00 p.m. | Learn Basketball |
| <input type="checkbox"/> | 5:00 p.m. | The World of Colours | <input type="checkbox"/> | 5:00 p.m. | You Can Cook |
| <input type="checkbox"/> | 6:00 p.m. | The Cartoon Hour | <input type="checkbox"/> | 6:00 p.m. | Animal World |
| <input type="checkbox"/> | 7:00 p.m. | Quiz Show – Win a Million Dollars | <input type="checkbox"/> | 6:30 p.m. | Pop Songs |
| | | | <input type="checkbox"/> | 6:45 p.m. | Movie – Dinosaur Park |

- Which four programmes on this TV guide do you like best?
- Why do you like them?
- What time are the programmes?
- How many programmes are there?
- What TV programmes do you usually watch? Why?

Marking Scheme (Presentation)

| BC Descriptor | Score Level | Descriptor | Remarks |
|---|-------------|--|--|
| <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. • Eye Contact 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 | |

| BC Descriptor | Score Level | Descriptor | Remarks |
|---|-------------|--|---|
| <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 | |

Sample 4

Presentation

Instruction Card

You are going to tell the teacher about the P.6 Summer Camp that you joined last Saturday. You may use the information on the right to help you. You will have two minutes to complete the task.

Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- When and where did you go for the camp?
- What did you take with you?
- What did you do at the camp?
- What was your favourite activity? Why?
- What did you do in the free time?
- Did you like the timetable? Why / Why not?
- Do you have any suggestions to make the timetable better (e.g. hold other activities)?

P.6 Summer Camp Timetable

Sai Kung Holiday Camp

| Day 1 – Saturday | | Day 2 – Sunday | |
|-------------------------|--|-----------------------|-------------------|
| 2:00 p.m. | Meet at school | 8:00 a.m. | Breakfast |
| 3:30 p.m. | Arrive at camp | 9:00 a.m. | Talk by principal |
| 4:00 p.m. | Camp rules by teacher and camp manager | 10:00 a.m. | Group games |
| 5:00 p.m. | Rock climbing | 12:00 noon | Lunch |
| 6:30 p.m. | Dinner | 1:00 p.m. | Free time |
| 7:30 p.m. | Campfire | 3:00 p.m. | Return to school |
| 10:00 p.m. | Go to bed | | |

Marking Scheme (Presentation)

| BC Descriptor | Score Level | Descriptor | Remarks |
|--|-------------|--|--|
| 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 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. Eye Contact 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 | |

| BC Descriptor | Score Level | Descriptor | Remarks |
|---|--------------------|--|---|
| 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 <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 | |
| Pronunciation <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 | |