

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Primary Schools 2020
SPECIMEN PAPER

Paper 1

ENGLISH (Speaking)

Time: 8 minutes

ORAL EXAMINER’S MATERIALS

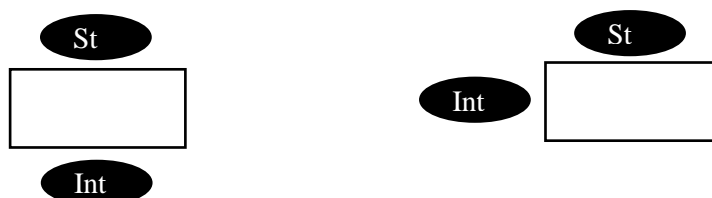
Guidelines for the conduct of the Speaking Examination

In order to deliver the test equally to all candidates, the Examiner should follow the guidelines and procedure for the Speaking Examination as indicated in the table below.

Tasks	Resources Needed	Duration	Marks	Weighting
Task 1: Talking about oneself	Prompt card	2 minutes	5 marks	10%
Task 2: Expressing basic needs	Visuals	2 minutes	5 marks	
Task 3: Describing a picture	Visual Prompt Word bank	4 minutes	10 marks	

The Examiner should adhere strictly to these guidelines and keep a discreet eye on the clock/watch to ensure they keep to the prescribed timings for all parts of the Examination. If the student is unable to sustain a task for the time stipulated, the examiner should proceed to the next stage of the examination. The Examiner should also refer closely to the Marking Schemes for Speaking rubric on pages 4 and 5 of this document, to arrive at a fair and reliable assessment of the students’ ability to use spoken English.

The Examiner should create a non-intimidating atmosphere so as to encourage students to perform to the best of their ability. The appropriate seating arrangement layout for the Speaking Examination is illustrated below.



The Interlocutor conducting the exam should sit in front of the student or on an adjacent side. The Examiner should sit near enough that they can see and hear everything clearly while not being too close to the student to appear intimidating.

TASK 1 – TALKING ABOUT ONESELF (2 minutes) - 5 marks

The Examiner greets the student and asks him/her to take a seat.

The Examiner says, **“Good morning. What is your name please?” “Tell me something about yourself. The paper has prompts which can help you. You may refer to it at any point. Please start.”**

The Examiner prompts the student as needed using the prompts provided on the Prompt Card. If the student has difficulties reading the prompts and sentence stems, the examiner can read them out. It is important to maintain an informal and relaxed atmosphere so that the student starts to feel at ease. If a student is unable to sustain talk for 1 minute, the examiner should proceed to the next task.

Prompt Card for Task 1 to be used by Examiner / Student

your age	I am...years old
your family	I live with my...
your free time activities	My hobbies are...
your likes and dislikes	I like eating... I really don't like...
your friends	My friend is called.
your town or village	I live in a village / town called...
your home	I live in a...
your school	I go to... school.

Success Criteria related to Speaking and LAP LOs in the LOF:

- The student should use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.

TASK 2 – Expressing Basic Needs (2 minutes) – 5 marks

The Examiner places the visuals in front of the student and says,

“Look at the first picture. (Teacher points to the first picture). What do you say to your teacher if you want that?”

“Look at the second picture. (Teacher points to the second picture). What do you say to your teacher if you need that?”

“Look at the third picture. (Teacher points to the third picture). What do you say to your teacher if you are feeling like that?”

Visuals for Task 2 to be used by student



Success Criteria related to:

Checklist 1	Speaking and LAP LOs in the LOF:
The student should express basic needs.	The student should use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.

TASK 3 – Visual Prompt (4 minutes) – 10 marks

The Examiner places the Visual Prompt and Word Bank in front of the student and says,
“Now, I want you to look at this picture. I am going to ask you some questions about it. You can use the words in the box to help you.”

Visual Prompt for Task 3 to be used by student



Word Bank for Task 3 to be used by student

party	children	table	chair	balloons
decorations	banner	presents	cake	candles
party games	confetti	food	drink	songs

The Interlocutor / Examiner proceeds by asking the following questions:	Success Criteria related to:	
<i>What can you see in this picture?</i>	Checklist 1: • The student should respond to basic questions. • The student should talk about the picture.	Speaking and LAP LOs in the LOF: • The student should briefly describe the visual prompt. • The student should describe parts of the visual prompt in some detail. • The student should respond to questions and order their ideas. • The student should describe characters, scenes, objects and pictures.
<i>Where are the children?</i>		
<i>How old are the children?</i>		
<i>Whose birthday party do you think it is? Why?</i>		
<i>Do you like birthday parties? Why?</i>		
<i>When is your birthday?</i>		
<i>Describe the most recent birthday party you had / attended. What was so special about it?</i>		

At the end of Task 3, the Examiner says **“Thank you. That is the end of the speaking examination.”**

Marking Criteria for Speaking to be used to assess the student’s performance in Task 1 and Task 2

(5 marks per task)

	1	½	0
Fluency and Interaction	Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.	Can speak slowly, using hesitation to rephrase and search for vocabulary.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction.
	1	½	0
Vocabulary	Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities, and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.
	1	½	0
Spoken grammar	Can use a range of grammatical structures and construct simple and complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.
	1	½	0
Content and Relevance	Task is achieved in full. Reply is relevant.	Task is partially achieved. Choice of utterances are mostly relevant.	Task is not achieved. Choice of utterances are irrelevant.
	1	½	0
Pronunciation, intonation and stress	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.

Marking Criteria for Speaking to be used to assess the student’s performance in Task 3.

(10 marks)

	2	1	0
Fluency and Interaction	Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.	Can speak slowly, using hesitation to rephrase and search for vocabulary.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction.
Vocabulary	Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities, and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.
Spoken grammar	Can use a range of grammatical structures and construct simple, compound and complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.
Content and Relevance	Task is achieved in full. Reply is relevant.	Task is partially achieved. Choice of utterances are relevant.	Task is not achieved. Choice of utterances are irrelevant.
Pronunciation, intonation and stress	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.

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