

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Educational Assessment Unit

Annual Examinations for Primary Schools 2024

Year 6	ENGLISH (Speaking)	Time: 10 minutes
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Teacher's Paper

Guidelines for the conduct of the Speaking Examination

In order to deliver the test equally to all candidates, the teacher should follow the guidelines and procedures for the Speaking Examination as indicated in the Teacher's Paper.

Students are to be examined individually, not in pairs. The speaking exam lasts approximately 10 minutes and comprises four parts.

Tasks		Resources	Duration	Marks	Weighting
1	Warmer	· Prompt 1	1 minute	Not assessed	
2	Single Picture	· Visual Prompt 2A and 2B	3 minutes	5 marks	12%
3	Compare and Contrast	· Visual Prompt 3A and 3B	3 minutes	5 marks	
4	Thematic Picture	· Visual Prompt 4A and 4B	3 minutes	10 marks	

The teacher should adhere strictly to these guidelines and keep to the prescribed timings for all parts of the examination. If the student is unable to sustain his/her turn for the time stipulated, the teacher should proceed to the next stage of the examination. The teacher cannot paraphrase the questions but can repeat the questions if the student shows signs of not understanding. The teacher should also refer closely to the marking criteria for the Speaking assessment, to arrive at a fair and reliable assessment of the student's ability to use spoken English.

The teacher should create a non-intimidating atmosphere so as to encourage students to perform to the best of their ability. The appropriate seating arrangement for the speaking examination is illustrated below.



The teacher conducting the exam should sit in front of the student or at an adjacent side. The teacher should sit near enough to see and hear everything clearly while at the same time not too close to the student to appear intimidating.

TASK 1 – Warmer (1 minute) – Not Assessed

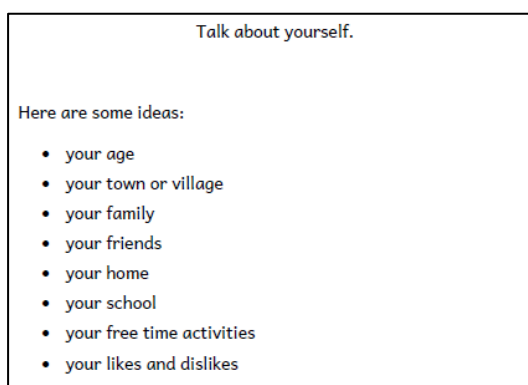
The teacher greets the student and asks him/her to take a seat. The teacher says:

Good morning/ afternoon (name of student).

Tell me something about yourself.

You may start.

The student should roughly speak for one minute. The teacher prompts the student if/when needed. It is important to maintain an informal and relaxed atmosphere so that the student feels at ease.



Prompt 1

TASK 2 – Single Picture (3 minutes) – 5 marks

The teacher places Visual Prompt 2A or 2B in front of the student and says:

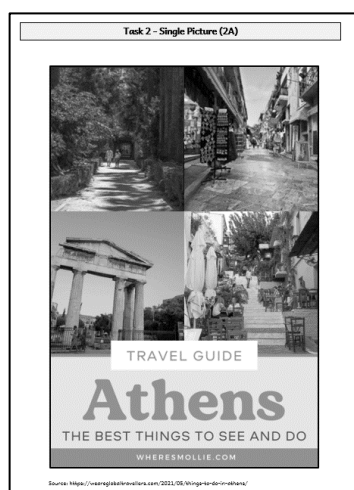
This picture is related to Cities and Landmarks. Now I want you to look at this picture for 30 seconds and then I am going to ask you some questions about it.

The teacher proceeds by asking the following questions. The teacher should not ask any other questions or improvise. It is recommended that all questions are asked, however the teacher may opt not to use all the questions, depending on the length of the student's answers.

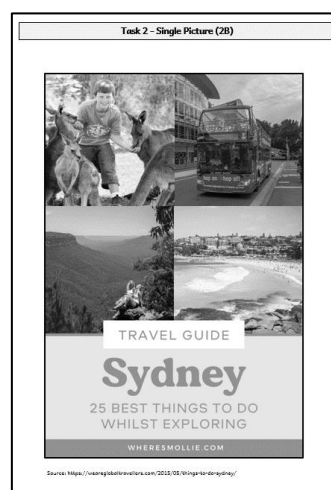
The teacher proceeds by asking the following questions:

- | | |
|----|--|
| 1. | What is the first thing you notice when you see this picture? |
| 2. | You are on holiday in this city. What can you see and do here? |
| 3. | What means of transport can you use while you are here? |
| 4. | Would you prefer to live in an old city or a modern city? Why? |
| 5. | If you were going to design a city what would you put in it? |

The teacher is to use **one** visual prompt per student.



Visual Prompt 2A



Visual Prompt 2B

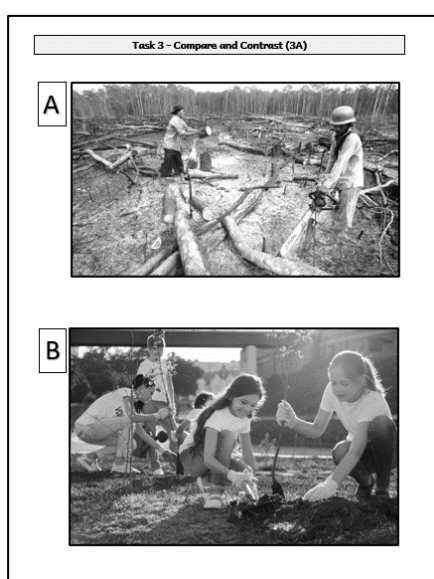
TASK 3 – Compare and Contrast (3 minutes) – 5 marks

The teacher places Visual Prompt 3A or 3B in front of the student and says:

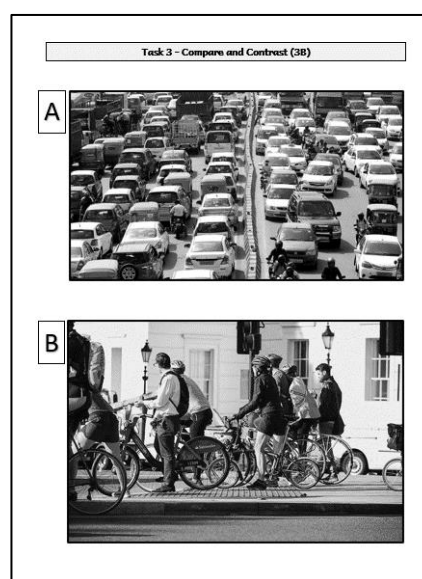
Look carefully at these two pictures. They are related to Going Green. I will ask you some questions about them.

1.	How are these two pictures alike?
2.	How are they different?
3.	Look at Picture A. In what way is this harmful to the environment?
4.	Look at Picture B. What other things can you do to help protect the environment?

The teacher is to use **one** visual prompt per student.



Visual Prompt 3A



Visual Prompt 3B

TASK 4 – Thematic Picture (3 minutes) – 10 marks

The teacher places Visual Prompt 4A or 4B in front of the student and says:

Look carefully at the large picture. It shows a rescue operation. Look at the smaller pictures below.

Visual Prompt 4A: Which of these items can you find during a rescue operation at sea? Which of these are not usually found during a rescue operation at sea? Why? Why not?

Visual Prompt 4B: Which of these can you find at the scene of the incident? Which of these are not usually found at the scene of the incident? Why? Why not?

If a student hesitates for too long and seems to be in difficulty, the teacher may use these follow-up questions:

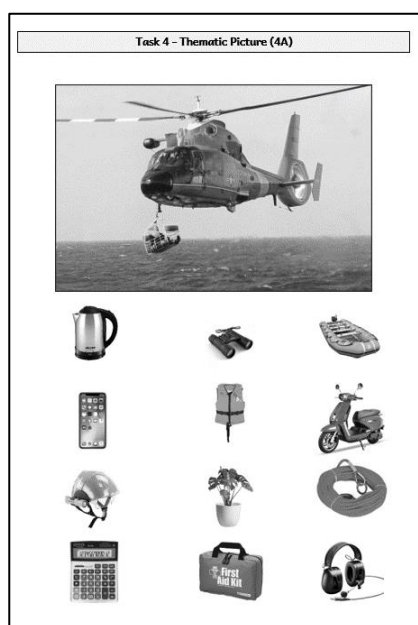
Visual Prompt 4A:

- Would you find this / these during a rescue operation at sea? Do we find this / these during a rescue operation at sea?

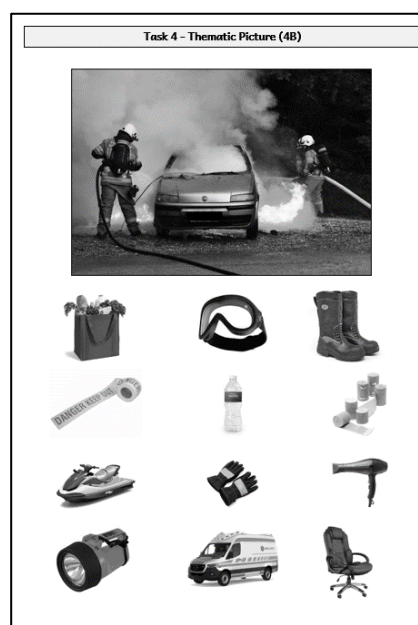
Visual Prompt 4B:

- Would you find this / these at the scene of the incident? Why? Why not? Do we find this / these at the site of the incident? Why? Why not?

The teacher is to use **one** visual prompt per student.



Visual Prompt 4A



Visual Prompt 4B

At the end of Task 4, the teacher says:

Thank you. This is the end of the Speaking Examination.