Cambridge International AS Level Chinese Language 8238
Example Candidate Responses – Speaking
Moderator comments

Example candidate response – high

Section 1: Presentation and follow-up discussion

Presentation, interaction/responsiveness

Presentation

- Communication: The candidate communicates detailed information with clearly stated ideas and opinions on cultural preservation. The speech includes multiple arguments supporting the importance of cultural preservation, the role/ influence of globalisation; and the needs for government, education and media to be involved.

- Justification: The candidate consistently justifies, develops, and explains ideas and opinions, giving examples such as the comparison between Chinese and Western festivals and the role of cultural confidence.

- Engagement: The candidate appears fully engaged in delivering the presentation, showing confidence. A more organised speech would be even better.

Follow-up discussion

- Communication: The candidate provides detailed responses with clear ideas and opinions, discussing practical ways to promote Chinese culture among the youths, to balance Western and Chinese cultural influences, and to encourage engagement of international students in Chinese traditions.

- Justification: The candidate justifies his answers well, providing examples like participating in school activities, recommending Chinese traditions to international schools' students, and discussing the importance of traditional activities like setting off/ introducing fireworks during Spring Festival.

- Engagement: The candidate engages well with the examiner, responding to questions fully and confidently, also providing thoughtful and well-developed answers.

The candidate demonstrates an excellent ability to communicate detailed information with clearly stated ideas and opinions about cultural preservation. Throughout both the presentation and follow-up discussion, the candidate consistently justified, developed, and explained his viewpoints. He fully engages in the conversation, showing confidence and

interacting well with the examiner. The examples provided are relevant and support his arguments effectively. Overall, the candidate exhibits a high level of responsiveness and engagement, fulfilling the criteria for the highest level.

Mark awarded = 9 out of 10

Language range

- Linking and cohesive devices: The candidate uses a range of linking and cohesive devices to connect a series of well-developed points, such as "现在随着全球化的推进," "比如说," "然后," "所以我觉得," "并不是说," and "向他们推荐和让他们了解." These devices help in maintaining the flow and coherence of the speech.

- Vocabulary: The candidate demonstrates a good range of vocabulary appropriate to the tasks, including less common terms such as "文化入侵," "全球化浪潮," "文化自信," "潜移默化," and "文化底蕴." The vocabulary used is varied and relevant to the topic.

- Variation and repetition: The candidate shows an ability to vary formulation and avoid repetition, with a few instances of repeated phrases such as "发扬文化" and "文化自信." Overall, the speech and responses are well-formulated with minimal repetition.

The candidate effectively uses a wide range of linking and cohesive devices to connect a series of well-developed points, ensuring the presentation and follow-up discussion are coherent and smoothly flowing. The vocabulary is varied and appropriate to the tasks, with several instances of less common vocabulary that enrich the content. There is a notable effort to vary the formulation of ideas, resulting in minimal repetition. The candidate's language range demonstrates a high level of proficiency, meeting the criteria for the highest level.

Mark awarded = 9 out of 10

Language accuracy

- Simple grammar: The candidate consistently uses simple grammar accurately throughout the presentation and discussion. Sentences like "保护文化是我们每一个人应当尽的历史责任" ("Protecting culture is a historical responsibility that each of us should fulfil.") and "我们应该从自身做起" ("We should start with ourselves") demonstrate accurate use of basic grammatical structures.

- Complex grammar: The candidate shows a good degree of control over some complex grammar. Examples include sentences like "如果我们自己对自己的文化都缺乏文化自信和认同感的话，那么如何让其它国家的人相信我们自己的文化呢？" ("If we ourselves lack cultural confidence and identity in our own culture, then how can we expect people from other countries to believe in our culture?"). This sentence illustrates the use of conditional structures with inspiring rhetorical question.

- Occasional slips: There are occasional slips, such as in the phrase "向其他人发挥我们的文化" ("Exert our culture to others"), which is somewhat unclear. A better phrasing might be: "向其他人展示我们的文化" ("Showcase our culture to others"). However, these kinds of slips are rare and do not impede communication. The candidate demonstrates a strong and accurate use of simple grammar throughout the presentation and discussion. There is also a good use of complex grammar.

Overall, the candidate's language accuracy is strong, fitting well within the highest level.

Mark awarded = 10 out of 10

Total mark awarded for Presentation and follow-up discussion = 28 out of 30

Section 2: Conversation task card

Task completion and communication

- Completes all tasks fully and confidently:

    The candidate addresses each prompt in detail, providing clear and structured responses. He covers the pros and cons of joining clubs, the impact of volunteering, the reasons some people might not want to volunteer, and the relationship between volunteering and the sense of responsibility.

- Communicates relevant information with clear and supported ideas and opinions:

    The candidate's answers are relevant and provide well-supported ideas and opinions. For example, he discusses both the benefits and drawbacks of joining clubs and provides a personal example to illustrate the connection between volunteering and the sense of responsibility.

- Develops a justified argument:

    The candidate generally develops his arguments clearly, providing justifications and examples to support his points. For instance, he explains how volunteer work can alleviate staffing pressures in the hospitals and the schools, and why some people might not choose to volunteer. The meaning of volunteering was well elaborated.

- Fully engages in the conversation:

    The candidate engages thoroughly with the examiner, responding promptly and fully to all questions and prompts. He maintains a good level of interaction throughout the conversation.

1. 加入社团的优点和缺点 (Joining clubs' advantages and disadvantages):

    The candidate discusses both advantages (enrich learning, expand horizons and interpersonal development) and disadvantages (impact on academic time) clearly and thoroughly, meeting the criteria for a justified argument.

2. 你对做志愿者的看法 (Your view on volunteering):

    The candidate articulates a clear and positive view on volunteers, highlighting their selflessness and societal contributions, which aligns with the criteria for communicating clear and supported ideas.

3. 有些人不愿意做志愿者，是什么原因？(Why some people are unwilling to volunteer):

    The candidate mentions personal commitments as a reason, providing a valid explanation. While the point could be further expanded, it still addresses the prompt sufficiently.

4. 志愿活动对社会的影响 (Impact of volunteer activities on society):

    The candidate gives a detailed explanation of how volunteer work supports societal development, using specific examples like hospitals to illustrate his point.

5. 在你住的地方哪些人最需要志愿者的帮助？(Who needs volunteer assistance the most in your area):

    The candidate identifies hospitals and schools as needing volunteers and provides reasons for these needs, demonstrating a good understanding of the prompt.

6. 做义工和责任感的关系 (The relationship between volunteering and a sense of responsibility):

    The candidate explains the connection between volunteering and responsibility well, using a personal anecdote to support his argument, which aligns with the criteria for a justified argument.

7. 做义工会让你成为一个更好的公民吗？(Will volunteering make you a better citizen?):

The candidate provides a nuanced view, arguing that volunteering alone does not make one a better citizen and emphasizing the importance of genuine intention and responsibility, demonstrating depth in his response.

Mark awarded = 10 out of 10

Language range

- Linking and cohesive devices: The candidate uses a range of linking and cohesive devices to structure their answers and connect ideas. This includes terms such as "首先" (firstly), "并且" (and), "例如" (for example), and "并不是说" (not saying that). For this part of the exam, these devices are used effectively to maintain coherence.

- Vocabulary: The vocabulary is appropriate and well-chosen for the context. The candidate uses relevant terms related to the topic of volunteering and social impact, such as "人际关系" (interpersonal relationship), "社会发展" (social development), and "缓解压力" (alleviate pressure). In the context of AS Level, this demonstrates a good grasp of the topic-specific vocabulary.

- Variation and repetition: Although some repetition occurs, the candidate manages to convey his ideas clearly and cohesively. The ability to vary sentence structures and avoid excessive repetition is present, and this level of variation is commendable given the almost impromptu nature of the task.

Mark awarded = 10 out of 10

Language accuracy

- Simple grammar: The candidate uses simple grammar accurately throughout most of the conversation. Basic sentence structures and grammatical rules are consistently followed.

- Complex grammar: While there are occasional slips and some not so precise phrasing, these do not significantly impede communication. The candidate demonstrates a good grasp of complex grammatical structures and is generally able to convey his ideas effectively.

- Minor errors and communication: Errors, such as "不懈千里", "做义工，他并不是为了某一个回报，" are present but are relatively minor and do not detract from the overall clarity of communication. The candidate's ability to convey his points clearly and engage in the conversation supports the higher mark.

- Consistency: The candidate's language accuracy is consistent and shows a good degree of control, even with complex structures. Errors are infrequent and do not hinder the overall effectiveness of the communication.

Mark awarded = 10 out of 10

Total mark awarded for Conversation task card = 30 out of 30

Pronunciation and intonation for the whole speaking test
Pronunciation is intelligible and intonation is appropriate. Individual sounds are articulated clearly.

Mark awarded = 5 out of 5

Total mark awarded for Speaking test = 63 out of 65

Conduct of the test
The examiner introduces the candidate and the exam very clearly at the start. Most importantly, she clearly indicates the beginning of each section. The questions she asks, especially in the Follow-up discussion, are open-ended and prompted opinionated responses, as well as detailed explanations from the candidate.

How the teacher/examiner performance could improve
The teacher/examiner conducts the exam well in terms of format, adhering to the time limit of each section, asking for the topic of the presentation at the beginning and indicating the transition between different sections clearly. In terms of content, the teacher/examiner asked open-ended questions enabling the candidate to fully express his opinions and give justifications. The teacher/examiner also prompted the candidate to give specific examples to support his opinions. The good conduction of the exam certainly contributes to the high marks achieved by the candidate.

How the candidate performance could improve
Presentation:

- Expand on ideas: The candidate could provide more detailed explanations and examples to support his points. For example, when talking about cultural preservation, the candidate could discuss specific initiatives or programs that help preserve cultural traditions.

- Logical structure: Ensure the presentation follows a clear, logical and organised structure: introduction, main points, and conclusion.

- Complex sentences: Incorporate more complex sentence structures to demonstrate a higher level of language proficiency.

Conversation task card

Even better if the candidate could incorporate idiomatic expressions and phrases to enrich language use.

Example candidate response – middle

Section 1: Presentation and follow-up discussion

Presentation, interaction/responsiveness

Presentation

- Communication: While the candidate provides factual information about the Spring Festival, the ideas and opinions are relatively basic and focused more on describing traditions rather than deeply analysing or reflecting on them. The responses are more factual and less developed in terms of personal insight or critical discussion.

- Justification: The candidate does offer some explanations and justifications for the traditions mentioned, but these are generally straightforward and lack depth in personal analysis or unique perspectives.

- Engagement: The candidate engages in the presentation but does not fully develop or explore the ideas beyond providing factual information.

Follow-up discussion

- Communication: The responses are generally factual and descriptive. Although the candidate answers questions clearly, his responses primarily reiterate known facts about the traditions rather than offering deeper personal opinions or detailed insights.

- Justification: The candidate makes some attempts to justify their points, but these are more about explaining facts rather than providing insightful or reflective analysis.

- Engagement: The candidate responds to questions appropriately and engages in the discussion, but their engagement is more factual than interactive or responsive in a way that develops the conversation further.

The candidate's presentation and follow-up discussion provide a factual overview of the Spring Festival but lack depth in terms of personal ideas and opinions. While the candidate communicates information clearly and justifies some points, the responses are primarily descriptive rather than reflective or analytical. There is some engagement with the examiner, but the conversation does not delve deeply into personal insights or more developed viewpoints. The responses are appropriate but do not fully meet the criteria for higher levels where a deeper exploration of ideas and engagement would be expected.

Mark awarded = 6 out of 10

Language range

Presentation

- Linking and cohesive devices: The candidate uses some linking devices to connect ideas, such as "然后" (then), "还有" (also), and "比如说" (for example). However, "然后" (then) is used repeatedly and the connections between points are not always smooth or well-developed, which affects the overall coherence of the presentation.

- Vocabulary: The vocabulary used is appropriate but fairly basic. The candidate employs common terms related to the Spring Festival, such as "年夜饭" (reunion dinner), "年糕" (rice cake), and "饺子" (dumplings). There is minimal use of less common or varied vocabulary.

- Variation and repetition: The candidate does attempt to vary their formulation but tends to repeat certain phrases and structures. There is limited variation in sentence construction, leading to some repetition.

Follow-up discussion

- Linking and cohesive devices: The candidate uses simple linking phrases like "那" (then) and "所以" (so) to connect their responses, but the flow of conversation sometimes lacks cohesion.

- Vocabulary: The vocabulary remains basic throughout the discussion, focusing on familiar terms related to the topic. There is little evidence of using more sophisticated or varied vocabulary.

- Variation and repetition: The candidate shows some attempt to vary their responses, but the sentence structures and phrases often repeat, which impacts the overall effectiveness of their language range.

The candidate's language range in both the presentation and follow-up discussion shows an appropriate use of vocabulary and linking devices but lacks the complexity and variation expected for higher marks. While the candidate connects ideas using basic linking devices and appropriate vocabulary, the range is limited, with some repetition and basic formulation. The vocabulary is generally suitable but does not include less common or varied terms. The language range is functional but does not demonstrate the sophistication or variety required for a higher mark.

Mark awarded = 6 out of 10

Language accuracy

Presentation

- Simple grammar: The candidate generally uses simple grammar correctly, such as subject-verb-object structures and basic sentence forms. For instance, sentences like "春节这个，其实就是我们中国人的新年了" (Spring Festival is actually our Chinese New Year) are grammatically correct.

- Complex grammar: There is some attempt at using more complex grammar, such as relative clauses and embedded structures, but with occasional slips. For example, "然后在现代种思想里面的人们 贴…贴对联，还挂灯笼，这些的就是为了嗯，去…驱赶一些厄运吧" (In modern thinking, people put up couplets and hang lanterns to drive away misfortune) contains a slight grammatical error and a bit of awkwardness in structure.

Follow-up discussion

- Simple grammar: The use of simple grammar remains accurate, with clear communication in basic sentence structures. For instance, "一般来讲都是我们家自己做" (Generally, it is our family who cooks) is grammatically sound.

- Complex grammar: The candidate attempts to use more complex structures but with occasional errors. For instance, "感觉可能就是因为人们为了驱赶一些厄运吧" (It feels like it's because people want to drive away some misfortune) is somewhat repeated and lacks clarity, indicating a slip in more complex grammatical structures.

The candidate shows accurate use of simple grammar throughout the presentation and follow-up discussion. There is an evident control of basic grammatical structures, and most sentences are correctly formed. However, the use of more complex grammar is present but includes occasional slips, which can affect clarity. Errors are generally minor and do not significantly impede communication, but they do highlight areas for improvement in handling more sophisticated grammatical forms. Overall, the candidate's performance in language accuracy is consistent with a mark of 7, as he exhibits strong control over simple grammar and some control over complex structures, despite occasional errors.

Mark awarded = 7 out of 10

Total mark awarded for Presentation and follow-up discussion = 19 out of 30

Section 2: Conversation task card

Task completion and communication

1. 加入社团的优点和缺点 (Joining clubs' advantages and disadvantages):
   The candidate mentions benefits such as early teamwork experience, meeting new friends, and helping with university applications. While the ideas are relevant, they could be more fully developed.

2. 有些人不想加入社团，为什么？(Why some people don't want to join clubs):
   The candidate provides a reasonable explanation that academic pressure and time consumption might deter people. This response is relevant and straightforward but lacks depth, missing an opportunity to provide a more comprehensive argument.

3. 你对做志愿者的看法 (Your view on volunteering):
   The candidate expresses that everyone should experience volunteering for the sense of achievement and future job preparation it provides. This response is clear and relevant but could be expanded with more examples.

4. 有些人不愿意做志愿者，你觉得是什么原因？(Why some people are unwilling to volunteer):
   The candidate suggests that the lack of interest due to future career plans not involving volunteer activities might be a reason, but he does not elaborate enough on the reasons, leaving a weak and unfinished argument.

5. 在你住的地方,哪些人最需要志愿者的帮助？(Who needs volunteer assistance the most in your area):
   The candidate mentions elderly neighbours who could benefit from the help of volunteers, offering a specific and relatable example. This response is well articulated and relevant.

6. 志愿活动对社会的影响 (Impact of volunteer activities on society):
   The candidate agrees with the statement that volunteer activities make the world a better place, providing a clear and concise response. However, more examples or a detailed explanation would improve this response.

7. 做义工和责任感的关系 (The relationship between volunteering and a sense of responsibility):
   The candidate shares a personal anecdote about teaching English, which helped him understand the challenges and developed his perspective. This response is well supported and relevant.

Overall, the candidate completes most tasks fully and communicates relevant information with clear ideas and opinions. The responses are mostly well-developed but could benefit

from additional detail and examples to enhance the argument. The candidate engages in the conversation and responds to prompts, showing good interaction with the teacher/examiner.

Mark awarded = 7 out of 10

Language range

- Linking and cohesive devices: The candidate uses a range of linking and cohesive devices, such as "首先" (firstly), "还有" (also), "然后" (then), and "因为" (because). These help to connect ideas and provide some structure to the responses, though there are occasional moments where transitions could be smoother or more varied.

- Vocabulary: The candidate uses a range of vocabulary appropriate to the tasks, discussing topics like teamwork, academic pressure, and societal contributions. There is some use of less common vocabulary, though it is not frequent. Example: Words and phrases like "团队合作" (teamwork), "成就感" (sense of achievement) are appropriate and relevant.

- Variation and repetition: The candidate attempts to vary language but there is some repetition, particularly with phrases like "感觉" (feel) and "我觉得" (I think). More variety in expression and avoiding repeated sentence structures would improve the range of language used.

- Less common vocabulary: The candidate occasionally uses less common vocabulary, though not extensively. Phrases like "人脉" (connections/network) and "扩展" (expand) show an attempt to use more sophisticated language, but this could be increased to demonstrate a wider range.

Overall, the candidate uses a range of linking and cohesive devices to connect a series of mostly well-developed points. The vocabulary used is appropriate to the tasks, with occasional use of less common vocabulary. There is an attempt to vary language, but some repetition is present.

Mark awarded = 7 out of 10

Language accuracy

- Simple grammar: The candidate mostly uses simple grammar accurately. Basic sentence structures are correct, and simple sentences are used effectively to communicate ideas.

- Complex grammar: The candidate uses some complex grammar structures with occasional slips. For example, the use of conjunctions and subordinate clauses shows an attempt to use more complex sentences, but there are minor errors and awkward phrasing. Example: "然后看他每次都在自己的家里面种菜，这一些…然后也感觉他们生活没有不是特别的丰富，就感觉…志愿者可以在这一类上面帮助他们，让他们生活变得更有趣一点。" (And then seeing him planting vegetables in his home every time, it also feels like their life is not particularly rich. It feels like volunteers can help them in this area to make their life more interesting.)

- Error analysis: There are some errors in grammar and word choice, but they rarely impede communication. These include minor grammatical slips and occasional awkward wordy phrasing that could be smoothed out for better fluency. Example: "然后就是会让我站在不同的层次上考虑，要到底怎么跟他们解释这个单词。" (And then it would make me think from different levels about how to explain the word to them.)

Overall, the candidate demonstrates accurate use of simple grammar and uses some complex grammar with occasional slips. Errors are present but do not significantly impede communication.

Mark awarded = 8 out of 10

Total mark awarded for Conversation task card = 22 out of 30

Pronunciation and intonation for the whole speaking test
Pronunciation is intelligible and intonation is appropriate. Individual sounds are articulated clearly.

Mark awarded = 5 out of 5

Total mark awarded for Speaking test = 46 out of 65

Conduct of the test
Questions can be more open-ended, concise, to give the candidate more opportunities to interact efficiently.

How the teacher/examiner performance could improve

Only interrupt the presentation if the candidate shows no sign of finishing after 2 minutes. In the Follow up discussion, the Examiner could ask more open-ended questions to enable the candidate to express his opinions and give justifications and could prompt for detailed responses by asking follow-up questions. Examples of questions: "How do you think the

Spring Festival celebrations have changed over the years in your family or community?", "Can you compare the Spring Festival with another major festival from a different culture that you are familiar with?", "In what ways do you think modern technology has impacted the way we celebrate the Spring Festival?", "How do you think the celebration of the Spring Festival abroad differs from how it is celebrated in China, and why?", etc.

How the candidate performance could improve

Presentation:

- Improve organisation: start with a clear introduction, explain the significance, and then describe the customs and activities in a logical order.
- Provide more detailed explanations, personal opinions and include cultural significance to add depth.
- Practice speaking more smoothly, avoiding fillers like "然后呢", and using transitional phrases such as "此外", "除了" etc. to connect ideas.

Follow-up discussion:

- Always provide a clear explanation and justification for answers.

  Example, Candidate: "我觉得应该就是就是吃了，可能会有好运吧。" ("I think it's probably because eating it might bring good luck.")

  Improvement: "年糕象征着年年高升，意味着生活水平和事业逐年提高，带来好运。因此，每年春节吃年糕成了一种传统，寓意新的一年能够顺利和繁荣。" ("Nian gao symbolises rising higher year after year, implying improvements in living standards and career success, bringing good luck. Therefore, eating nian gao during the Spring Festival has become a tradition, symbolising a smooth and prosperous new year.")

- Share personal experiences and examples to make answers more vivid and engaging.

  Example, Candidate:"我们家一般自己做年夜饭..." ("Our family usually makes the New Year's Eve dinner ourselves...")

  Improvement: "我们家每年都会自己准备年夜饭。我记得有一次，我们全家一起去市场买海鲜和其他食材，然后一起在厨房忙活了整整一个下午。这样不仅能享受美食，更能增进家人之间的感情。" ("Our family prepares the New Year's Eve dinner every year. I remember once we all went to the market to buy seafood and other ingredients, and then spent the whole afternoon cooking together in the kitchen. This not only allowed us to enjoy delicious food but also strengthened our family bonds.")

Conversation Task Card:

- Expand on points by providing detailed explanations and examples.

  Example, Candidate: "我觉得，首先就是让年轻人可以提早体会到一些..." ("I think, first of all, it allows young people to experience some...")

  Improvement: "加入社团可以让年轻人提早体验团队合作的乐趣和挑战。例如，在志愿者社团中，他们需要与不同背景的人合作，共同完成项目。这不仅培养了他们的沟通能力，也增强了他们的社会责任感。" ("Joining clubs allows young people to experience the joys and challenges of teamwork early on. For example, in a volunteer club, they need to work with people from different backgrounds to complete projects together. This not only develops their communication skills but also enhances their sense of social responsibility.")

- Discuss potential solutions or hypothetical scenarios to show deeper thinking.

  Example, Candidate: "可能是因为学业压力稍微有点大..." ("It might be because the academic pressure is a bit high...")

  Improvement: "如果学校能够提供更灵活的时间安排和学术支持，更多学生可能会愿意加入社团。比如，设立专门的时间段用于社团活动，或提供学术咨询帮助学生平衡学业和社团事务。" ("If schools could provide more flexible scheduling and academic support, more students might be willing to join clubs. For instance, setting aside specific time slots for club activities or offering academic counselling to help students balance their studies and club commitments.")

- Reflect on how the discussed topics affect the individual and society as a whole, providing a more nuanced perspective for justification.

  Example, Candidate: "我觉得是这样的..." ("I think it is like that...")

  Improvement: "我认为志愿活动确实能让世界充满爱。比如，我去年参与了一次社区服务活动，为孤寡老人送温暖。在这个过程中，不仅老人们感受到了关爱，我自己也体会到了助人为乐的满足感。这样的经历让我更加意识到，每一个人的小小善举都能对社会产生积极影响。" ("I believe that volunteering activities can indeed make the world full of love. For example, last year I participated in a community service activity that brought warmth to lonely elderly people. In this process, not only did the elderly feel cared for, but I also experienced the satisfaction of helping others. This experience made me realise that everyone's small acts of kindness can have a positive impact on society.")

Example candidate response – low

Section 1: Presentation and follow-up discussion

Presentation, interaction/responsiveness

Presentation

- Communication: The candidate's presentation lacks coherence and is frequently interrupted by hesitations and repetitive phrases. He attempts to communicate the rapid development of technology and its historical context, but the message is fragmented and incomplete. The ideas are not fully developed or clearly articulated, and the presentation ends without a clear conclusion due to time limit.

- Justification: There is limited justification or explanation of the ideas presented. The candidate starts to explain the impact of technology but does not develop these points further due to interruptions (i.e. the candidate's hesitation and repetition of phrases and words) and lack of clarity.

- Engagement: The candidate struggles with maintaining a clear flow of conversation and engagement. The presentation includes repeated words and phrases, which disrupt the interaction. The lack of clarity hindered engagement with the examiner.

Follow-up discussion

- Communication: The candidate responds to questions with basic answers, but his responses are often incomplete or insufficient. For example, he mentions using a smartphone for various tasks but do not elaborate on how these technologies are integrated into their daily life in a meaningful way.

- Justification: The responses are mostly factual and do not delve deeply into the implications or personal reflections on the use of technology. For instance, the candidate mentions the negative effects of screen time on eye health but does not provide a detailed explanation or personal strategies for mitigating these effects.

- Engagement: The candidate attempts to engage with the examiner's questions but struggles with clarity and coherence. The responses are occasionally vague and do not fully address the examiner's queries, leading to a less effective interaction.

The candidate's presentation and follow-up discussion show some basic or superficial understanding of the topic of technology but lacks clarity and depth. The presentation is fragmented, with frequent hesitations and repeated phrases that hinder communication. The responses in the follow-up discussion are basic and sometimes unclear, with limited development of ideas and personal insight. While the candidate attempts to engage with the examiner, their lack of coherence and incomplete responses affect the overall effectiveness of their interaction. Therefore, a mark of 5 is appropriate, reflecting the need for clearer communication, better development of ideas, and more detailed engagement with the topic.

Mark awarded = 5 out of 10

Language range

Presentation

- Linking and cohesive devices: The candidate uses some linking devices, such as "甚至" (even) and "因为" (because), but their use is repetitive and does not effectively connect a series of well-developed points. The overall structure of the presentation is disjointed, lacking smooth transitions between ideas.

- Vocabulary: The candidate uses a basic range of vocabulary appropriate to the topic of technology. However, there is limited use of less common vocabulary and a noticeable repetition of words and phrases. The vocabulary used is sufficient to convey basic ideas but lacks variety and deeper analyses.

- Variation and repetition: The expressions are mainly simple, with some repetition.

Follow-up discussion

- Linking and cohesive devices: In the follow-up discussion, the candidate uses basic connectors but often fails to link ideas cohesively. Responses are short and sometimes disconnected, lacking the flow that more varied linking devices could provide.

- Vocabulary: The vocabulary used in the discussion is mostly appropriate for the tasks, but again, it is limited in range and often repetitive.

- Variation and repetition: The candidate's attempts to express his ideas are hindered by repetition and occasional hesitation.

The candidate's language range is limited, with a basic use of linking and cohesive devices that do not effectively connect ideas. Vocabulary is appropriate but repetitive, showing a limited range and lack of less common words. There is little variation in formulation, leading to repetitive expressions and occasional hesitation. The overall language used is adequate for basic communication but lacks the variety and depth required for higher marks. Therefore, a mark of 5 is appropriate, indicating the need for a broader range of vocabulary, more varied expressions, and better use of cohesive devices to connect ideas smoothly.

Mark awarded = 5 out of 10

Language accuracy

The candidate demonstrates a basic use of grammar with occasional slips, showing some control over complex structures.

- Simple grammar: The candidate generally uses simple grammar accurately but with some repetition and hesitation. For example, phrases like "现在我们的电脑是一个书一样小" (now our computers are as small as books; may be referring to note-book computer) show issues but are understandable.

- Complex grammar: The candidate attempts to use more complex structures with some success. For instance, "科学技术的快速发展，是人类不曾设想的" (The rapid development of science and technology is something humans never imagined) shows an understanding of more complex grammar, though it occasionally has minor slips.

- Errors and communication: While there are errors, they rarely impede communication significantly. The candidate's points are generally clear, despite the slips and hesitations. Phrases like "电脑是一个卧室一样大的计算器" (Computers were as big as a bedroom) are mostly correct, though sometimes followed by less accurate sentences. It is an unusual description but interesting.

Mark awarded = 6 out of 10

Total mark awarded for Presentation and follow-up discussion = 16 out of 30

Section 2: Conversation task card

Task completion and communication

1. 出国留学的好处 (Benefits of studying abroad):
   The candidate briefly touches on the benefits of studying abroad, such as experiencing new cultures and meeting new people. However, these points are not fully developed or supported with detailed examples.

2. 出国留学的挑战 (Challenges of studying abroad):
   The candidate mentions homesickness and the financial challenges of studying abroad but does not explore these issues in depth. The responses are brief and lack detailed examples or solutions.

3. 到国外留学时遇到的文化差异 (Cultural differences when studying abroad):
   The candidate acknowledges the importance of understanding local culture but provides only a vague response about how to handle cultural differences.

4. 留学生未来的就业机会 (Employment opportunities for international students): The candidate mentions that studying abroad can help with future job opportunities, especially by learning the language and understanding the culture. However, the points are not fully developed or well supported.

Overall, this candidate engages in the conversation but often repeats himself and hesitates. The responses are mostly relevant but lack depth and development. The candidate communicates the basic ideas but does not fully justify or expand on his points.

Mark awarded = 5 out of 10

Language range

- Linking and cohesive devices: The candidate uses some basic linking words and cohesive devices but does not consistently connect points in a well-developed manner. Phrases like "因为" (because) and "还有" (and also) are repeated, indicating a limited range of connectors.

- Vocabulary: The candidate uses a basic range of vocabulary appropriate to the tasks but does not demonstrate the use of less common vocabulary. The repetition of simple words and phrases indicates a limited vocabulary range.

- Variation and repetition: The candidate makes some attempts to vary their sentences but often falls back on repetition and simple structures. This lack of variation in formulation affects the overall fluency and complexity of their responses.

Overall, the candidate uses some linking and cohesive devices to connect points but does not always fully develop these points. The vocabulary used is appropriate but limited, with minimal use of less common words. There is noticeable repetition and a lack of variety in sentence structures.

Mark awarded = 5 out of 10

Language accuracy

- Simple grammar: The candidate demonstrates basic grammar structures with several slips and inaccuracies. While the meaning conveyed is mostly clear, the grammatical errors are noticeable and frequent.

- Complex grammar: There are attempts to use more complex grammar structures, but these are often incorrect or incomplete. The errors in complex grammar usage sometimes cause ambiguities and as a result affected the clarity of the response.

- Communication impediment: While the candidate's errors in grammar rarely impede communication, they do require more effort from the listener to understand. The overall message is conveyed, but the accuracy issues are evident.

Overall, the candidate uses simple grammar with several slips and makes some use of more complex grammar, though with notable errors. These errors, while not completely obstructing communication, do make understanding more challenging.

Mark awarded = 6 out of 10

Total mark awarded for Conversation task card = 16 out of 30

Pronunciation and intonation for the whole speaking test
Pronunciation is intelligible and intonation is largely appropriate, and individual sounds are mostly articulated clearly.

Mark awarded = 4 out of 5

Total mark awarded for Speaking test = 36 out of 65

Conduct of the test
The teacher/examiner demonstrated a keen understanding of the candidate's abilities, asking questions that were perfectly suited to the candidate's level. This ensured that the examination was both fair and challenging, allowing the candidate to fully showcase his knowledge and skills.

How the teacher/examiner performance could improve
The teacher/examiner should ask for the topic of the presentation before the candidate starts his presentation.

The teacher/examiner should read the scenario of the conversation task card after the 5-minute preparation time instead of before it.

How the candidate performance could improve

Presentation:

- Avoid repetition and hesitation:

    Example, Candidate: "科学技术…科学技术的快速…快速发展，是人类…是人类不曾…是人类不曾…不曾…不曾设想的。。"

Improvement: "科学技术的快速发展是人类不曾设想的。" (The rapid development of science and technology is something humans never imagined.)

- Provide examples and detailed explanations:

    Example, Candidate: "我们用手机，打电话，打电话，做我们的作业…照片等等。"

    Improvement: "我们用手机打电话，完成作业，拍照，甚至进行在线学习和阅读电子书。比如说，我经常用手机上的学习应用程序复习功课，这对我的学习帮助很大。" (We use mobile phones to make calls, complete assignments, take photos, and even engage in online learning and read e-books. For example, I often use educational apps on my phone to review my lessons, which greatly aids my studies.)

Follow-up discussion:

- Expand answers with examples and justifications:

    Example, Candidate："啊，我们可以…我们用…我们用网购，买自己的…买自己想的东西。"

    Improvement: "我们可以用手机进行网购，比如购买学习资料和文具。如果在学习过程中遇到问题，还可以通过搜索引擎找到解决方案，这大大提高了我们的学习效率。" (We can use mobile phones for online shopping, such as buying study materials and stationery. If we encounter problems during study, we can also find solutions through search engines, which greatly improves our study efficiency.)

- Reflect on broader impacts and personal experiences:

    Example, Candidate: "不好的影响是…对我们的眼睛很不好。"

    Improvement: "长期使用手机和电脑会对眼睛造成伤害，比如导致眼睛疲劳和视力下降。因此，我们应该注意控制使用时间，保持适当的休息。此外，我还发现，如果长时间使用电子设备，会让人变得更加依赖这些科技产品，减少与家人和朋友面对面的交流。" (Long-term use of mobile phones and computers can harm our eyes, such as causing eye strain and reduced vision. Therefore, we should control usage time and take appropriate breaks. Additionally, I found that long-term use of electronic devices makes people more dependent on these technologies, reducing face-to-face interactions with family and friends.)

Conversation task card:

- Provide structured and detailed answers:

Example, Candidate: "因为…因为…因为…国外我可以…我可以看我没看过的地方，然后学…学别国的文化。"

Improvement: "出国留学可以让我见识不同的风景，了解别国的文化，开阔眼界。此外，通过与来自世界各地的学生交流，我可以提升自己的语言能力，增加跨文化交流的经验，这对未来的职业发展非常有帮助。" (Studying abroad allows me to see different landscapes and learn about other cultures, broadening my horizons. In addition, by interacting with students from around the world, I can improve my language skills and gain cross-cultural communication experience, which is very beneficial for my future career development.)

- Discuss solutions and hypothetical scenarios:

  Example, Candidate: "我…去嗯我去…外国很长时间的时候，我觉得我有一点想我的家。"

  Improvement: "如果我在国外留学期间感到想家，我会通过视频通话和家人保持联系。另外，我也会积极参加学校的社团活动，结交新朋友，丰富自己的课余生活，减轻思乡之情。" (If I feel homesick while studying abroad, I will keep in touch with my family through video calls. Additionally, I will actively participate in school clubs, make new friends, and enrich my extracurricular life to alleviate homesickness.)

Common mistakes, misconceptions and guidance

Communication:

- Answers were often presented with noticeable hesitation, brief and lacked depth, failing to fully address the questions or provide thorough justifications.
- Limited use of personal experiences and specific examples to illustrate points, leading to less engaging responses and incomplete delivery.
- Answers were not expanded with additional relevant information, limiting the depth of the discussion.
- Not connect individual points to broader social or cultural themes, missing an opportunity to demonstrate a wider understanding.

Range and Accuracy of language:

- Frequent use of the same expressions or phrases, such as "比如说" (for example) or "我觉得" (I think), can make the speech sound repetitive.
- Overuse of fillers like "然后" (then) and "就是" (just) can disrupt the flow and give an impression of uncertainty.
- Inadequate use of a variety of connectives and conjunctions, resulting in not so coherent speech.
- Vocabulary is limited.

Guidance for improvement:

- Expand vocabulary, including idiomatic expressions
- Use complex sentence structures
- Use a variety of connectives
- Practice expanding on answers by adding relevant details, examples, and explanations.
- Use transition words and phrases to connect ideas smoothly.