

# GCSE Chinese

## Session 2

### Content and Conduct of Paper 2: Speaking

Autumn 2025

# Overview of presentation

- **Paper 2: Speaking - content and conduct of the exam**
- **Transcriptions with examiner commentary**
  - Foundation tier role-play
  - Higher tier Photo-card
  - Foundation tier General Conversation
  - Higher tier General Conversation
- **Q&A after each section**
- **Support available from AQA**

# Paper 2: Speaking

**25% of GCSE, 60 marks at both tiers**

- Length of exam:
  - **Foundation Tier:** 7-9 minutes and 12 minutes' supervised preparation time
  - **Higher Tier:** 10-12 minutes and 12 minutes' supervised preparation time
- Tests conducted and recorded by the teacher within a specified five week period in April-May
- All tests set and marked by AQA examiners
- Teachers will have access to the confidential material up to three working days in advance of the test period to do their preparation



# Paper 2: Speaking

## Test will consist of three parts:

- **Part 1** - role-play - two mins at both tiers (15 marks)
- **Part 2** - discussion of photo card - two mins at Foundation Tier and three mins at Higher Tier (15 marks)
- **Part 3** - general conversation – 3-5 mins at Foundation Tier and 5-7 mins at Higher Tier (30 marks)



# Paper 2: Speaking

Allocation of marks across the speaking test

	Communication	Knowledge and use of language	Range and accuracy of language	Pron and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo Card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

# Paper 2: Speaking

Sequencing table for Speaking tests

Candidate order	Role-play	Candidate's chosen Conversation Theme	Photo Card	Candidate's Second Conversation theme
1	5	Theme 1 <b>Theme 2</b> Theme 3	H (Theme 2) <b>I (Theme 3)</b> B (Theme 1)	Theme 3 <b>Theme 1</b> Theme 2
2	9	Theme 1 Theme 2 Theme 3	F (Theme 3) A (Theme 1) D (Theme 2)	Theme 2 Theme 3 Theme 1

# Paper 2: Part 1 – Role-play general information

- Six role-plays will be set at each Tier in every series – one card per student (no choice of card)
- Instructions to students are in English.
- Each role-play has five tasks which include an unpredictable task and a task where the student is required to ask a question
- Students prepare their responses in the preparation time and can use these notes during the test
- The role-play will take approx. two minutes at each Tier
- Teacher role is scripted at both Tiers
- AQA specifies sequence of role-plays (in Teacher’s Booklet)
- Assessed for communication and use of language
- Mix of formal and informal role-play scenarios requiring the appropriate form of address
- Exemplification of application of marking criteria is included in each mark scheme



# Paper 2 Speaking : Teacher conduct (Role play)

1. Position the microphone nearer the student
2. Stick to the teacher script in the booklet
3. Timely interruptions (before the student finishes)
4. Request for repetition (in TL)
5. Two-part questions

# Paper 2 Role-play : advice to students

## 1. Read the introduction carefully.

It sets the scene and helps you understand what you are being asked to do.

## 2. Write down what you are going to say for each bullet point.

Writing down your answers in full helps you feel confident in the first part of your test.

## 3. Only prepare the required number of details for each bullet point.

Adding more details than you are asked for could affect your marks.

## 4. Remember to answer in full sentences.

You must include at least one verb in your answer.

## 5. Make sure you know the question words in the target language.

Words like **when, what, why, where**, and **how** will help you complete the question task.

## 6. You can ask for repetition.

Make sure you know how to ask for this in the target language.

# Example of Foundation tier role-play

## Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

## Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

# Foundation tier role-play:

## Foundation Tier Role-play

### ROLE-PLAY 2 (FOUNDATION TIER)

#### CANDIDATE'S ROLE

##### Instructions to candidates

Your teacher will play the part of your Chinese classmate and will speak first.

When you see this – ! – you will have to respond to something you have not prepared. When you see this – ? – you will have to ask a question.

You are talking to your Chinese classmate about free time.

- Say what type of music you like (**one** detail).
- Say if you like going to the cinema and why/why not.
- !
- Say what you do with your friends (**one** detail).
- ? Ask your friend if he/she likes shopping.

### ROLE-PLAY 2 (FOUNDATION TIER)

#### TEACHER'S ROLE

- You begin the role-play.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

**Introductory text:** 我是你的同学。

- 1 Ask the candidate what type of music he/she likes.  
你喜欢听什么音乐?
- 2 Allow the candidate to say what type of music he/she likes.  
Ask the candidate if he/she likes going to the cinema and why/why not.  
你喜欢去看电影吗? 为什么喜欢/不喜欢?
- 3 Allow the candidate to say if he/she likes going to the cinema and why/why not.  
! Ask the candidate what sport he/she likes. (Elicit **one** detail).  
你喜欢什么运动?
- 4 Allow the candidate to say what sport he/she likes.  
Ask the candidate to say what he/she does with his/her friends. (Elicit **one** detail).  
你和朋友一起喜欢做什么?
- 5 Allow the candidate to say what he/she does with his/her friends.  
很好。
- ? Allow the candidate to ask if you like shopping.  
(Give an appropriate answer).

## Student 1 Foundation Role-play 2 (1'40")

1. 我喜欢听音乐和法国的音乐。（什么音乐？）音乐……（什么音乐？）啊什么音乐……法国的音乐。
2. 我不喜欢去看电影，因为我觉得看电影很贵，我更喜欢看网上电影。
3. 我很喜欢打网球和踢足球。我……去……我打网球打……每个星期我打网球打三个小时。
4. 我的朋友一起喜欢打网球。我跟朋友一起去……星期三……网球……打网球。
5. 你喜欢买东西吗？（谢谢！）不客气！（再见！）再见！

### Foundation Tier Role-play

#### ROLE-PLAY 2 (FOUNDATION TIER)

#### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of your Chinese classmate and will speak first.

When you see this – ! – you will have to respond to something you have not prepared. When you see this – ? – you will have to ask a question.

You are talking to your Chinese classmate about free time.

- Say what type of music you like (**one** detail).
- Say if you like going to the cinema and why/why not.
- !
- Say what you do with your friends (**one** detail).
- ? Ask your friend if he/she likes shopping.

## Student 1 Foundation Role-play 2 (1'40")

Task	Commentary	Marks
1	The student provides a type of music (法国的音乐) she likes. The message is communicated without ambiguity.	2 marks
2	The student gives an opinion and a reason. The message is communicated without ambiguity.	2 marks
3	The unpredictable task. This is quite an extensive answer. The message is communicated without ambiguity.	2 marks
4	The message is communicated without ambiguity.	2 marks
5	The student formulates an appropriate question.	2 marks

This performance is an excellent example of how full marks can be achieved through accomplishing tasks using succinct messages and language.

### Knowledge and use of language

5 marks (very good knowledge and use of language). The student shows a very good knowledge and use of language in relation to the tasks.

# Paper 2: Part 2 – Discussion of a Photo Card

- Six photo cards will be set in each series – one card per student (no choice of card)
- Photos are the same at Foundation and Higher Tiers
- Student's card contains **three** of the five questions which will be asked so the student can prepare their responses during the preparation time and use these notes in the test
- First question always the same – what is there in the photo?
- At Foundation tier, one question on the student's card will be in a tense other than the present
- The discussion will take approximately **two minutes** at Foundation Tier and **three minutes** at Higher Tier
- Teacher asks questions as provided in Teacher's material
- Assessed for Communication only



# Paper 2 Speaking : Teacher conduct (Photo Card)

1. Paraphrasing the question – with the same meaning
2. The 5 follow-on questions – as printed
3. Timing of the Photo card task
4. Use of tenses

# Paper 2 Photo-card : advice to students

## **1. Use the preparation time effectively.**

Write out notes for what is on the photo. Remember – you can't pretend to be in the photo!

Write out your answers to the questions you see on the photo card. Think about what the other questions could be.

## **2. Keep answers simple and clear.**

You can mention anything you see in the photo. Keep to language you understand – there are no marks in this part of the test for complex language, only for Communication, so keep it simple and clear.

## **3. Remember to answer in full sentences.**

Prepare answers of at least three sentences for each of the three questions on the card, using a verb in each one.

## **4. Listen carefully for key words in the questions.**

One of the prepared questions at Foundation tier will require an answer in a time frame other than the present.

At Higher tier, one question will require an answer which refers to a future event and one question will require an answer which refers to a past event.

You can ask for repetition of a question, but make sure it is in Chinese. Practise how to do this.

# Example of Higher tier Photo card

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

<b>All</b>	Defined as all five questions
<b>Nearly all</b>	Defined as four questions
<b>Most</b>	Defined as three questions or more
<b>Some</b>	Defined as two questions

# Higher tier Photo-card:

## HIGHER TIER

### Card G

### Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- What is there in the photo?
- Describe which friend you get on best with.
- What do you like to do at weekends with your friends?

## Card G Teacher's Notes

**Theme: Identity and culture**

**Topic: Me, my family and friends**

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '照片里有什么?'.

You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- 照片里有什么?
- 谁是你的好朋友?
- 你周末喜欢和朋友一起做什么?
- 你上个星期和朋友去了哪儿?
- 你工作以后想住在家里吗? 为什么?

## Card G Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to me, my family and friends.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- What is there in the photo?
- Describe which friend you get on best with.
- What do you like to do at weekends with your friends?

- 照片里有什么？
- 谁是你的好朋友？
- 你周末喜欢和朋友一起做什么？
- 你上个星期和朋友去了哪儿？
- 你工作以后想住在家里吗？为什么？

## Student 4 Higher Photo card G Theme 1 (2'45")

## (Theme 1: Identity and culture)

1. 照片里是我的家人，有我爸爸、妈妈、两个弟弟和妹妹。
2. 我最好的朋友叫小红，今年18岁。我是最好的朋友，因为从小的时候我住在一样的地方，另外我有一样的爱好，比如骑马和打网球。
3. 我和小红喜欢打运动，所以每个星期天我去运动场打网球比赛。上个周末我获得了网球比赛。
4. 上个星期我和小红去了海边，我在海边游泳，太玩儿。（除了游泳，你们还做了什么？）我还去了中心广场，因为我们的妈妈在中心广场买东西，所以我和我们的妈妈去饭店吃了中餐。
5. 对不起，请你……（你大学毕业以后去工作；工作以后，你想住在家里，和爸爸妈妈，还是不住在家里？为什么？）我希望不在……不在家里，住在，因为我想去不同的国家，所以……我最喜欢的国家是加拿大，我希望在将来我可以在温哥华工作。（所以你想住在加拿大。）对。（你的朋友小红呢？）我希望我和小红可以住在一样地方。（谢谢！）谢谢！

## Student 4 Higher Photo Card G Theme 1 (2'45")

The student does respond clearly to nearly all questions. Four responses are developed beyond the minimum, producing accurate details and show the student's clear ability to extend answers. However note that, although extra information is given in response to Question 1, the student fails to develop at least three replies which is required for the 13-15 band. Therefore although there is a lot of development in Question 2 to 5 including a range of valid opinions, as well as the student producing a confident and largely accurate use of language with a good variety of vocabulary, she just falls short of a performance worthy of a mark in the top band because of lacking development in Question 1, otherwise her overall performance would have merited a mark in the top band. She scores 12 marks.

Communication

12

# Paper 2: Part 3 – General Conversation

- The conversation is based on the two Themes **not** covered in the photo card
- Student will nominate first Theme for discussion but will not know the questions which will be asked
- Suggested questions covering full ability range provided for each Theme in the Teacher’s Booklet – these are not compulsory
- Students are required to ask a question during this part of the test and this can be at any point.  
NB: There is a 1 mark penalty if a student fails to ask a question

Assessed for:

- Communication – 10 marks
- Range and accuracy of language - 10 marks
- Pronunciation and intonation – 5 marks
- Spontaneity and fluency – 5 marks



## **Paper 2 Speaking : Teacher conduct (General Conversation)**

1. Ensure you are meeting the minimum and maximum timings
2. Train students to give and justify opinions
3. Tailor your questioning to the ability of the individual student
4. Encourage students to ask you a question in the discussion of the first theme
5. Ask follow-up questions
6. Announce the change of theme in Chinese
7. Keep a close eye on the time allowed for the second theme
8. Remember to prompt the student to ask you a question

# Paper 2 General Conversation: advice to students

## **1. Listen carefully.**

Listen carefully to what your teacher asks you. Listen out for question words and familiar phrases.

## **2. Need to hear it again? Just ask.**

It's fine to ask your teacher to repeat a question. Make sure you know how to do this in the language you're learning.

## **3. Think before you speak.**

You don't have to answer straight away. Take a moment to think about what you want to say. Work hard on your pronunciation.

## **4. Show what you know!**

Try to vary the language you use and use different words and phrases in your answers.

For example: give opinions and reasons / have different ways of expressing opinions / have a bank of different adjectives / use connectives to make your sentences longer/more complex where possible.

## **5. Ask your teacher a question**

Ideally ask your question during the first theme, to ensure you don't run out of time and/ or forget.

# Examples of foundation & higher General conversation

## Foundation Tier

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Pronunciation, intonation and tones generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some correct intonation and tones.
3	3	Pronunciation is understandable, with a little correct intonation and a few correct tones and comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation or tones, making comprehension difficult at times.
1	1	Pronunciation is only just understandable with no evidence of intonation or tones, making comprehension difficult.
0	0	Pronunciation, intonation and tones do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

## Student 5 Foundation General conversation Theme 2 and Theme 1 (4'20")

### Communication

The student's delivery is quite slow and the fact that she has to search for what to say means that the amount of information conveyed is hindered. She tends to go beyond the minimum in her replies but any extension of answers is quite limited due to a lack of vocabulary needed to complete the response. She doesn't ask the teacher-examiner a question which incurs a deduction of 1 mark from her mark for Communication in this section.

### Range and accuracy of language

Responses are given in full sentences. There are some attempts to use more complex structures, such as “我觉得中国饭很好吃”, “我跟朋友一起想去看Moana的电影”. There is some success in marking reference to past and future, as well as present, event. The overall performance has features of both of the top bands and is very much on the borderline between them. A mark of 8 is awarded.

### Pronunciation and intonation

Pronunciation is good throughout and all basic sounds are enunciated correctly, as well as evidence of good use of intonation, such as “我觉得中国饭很好吃!”

### Spontaneity and fluency

This exchange has a natural feel about it. Hesitations occur when the student is searching for the appropriate word and, as such, do not break the flow of conversation. There is no evidence of pre-learnt responses.

Communication	Range and Accuracy	Pronunciation and Intonation	Spontaneity and Fluency	Total Marks
6	8	5	5	24

(Theme 2: Local, national, international and global areas of interest)

- **你喜欢吃什么?**  
我喜欢吃苹果和.....果汁.....喝果汁。
- **你今天早饭吃了什么?**  
我今天早饭吃..... (吃了什么?) 吃..... (你吃了面包吗?) 面包和..... (喝了什么?) 和牛奶。
- **你今天午饭想吃什么?**  
我今天午饭想..... (想吃什么?) 汉堡包。
- **你觉得中国饭好吃, 还是法国饭好吃?**  
我觉得中国饭很好吃! (为什么?) 我喜欢中国饭.....中国的饭。
- **你会说什么外语?**  
我会说法文、英文、阿拉伯文、意大利文和一点儿中文。
- **你喜欢去哪个国家?**  
我喜欢去.....西班牙和中国.....和中国。

(Theme 1: Identity and culture)

- **你常常看电视吗?**  
我常常看节目。(看什么节目?) Doctor House的节目.....电视节目。(你喜欢看什么电视节目?) 什么电视节目.....Doctor House的节目。(为什么?) 我觉得Doctor House的节目很.....好玩。
- **你有没有手机?**  
我有手机。(你用手机做什么?) 我网上.....上网.....上网。我用手机上网。
- **你最近看了电影吗?**  
我最近看了, 看了电影。(什么电影?) La La Land.....我看了La La Land的电影。
- **La La Land是哪国的电影?**  
La La Land是美国的电影。(好看吗?) 很好! 好看! 很好看!
- **你喜欢La La Land的什么?**  
我喜欢La La Land的.....的.....的音乐。
- **下个周末, 你想去看电影吗?**  
下个周末, 我想去看电影。我.....想.....我跟.....我跟朋友一起去看.....去看.....Moana的电影。(哪国的电影?) Moana。(在哪儿?) 在Tonbridge的看.....的电影.....的电影yyy..... (电影院) 院! 院! 电影院! (希望你们玩得开心, 好不好?) 好! 好! (谢谢!) 谢谢!

# Examples of foundation & higher General conversation

## Higher Tier

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and mostly correct intonation and tones throughout.
4	4	Good pronunciation and mostly correct intonation and tones with only occasional lapses.
3	3	Generally good pronunciation, intonation and tones but with some inconsistency in more challenging language.
2	2	Pronunciation, intonation and tones generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some correct intonation and tones.
0	0	Pronunciation, intonation and tones do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learned responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learned responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

## Student 6 Higher General Conversation Theme 2 and Theme 3 (6'45")

### Communication

An assured performance. The student responds successfully to all questions and provides a lot of information, in well developed, complex sentences, using a good variety of vocabulary and time frames throughout. The student is successful in asking a question of the teacher (最健康是什么). The criteria for the 9-10 band state, "a speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly." A mark of 10 is awarded.

### Range and accuracy of language

There is a wide range of vocabulary and linguistic structures used throughout the conversation. There is also evidence of a confident use of different time frames. There are a few minor errors, such as "我可以用公共汽车去不同的地方", "没有吃太多的蛋糕或者糖果", "好像是每个人都看一样", but these are few and far between which do not impede communication. Overall the performance fits the criteria for the 9-10 band.

### Pronunciation and intonation

This student demonstrates a consistently good level of pronunciation and tones, as well as using intonation convincingly throughout. There are no major mispronunciations and the only conspicuous mispronunciation is "青菜". A mark of 5 is awarded.

### Spontaneity and fluency

There is no evidence of pre-learnt responses and the performance has a sense of real flow. An effective conversation has a sense of real natural flow and is sustained throughout. The performance mainly reflects features of level 5, showing the student's clear ability of participating in a spontaneous conversation within the context without major hesitation or pauses.

Communication	Range and Accuracy	Pronunciation and Intonation	Spontaneity and Fluency	Total Marks
10	10	5	5	30



(Theme 2: Local, national, international and global areas of interest)

- **说说你最理想的房子，好吗？**  
好。我最理想的房子在加拿大，因为我很喜欢加拿大的环境，很美丽。因为很小的时候我住在公寓楼，所以我不要很大的房子。
- **你喜欢住在海边，还是住在城市？为什么？**  
我喜欢住在城市，因为城市的生活更……更方便，我可以用公共汽车去不同的地方。
- **你觉得吃什么最健康？**  
最健康是什么？（对身体好）我从小的时候我妈妈告诉我必须去体育馆。（吃什么东西？）吃很多的青……青菜……蔬菜，不……没有吃太多的蛋糕或者糖果。
- **现在在中国没有很多熊猫了。为什么？**  
因为中国的经济发展，所以城市……城市更大，没有很多地保护环境，所以熊猫没有家。
- **天气越来越热，对环境有什么影响？**  
天气越来越热，对环境很大地影响。一般来说，在冬天天气很冷，在夏天天气很热，但是现在因为天气越来越热，在冬天可能很热，但是在夏天可能不热。
- **你最喜欢坐飞机，还是坐火车？为什么？**  
我最喜欢坐飞机，因为飞机比火车更快。
- **去年度假的时候，你最喜欢做的事是什么？**  
去年我……在……我我去过……sorry对不起，我去了中国度假。在北京我们去了很多的不同的地方，比如长城或者故宫。一般来说，在……在假期我喜欢做放松的活动，所以去年的时候我看了很多的电视。

(Theme 3: Current and future study and employment)

- **你喜欢学外语吗？为什么？**  
我很喜欢学外语，因为我觉得如果人们学外语，也可以学不同的文化。
- **中国的学校和英国的学校有什么不一样？**  
我觉得中国的学校比英国的学校有更大的压力，因为中国有世界的最难的考试，叫“高考”，但是在英国没有很难的考试，我们有GCSE或者A-level。
- **在你的学校你最喜欢什么？最不喜欢什么？**  
在我的学校我最喜欢我的老师，因为我觉得我的老师有最好的教育方法；但是我不喜欢学校的餐厅，因为在午饭很热闹，但是如果我要放松，我不可以放松，在餐厅。
- **你觉得穿校服好不好？**  
我觉得穿校服有利有弊，好像是每个人都看一样；但是如果人们要穿不同的衣服不可以。
- **你打算上大学吗？**  
对，我打算在美国上大学。
- **如果去美国上大学，你想学什么？**  
我想学汉语……对不起，汉语，因为我知道在美国的中国人喜欢学习不同的话题，所以我觉得在美国我可以跟中国人聊天，用汉语。
- **为什么在美国上大学，不在英国上大学？**  
因为美国和英国的文化不一样，所以我要学习不同的文化，我已经学习英国的文化，所以将来我希望学习美国的文化。
- **你觉得什么工作最好？**  
我觉得医生是最好的工作，因为每个国家必须有医生……医生；我也觉得医院是很有意思的地方。
- **你想在国外工作吗？**  
我想在国外，因为我喜欢学习不同的文化，所以我要住在不同的国家。

# We'd love to hear from you!

## Contact us

We're here to support you throughout the year, answer your questions and always provide up-to-date, expert advice.

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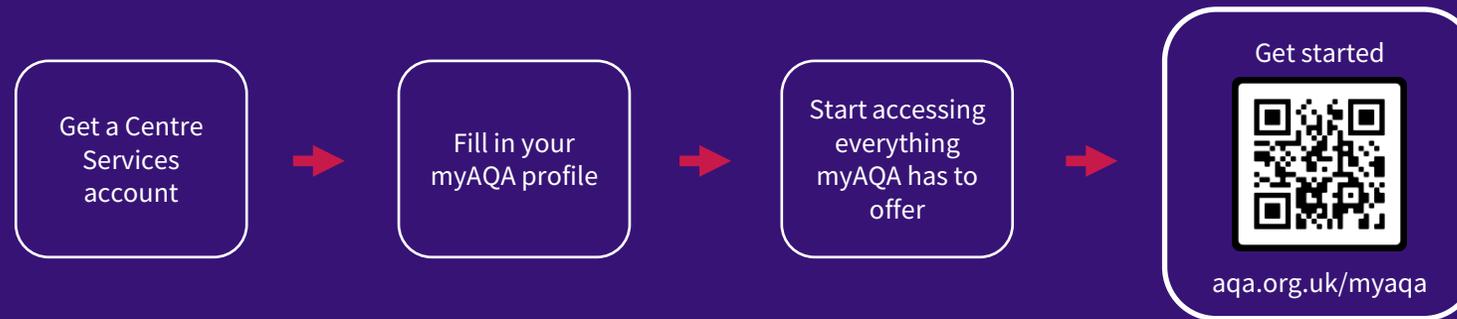
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