

CHINESE LANGUAGE

Paper 8238/12
Listening

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	G	21	C	31	A
2	D	12	C	22	A	32	B
3	A	13	A	23	C	33	B
4	D	14	H	24	B	34	C
5	D	15	C	25	A	35	A
6	C	16	B	26	B	36	A
7	A	17	A	27	B	37	C
8	B	18	B	28	B	38	C
9	E	19	A	29	C	39	B
10	D	20	C	30	A	40	C

Key messages

In order to perform well in this paper candidates should:

- listen carefully to the recordings in each exercise and select the correct answer for each question
- listen carefully to the recordings in order to avoid the distractors present in the options given for each question
- read the questions and the options given carefully and provide the answers based on what is meant on the recordings and avoid word spotting or word matching.

The majority of the candidates have performed well in this paper.

General comments

This is the first year the AS Chinese Language Listening exam has been introduced and it is also in multiple choice format. One hundred and thirty-seven candidates sat the exam and did extremely well. On average, almost 70 per cent of the candidates chose the correct answer for each of the questions. They dealt with the distractors very well and hardly had any guessing work apart from **Question 23, 27 and 28. Question 5 and 6** were supposed to test key information and main ideas of a wide range of vocabulary and language structures, however, only half of the candidates gave correct answers and candidates were less successful than in the other questions in the **Questions 1-8 Section**.

Comments on specific questions

Questions 1–8

Questions 1–4 and **Questions 7–8** were not very challenging to candidates although there were two text-based distractors. In addition, the topic areas were exam, school and future plans which were all very familiar to candidates. However, **Questions 5** and **6** were about a TV program preview regarding Animal and Plant Care Activities. The options on the exam paper were very formal and the answer keys did not directly appear in the recording, words had also been changed to synonyms which raised the difficulty levels. In addition, the text-based distractors in **Question 5**: **A**: 扮装表演 and **B**: 动物奇观 were chosen by 13 and 20 per cent of the candidates respectively, which reflected some level of guessing work since the words ‘dress up 装扮’ and ‘animal 动物’ were in the recording. The same situation appeared in **Question 6**, **A**: 慈善捐款活动 was a plausible distractor and **B**: 关怀青年组织 was a text-based distractor, and the word ‘care 关怀’ and ‘youth 年轻人’ were in the recording to serve the purpose of distractors, therefore, they were chosen by 20 per cent of candidates respectively. Centres should train their candidates to not just matching the words they heard from the recording, they need to interpret the meaning behind the listening text.

In **Question 7**, 15 per cent of candidates chose **B** 做义工, as it was mentioned in the recording but there was a sequence word first then, the question was ‘What Xiaoyu wants to do **first** after graduation?’, therefore, **B** was not the correct answer. Centres should advise their candidates to pay extra attention to sequence words or words indicating a turning point e.g. 但是、可是、不过, etc.

Question 9–14

This exercise included six people talking about their ideal holiday venues but there were eight options for six speakers, so two extra options served as distractors, though each correct answer also had some level of distraction too. Those questions were harder than **Questions 1–8** since they were testing stated and implied opinions, but candidates did very well and around 70 per cent of the candidates selected the correct answers.

In **Question 9**, 21 per cent of candidates chose **F** 想去古董店 since history and historical places had been mentioned in the recording which distracted candidates to choose antique shop. The same situation happened in **Question 10**, **B** 觉得天气太热 had a negative tone due to the word ‘太 too’, however, in the recording, speaker 2 expressed a positive attitude towards the hot weather, therefore, candidates need to be reminded that judging implied opinions through the recording is important for **Questions 9–14**.

Questions 15–20

Candidates needed to complete the short text by filling six gaps with one of the three options given to each gap. Similar to **Questions 1–8**, this section purpose was to test key information and main ideas of a wide range of vocabulary and language structures. Candidates filled the gaps in the paraphrased passage. Although implied meaning has not been tested, different vocabulary and sentence structures appeared on the paper, compared with the ones in recording. For example, **Question 15**, **C** 网络红人 was a synonym of 美食主播, author and professional chef were a plausible and text-based distractor respectively since this was a TV programme about food wasting. Less options per question have made some candidates choose the wrong answers. Similar situation happened in **Questions 17** and **20**. However, on the other hand, shorter options made this exercise not as demanding as the other exercises.

Questions 21–30

This was an interview to a sportsman with three options per question. Apart from listening to the main ideas and opinions of a wide range of vocabulary and language structures, implied information was also tested which raised the level of difficulty. **Question 23** was particularly tricky because none of the words in the three options appeared in the passage. Candidates had to judge which one was the best fit to the interpretation of the behaviour in class e.g., doodling on textbook, chatty in class. Were they rude to teachers or not interested in class?

More than a half of the candidates chose **C** which was a text-based distractor rather than correct answer **B** in **Question 27**. Centres should prepare their candidates to listen carefully and read the stem question carefully. **C**: 大学的师长 was mentioned in the text, but they were for inspiring rather than spending time for setback. A similar situation happened in **Question 28**, the stem question was asking original dream 原本梦想 rather than a current dream which was **C**: 推广企业教育 and it was wrongly chosen by 36 per cent of the candidates.

Questions 31–40

This was a monologue talking about relationship between technology and modern life. Although it was longer than **Questions 21–30 Section**, more implied meaning questions were tested. Candidates dealt with it very well, maybe due to the familiarity to the topic. Very few candidates have chosen the plausible distractor. Some text-based distractors were chosen, e.g., in **Question 31 (B)**, **Question 33 (C)** and **Question 35 (C)**. **Question 31 B** 手机使用率 was mobile phone usage, but in the recording was Internet usage; **Question 33 C** 疲惫 meant being tired, which was a bit different from being lonely; **Question 35 C** 阅读新闻 was what the speaker wanted, not what she enjoyed in week four. Candidates need to be careful when they process the information they listen to.

Question 40 C was the correct answer with an implied meaning from the recording, 67 percent of the candidates chose the correct answer, while 20 per cent of the candidates chose the text-based distractor **A**. Centres need to remind their candidates to pay attention to 'it is..., but 也是...但不是' structure to get the correct answers.

CHINESE LANGUAGE

Paper 8238/22
Reading

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	C	21	C	31	D
2	D	12	D	22	B	32	C
3	D	13	A	23	A	33	B
4	C	14	B	24	D	34	D
5	A	15	D	25	D	35	C
6	C	16	H	26	B	36	A
7	B	17	G	27	A	37	C
8	C	18	A	28	C	38	B
9	A	19	C	29	A	39	A
10	D	20	F	30	B	40	C

Key messages

In order to perform well on this paper, learners should:

- demonstrate genuine understanding of the passages
- read the questions carefully and provide answers based on the texts, rather than using own experiences or assumptions
- attempt every question in the paper, even the questions they feel less confident about.

General comments

This June 2024 Reading paper was the first examination of the new specification, consisting of 40 multiple-choice questions on different types of texts. There were many positive responses across centres and all learners attempted all questions.

The passages learners read ranged from variety of length and complexity, featuring notices, advertisement and topic areas covering online shopping, review on a TV series, nature and overseas graduates. The emphasis of the questions moved from assessing learners' ability to understand main points and key information from a range of texts to identifying emotions, opinions and attitudes and also arguments and conclusions from discursive texts.

The vast majority of learners have understood the requirements of the specification very well and applied their skills well in this June series.



Comments on specific questions

Questions 1–6

This section included six short independent texts and each one of these had its question. The responses in these questions were very positive as over 70 per cent of learners secured all marks.

For **Question 1**, a small number of learners did not identify 没按要求. The most frequent incorrect answer was option **A** or option **D**. For **Question 3**, a few learners mistook options **A** and **B**. For **Question 5**, quite a few learners chose incorrect answer option **C** as they were not able to understand 无需 from the text. Similarly, in **Question 6**, the typical wrong answer was option **A** as they only identified part for of the sentence 忘了收回阳台上晾着的衣服 from the text. Most learners answered **Question 2** and **Question 4** successfully.

Question 7–14

In this exercise learners read four pieces of short texts about online shopping platforms. The questions required learners to identify relevant information, including opinions or attitudes. Implied meaning was also tested. The performance was very strong overall.

Learners answered **Questions 8, 9** and **11** very well as around 80 per cent of learners secured the marks. For **Question 7**, nearly 20 per cent of learners chose the incorrect answer option **C**, as they only identify the similar characters 担忧 in the text with 担心 in the question, and did not understand 怎么能乐观起来 in text **B**, which was the correct answer. Around a quarter of learners did not understand 各种奇葩借口 from text **D** for **Question 10**, and probably only word spotted 顾客 in the texts, therefore, chose either option **A** or **B** instead of the correct answer, option **D**. For **Question 12**, the typical wrong answer was option **A** as learners did not seem to be sure about 保障. **Question 13** has proven to be very challenging, as almost half of the learners found this question difficult to answer and only 58 per cent of learners secured the mark. The question required learners to understanding the whole passage from Wang Fang. In this case, those learners who only understood the text partially went for option **C**. In **Question 14**, most of the learners were familiar with the vocabulary 退货 but only those learners who understood the opinions expressed in Liu Ming's text secured the mark. Option **D** was the most frequent incorrect answer.

Question 15–20

In this sentence completion exercise, learners read a review of a TV series. They were required to read in detail and match sections or elements of the text to the options to complete the statements accurately. Two extra options served as distractors. Learners performed well in this exercise.

The majority part of the cohort responded very well to **Question 15, 16** and **18** as 75 per cent of learners answered them successfully. In **Question 17**, quite a few learners chose option **C** 易打动成熟观众 instead of correct answer option **G** 普遍更有吸引力. Though both options grammatically fit in the question, learners were required to read into the fine details to work out the correct answer. Only the strongest learners answered **Question 19** correctly and selected option **C**. The data provided showed that quite a few learners found this question challenging as options **E, F** and **G** were picked by many because they grammatically fit in the stem. **Question 20** appeared to be also challenging to some learners as nearly 20 per cent of the learners were confused with the correct option **F**, as they had used it already in other stem options.

Learners need to read through the whole text in detail and identify the connection between the questions/stems and the options as simply word spotting will not work.

Question 21–32

The text was about birds' migration to Beijing. The purpose of this question was to test the candidate's ability to apply grammatical usage in context. The overall performance was strong.



Question 21 has proven to be the most challenging in this exercise as it was answered correctly only by 61 per cent of learners. The question required learners to identify the different meaning of four nouns. The learners who choose other option **A** 通讯 understood the verb 传来 in the text but were not sure of the context. For those learners who chose option **B** 动静 instead of the correct option **C** 消息, this was because of the incorrect verb-object match. **Question 22** was very well answered as majority of the learners secured the mark. In **Question 23**, nearly one third of learners found it tricky. The typical wrong answers were options **C** and **D**. The performances on **Question 24, 25** and **26** were very strong as nearly 75 per cent of the learners chose the correct answers. For **Question 27**, only the high ability learners understood the vocabulary 稀有. Quite a few learners mistakenly chose option **D** 少数 as the correct answer. Positive responses were seen in **Question 28, 29** and **30** as a large number of learners scored the marks. It is worth mentioning that **Question 29** was the best answered question in this exercise as it was answered correctly by over 80 per cent of learners, showing that 所以 was a familiar conjunction to most learners.

Question 33–40

In this final exercise, learners were required to read a longer piece of text about students who studied abroad. Learners had then to demonstrate their understanding of the text by answering to a set of multiple choices questions, testing their comprehension, their ability to identify opinions and draw conclusions from both explicit and implicit contexts. Despite the higher level of demand in this exercise, learners still performed very well.

Responses to **Question 33** were a bit mixed, which showed that learners did not quite understand it. Only those learners who understood the whole first paragraph and managed to draw conclusions, were able to secure the mark by choosing option **B**. Quite a few learners chose either option **A** or **D** instead, which demonstrated that they only understood the paragraph partially.

More than half of learners found **Question 34** quite challenging, and this was the least successful question attempted by learners. The question required learners to understand 深受经济实力雄厚的企业的欢迎 from paragraph one. As vocabulary like 文化 and 外语 both appeared in the text, these have led some learners to choose option **A** or **C**.

Learners tackled **Question 35** successfully with exception of a small number of learners who chose option **D**. For **Question 36**, over two thirds of learners secured the mark whilst some chose option **B**. **Question 37, 38, 39** and **40** were all well answered by the learners.

CHINESE LANGUAGE

Paper 8238/32
Writing

Key messages

In this paper, candidates need to answer to two questions, **Question 1**, the functional writing task, and **either Question 2 or Question 3**, which have an argumentative or discursive focus. Do **not** answer both **Questions 2 and 3**.

In order to perform well in this paper, candidates should read the instructions for each question carefully to make sure they understand exactly what they need to write about.

For the functional writing task, which is a compulsory question, candidates should read the four bullet points carefully and ensure they cover all bullet points when producing their answers. They should use a wide range of vocabulary and sentence structures in their writing. Candidates are also encouraged to express personal opinions on the topic provided and express positive and negative views, following the prompts given.

For the argumentative tasks, where candidates only need to complete one of them, it is important that they develop a series of coherent arguments supported by detailed examples. Candidates should weigh up the different opinions related to the issues in either task.

Candidates should also think carefully about the tone and context of their answers, bearing in mind their 'audience' and the type of text they are writing.

General comments

Overall, the candidates performed well in **Question 1**. There was a good coverage of the bullet points, a good use of a range of structures and a good use of grammar. In **Question 2 and 3**, some strong candidates thoroughly understood the tasks and used a wide range of structures coherently to develop their responses logically and clearly. The arguments were fully supported with a variety of facts, ideas and opinions.

The candidates in the middle mark range showed that they clearly had subject knowledge but struggled to focus sharply on the opinions related to the issues. There were also some candidates that sometimes did not understand the tasks and did not know how to respond appropriately and correctly in Chinese. Only very few candidates responded to the tasks with some pre-learnt essays.

Comments on specific questions

Section A

Question 1

快要毕业了，校长希望了解学生们的感受。他邀请你写一封信，谈谈你的高中生活。 在信中，你必须包括以下几点：

- 你最难忘的一节课
- 在校期间，你有哪些收获
- 学校开展多种课外活动的重要性
- 你觉得学校将来应该在哪些方面有所改进。

Most candidates used the correct and appropriate formal letter format, starting with 尊敬的校长 and finishing by using 此致, 敬礼 and 姓名和日期. Some candidates started the letter with 亲爱的校长 and finished using ‘祝好’ or ‘非常感谢’, while a small number of candidates did not use the letter format, they simply wrote an essay instead of a formal letter. Most candidates were able to address most of the bullet points provided appropriately. Some candidates misread the first bullet point and took 难过 as 难. Therefore, instead of writing about an unforgettable lesson, some candidates wrote about a difficult lesson. Very few candidates wrote about a difficult subject rather than a lesson.

Section B

Question 2

随着社会发展与时代变迁, 中国人庆祝传统节日的方式发生着变化。有人觉得, 节日原有的味道变淡了, 气氛也没有以前浓。给学校网站写一篇文章, 谈谈你是否同意这个说法, 为什么?

Most of the candidates who chose this question had a good understanding of the changes in Chinese society and the changes in customs and traditions. Most responses were aligned with the idea that the development of Chinese society and advancements in technology have profoundly influenced people's lifestyles, and the ways in which people celebrate festivals have inevitably changed as well. Some particularly strong candidates even put forward their own views on how to preserve cultural traditions. Some weaker candidates tended to write about Chinese festival celebrations in general or discussed whether the changes were good or bad.

Question 3

近年来, 人们越来越注重沟通对心理健康的影响。有人提出, 人与人之间的互动所带来的满足感是在社交媒体中体会不到的。给你们学校的校刊写一篇文章, 谈谈你是否同意这个说法, 为什么?

This question was highly relevant and elicited many strong responses from the candidates. Some strong candidates systematically compared the differences between face-to-face communication and virtual social interactions, analysing their advantages and disadvantages. They concluded why social media cannot fully capture the essence of human interaction. Their arguments were supported by numerous examples, making them very convincing. Some students did not argue whether social media could fully capture the essence of human interaction and focused too much on the fact that people were paying more attention on mental health issues these days, which was a little bit off track. Some weaker candidates could not form any effective essays to respond to the task, only echoed the points in the rubrics. Very few candidates used their pre-learnt essays to respond to the question.

It is important for students to practise the format of a letter in Chinese, as this will help them understand the proper structure and conventions used in formal or informal communications. By becoming familiar with the standard greetings, closings, and layout, students can effectively convey their messages in a clear and culturally appropriate manner.

Training students to identify the key words in bullet points is essential because it ensures that their responses remain focused and relevant to the question. By honing this skill, students can better organize their thoughts and provide more coherent and targeted answers. This practice helps them to stay on topic and address to the core issues, ultimately leading to stronger and more persuasive essays.

CHINESE LANGUAGE

<p>Paper 8238/04 Speaking</p>

Key messages

Familiarisation with Test Format: Examiners must ensure they are thoroughly familiar with the test format and have read the instructions provided in the syllabus booklet in advance of the speaking test period.

Allocation of Conversation Task Cards: Examiners should allocate the Conversation Task Card in advance, following the randomisation instructions. If a candidate's presentation overlaps with the topic of the Conversation Task Card, examiners should skip that card and move to the next one on the randomisation table.

Recording of Tests: All candidates' speaking tests must be recorded continuously without any breaks or pauses, including the five-minute preparation time for the Conversation Task Card. Selected samples should be uploaded to the Submit for Assessment platform along with the correct documents, including internal moderation procedures, if conducted.

Presentation: Examiners must not interrupt the candidate's presentation. They should only intervene if the presentation shows no sign of finishing after 2 minutes or to prompt a candidate who is struggling to continue. After the presentation, examiners should clearly indicate the start of the follow-up discussion.

Follow-Up Discussion: Questions in the follow-up discussion should not require candidates to repeat what they have already stated in their presentation. Instead, questions should provide opportunities for candidates to express their views on the content and explain their reasoning.

Scope for Vocabulary and Structures: Examiners should ensure that questions, during both the follow-up discussion and the Conversation Task Card section, allow candidates to use a wide range of vocabulary and structures. This enables candidates to give opinions and justifications, giving them the chance to achieve higher marks.

Adaptation of Questions: The questions provided in the Conversation Task Cards are suggestions. Examiners can use, adapt, or ask different questions according to the individual needs of the candidates. The examiner should initiate the conversation in the Conversation Task Card section.

Adherence to Timings: Tests must adhere to the timings set out in the syllabus, including the five-minute preparation time for the Conversation Task Card. Discrepancies in the five-minute preparation time may lead to malpractice investigations.

Instructions to Candidates: Examiners must instruct the candidate in the target language: "You now have 5 minutes to read the Conversation Task Card and prepare for this part of the test. You may make notes on a separate piece of paper but must not write on the task card."

Language: Tests must be conducted in Mandarin after the initial introduction.

General comments

This year as the first year, the vast majority of centres conducted the tests effectively. Each candidate presented a prepared topic of their own interest, followed by a conversation with the examiner. The most successful conversations occurred when examiners asked a series of relevant questions, providing candidates with opportunities to express personal ideas and justifications, enabling them to access higher marking bands. Many presentations were notably interesting, showcasing candidates' thorough research and planning.



Examiners were generally well-prepared, and effective conversations were characterised by examiners who listened attentively and asked excellent, probing questions, appropriate to the syllabus' level and depth.

In the Conversation Task Card section, the best performances from candidates of all abilities were observed in centres where questions were asked at an appropriate level, allowing candidates to provide extended responses and exhibit their command of the language. Candidates engaged in meaningful discussions, expressing and defending their opinions and arguments across all tasks. They gained marks for contributing to the conversation by conveying their ideas with clarity and confidence. The strongest candidates also demonstrated consistent use of a wide range of vocabulary and a variety of structures to articulate their perspectives effectively.

Conduct of the test

From the evidence heard in the submitted samples, the vast majority of examiners were familiar with the test requirements and understood the importance of their role. Most examiners introduced each part of the test clearly and ensured that candidates were given ample opportunity to demonstrate the full range of their abilities.

However, in a small number of cases, the timing of individual sections did not comply with the syllabus guidance, sometimes being too short or too long. A very small number of centres provided candidates with more or less than the required five-minute preparation time for the Conversation Task Card, resulting in malpractice investigations as this was not a fair practice.

There were also instances where the questions were too closed or fact-based, restricting the answers candidates could give and thereby affecting their performance. Examiners need to be careful not to ask questions that make candidates merely repeat material from their presentations. Questions should be clear and understandable to facilitate meaningful conversations. In a small number of cases, examiners read out all the questions on the Conversation Task Cards, and some questions were not clear enough to the candidates due to unfamiliar vocabulary. Examiners should ensure that their questions encourage candidates to expand on their ideas and engage in meaningful discussions, providing opportunities for candidates to demonstrate their language skills effectively.

Internal moderation

Where centres use more than one examiner to conduct and assess the Speaking Test, the coordinating examiner is responsible for ensuring that the mark scheme is applied consistently by all examiners. If a particular examiner's marking is judged by colleagues to be out of line with other marking at the centre, all marks for candidates examined by that examiner must be adjusted before filling in the last column of the Working Mark Sheet. When a total mark has been changed as a result of internal moderation, the breakdown of marks should also be updated accordingly to avoid any confusion with clerical errors.

Guidelines for the Internal Moderation of Speaking Tests are available on the samples database:

<https://www.cambridgeinternational.org/samples>.

Application of the mark scheme

The mark scheme was generally well understood and correctly applied. In cases where downward adjustments to marks were made, it was often due to information provided being insufficiently detailed, with ideas and opinions not consistently justified and developed. Other instances included a lack of a wide range of linking and cohesive devices.

Conversely, upward adjustments were often made where pronunciation and intonation were appropriate and clear.

Comments on specific questions

Presentation

Most candidates seemed to have taken the opportunity to research and present a topic of interest to them. It is recommended that candidates state the title of their presentation before they start. The topics heard this year were diverse.



A variety of topics are listed here as examples.

Traditional festivals, customs and celebrations: 春节美食, 端午节, 中秋节, 元宵节, 保护传统文化, 打冷, 我的经历和中国传统文化, etc.

Technology and development: 人工智能, 数字媒体, 科学技术, 社交媒体, etc.

Social issues: 文化差异, 高房价, 礼貌, 女权主义, 工作和休息, etc.

Sports and entertainment: 滑雪运动, 文化中的娱乐, 健康与体育运动, 游戏, 电影院, etc.

Tourism and environment: 中国旅游火了, 西安, 上海, 马来西亚的食物, 环保措施, 当地的污染, 塑料袋, etc.

Young people's life: 代沟, 空档年, 学校生活, 教育, 学习环境, 模拟联合国, 选择比努力更重, 稳定的情绪, 压力, etc.

Historical figures: 武则天, etc.

Candidates are advised to avoid copying large amounts of material from different written sources and using these in their presentations unchanged. The presentation should be the candidate's own work, as language drawn from other sources often leads to stilted or less coherent presentations.

Follow-up Discussion

This part of the Speaking Test should be an interactive conversation based on what candidates have presented. The timing for this part is 4–5 minutes to allow deeper discussions on the topic and the materials presented. Examiners are reminded not to ask questions that require candidates to repeat what they have already said in the presentation, as this restricts the range of language candidates produce and can cause confusion.

The most successful conversations occurred when examiners asked open questions that were logically linked and provided candidates with opportunities to offer further information, opinions, and justifications. For example, if the presentation was about the impact of social media on youth culture, follow-up questions could explore detailed information on anything from specific social media platforms and their influences, personal experiences or observations, comparisons to past forms of media, deeper discussions on the psychological effects, changes in communication styles, issues of privacy and cyberbullying, the role of influencers, and the potential future of social media in shaping cultural norms. This approach encourages candidates to provide further details, share their opinions, and support their arguments.

While it is expected that candidates would have thought about this section and prepared for possible follow-up questions around their chosen topic, they should not be aware of any actual questions in advance.

Conversation Task Cards

This part of the Speaking Test involves an interactive conversation based on a scenario with four prompts listed on each task card. Candidates have 5 minutes to prepare the task, which should be included in the recording without any pauses. The conversation should last around 4 minutes. Conversations that are shorter than three and a half minutes may negatively impact the assessment of communication skills. Conversely, conversations exceeding four and a half minutes are not recommended, as they often result from slow delivery by the candidate or overly lengthy and repetitive answers.

During the five-minute preparation time, it is recommended that candidates write down key opinions and points of justification for all four prompts. They should also prepare lists of good vocabulary and complex structures as reminders during the conversation. Generally, candidates performed well on the first three points of each card, but fewer provided strong ideas and opinions on the fourth point. Therefore, candidates should allocate more preparation time to the final point and avoid spending too much time on the first three. This strategy may lead to higher marks, particularly in the 'completes all tasks fully and confidently' communication criterion.



Most examiners demonstrated an appropriate understanding of the language level and depth required for this examination. The best examining practice occurred when candidates were invited to express their opinions on the topic or when examiners raised specific issues, allowing candidates to discuss both sides of an argument.

Examiners should ensure clear tone and pronunciation when asking questions to convey the message accurately. On occasion, mispronunciation by examiners altered the meaning of questions or rendered them unclear, potentially disadvantaging students.

It is also worth noting that examiners are not required to ask all prompted questions on each task card. Instead, they can ask questions that suit the candidates' level of understanding, enabling them to address the prompts more effectively. The prompted questions can be adapted to the candidates' comprehension levels, if needed. For example, Task Card 3, Point 4, ‘做义工将会怎样改变你对世界的看法?’ can be changed to ‘做义工会让你对世界有不同的看法吗? 为什么?’ if the examiner believes the candidate may not understand ‘改变’.