**Speaking (20 marks)**

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| **Question:**  Will you include your personality test results when you apply for jobs in the future?  Speak for **TWO minutes** on the above question. You now have **ONE minute** to organize your thoughts. You can make some notes on this paper if you wish. |

**Marking Criteria**

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|  | **Content** | **Language** | **Fluency and Coherence** | **Pronunciation** |
| 5 | Fully addresses both perspectives with relevant, extended, and well-supported ideas drawn from both the reading passage and audio recording. | Uses a wide range of vocabulary and grammatical structures accurately with rare or no errors, demonstrating clear and precise expression. | Speaks smoothly with logical organization; ideas are clearly connected and easy to follow throughout. | Pronunciation is clear and natural; speech is fully intelligible with minimal or no errors. |
| 4 | Addresses both perspectives with relevant ideas but may lack some detail, examples, or support from one of the sources. | Uses a range of vocabulary and structures with some errors that do not impede overall communication or clarity. | Mostly smooth delivery; minor hesitations or lapses, but ideas remain generally connected and understandable. | Generally clear pronunciation; minor errors do not interfere with understanding. |
| 3 | Addresses the task but some parts (one aspect or use of sources) may be underdeveloped or only partially relevant. | Uses limited vocabulary and structures with errors that sometimes cause difficulty in understanding. | Noticeable pauses or repetition; ideas sometimes disconnected, but main message can be followed. | Some mispronunciations; occasionally affects intelligibility but listener can generally understand. |
| 2 | Attempts to address the task but ideas are limited, unclear, repetitive, or rely heavily on one source only. | Uses very limited vocabulary and simple structures with frequent errors that often impede communication. | Frequent pauses, repetition, or unclear organization; ideas often difficult to follow. | Frequent mispronunciations; often hard to understand, requiring listener effort. |
| 0-1 | Fails to address the task or ideas are irrelevant, off-topic, or do not use the required source materials. | Uses minimal vocabulary and structures with severe errors that prevent clear communication. | Speech is fragmented or disorganized; ideas are very hard or impossible to follow. | Pronunciation severely hinders understanding; speech may be incomprehensible. |