



Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Chinese (6CN0) Paper 1
Spoken Expression and Response in
Chinese

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General overview

In the 2019 exam series, the Chinese 6CN01 paper offered the resit assessment of the legacy specification.

The Unit 1 speaking assessment required candidates to speak in **monologue** for 5 to 6 minutes, based on an assigned English stimulus card with bullet points.

Candidates had 15 minutes preparation time including making their own notes that could refer to during the speaking assessment.

There were 8 stimuli cards which covered the following four general topic areas (GTAs):

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals

On each stimulus card, there was a picture and a short passage in English relevant to the topic. The guidance in the form of a series of bullet points provided students with clues to explore their ideas. Candidates were expected to refer to both English stimulus and the bullet points so that they could communicate effectively in Chinese (either Mandarin or Cantonese) about the stimulus topic. Candidates were required to express opinions as well as provide relevant and appropriate information¹.

Assessment: Content and understanding

Most of the candidates were well prepared, demonstrated that they were familiar with the exam setting and gave good quality performances. Guided by the information on issues relating to the stimulus, some candidates provided well developed and detailed answers.

Most candidates started the speaking assessment with a full or partial translation of the English stimulus. This was usually sufficient to provide a good start. Candidates who aimed at a good result **used the English stimulus fully; covered all the bullet points well** and enriched the speech by **developing in-depth ideas**.

Top candidates were those who spoke logically and accurately in an authentic manner at native or near-native standard.

An accurate interpretation of the stimulus and the bullet points was essential. Some candidates failed to show their understanding of **commonly-used English words/phrases** such as “greetings” in Stimulus 1; “body and mind” in Stimulus 2; “forms

¹ Edexcel GCE Chinese specification page 4

of transport" in Stimulus 3; "routes" in Stimulus 4, "drinks" in Stimulus 5, "mental health" in Stimulus 6, "wide-ranging" in Stimulus 7, and "goals" in Stimulus 8.

Some candidates did not pay enough attention to the details in the bullet points. For example:

Stimulus 1, bullet point 3: "What other **festivals** are celebrated in your local society?" Some candidates talked about only one festival.

Stimulus 2, bullet point 4: "In your opinion, what is a **good use** of leisure time?" Instead of talking about how to spend their leisure time wisely, some candidates simply provided a narrative of all activities they normally do.

Stimulus 3, bullet point 5: "In your opinion, what are the two most important **forms** of transport in the modern world? Why?" A number of candidates misinterpreted the word "forms" as "factors".

Stimulus 4, bullet point 3: "What are the advantages and disadvantages of **tourism for popular places**?" Here the question expected some discussion on the impact of tourism on popular places. However, some candidates overlooked "for popular places".

Stimulus 5, bullet point 4: "In your opinion, what is a healthy and balanced **diet**?" Some candidates talked about lifestyle rather than diet.

Stimulus 6, bullet point 5: "In your opinion, what are the best ways to maintain a healthy and **happy** lifestyle?" Most of the candidates addressed the 'healthy lifestyle' part of question, but not the second part (i.e. happy).

Stimulus 7, bullet point 5: "What can schools do to help students develop good **learning** habits?" Some candidates misinterpreted "learning habits" as "reading habits".

Stimulus 8, bullet point 5: "What difficulties do **young people** face these days in finding a job?" Several candidates gave their own personal experience rather than young people in a general sense.

In summary, candidates were **unsuccessful to score high marks** when they

- struggled to speak for the full length of the allocated time (i.e. 5 to 6 minutes);
- spoke over 6 minutes (the remainder of the presentation was not marked);
- gave limited or no response to the stimulus (i.e. bullet point 1);
- became repetitive and disorganised;
- talked through without responding to all five bullet points;
- gave a lot of irrelevant responses;
- failed to extend their responses to the full range of bullet points;
- had time management problems during presentation (e.g. spent too much time on the first three bullet points and rushed through the last two bullet points);

Assessment: Quality of language

Marks for quality of language were awarded based on **pronunciation and grammatical accuracies**, as well as the range of **lexical items** and a **variety of structures and expressions related to all bullet points**.

A significant percentage of candidates received good marks for the quality of language. High marks of 9 – 10 were awarded for performances that showed clear pronunciation and good usage of complex language structures with barely any faults.

The weaker candidates tended to demonstrate problems with the use of lexical items and sentence structures, and tones which sometimes caused misunderstanding, and hesitation which stemmed from uncertainty. Some candidates spoke fluently but their scoring was affected by the simplicity of language expressions or structures used or by their limited vocabulary.

Administration

OR1CN oral form

Most centres had attached a completed **OR1CN oral form** (including “declaration of authentication”) with the recording for every candidate however some centres failed to complete these forms.

Recording on CD or USB

Despite technical problems in some CDs or USBs, most recordings were of a good audible quality.

According to Pearson’s guidelines:

- Most tests were conducted in a quiet environment.
- The centre name/number, candidate name, candidate number and stimulus card number were announced at the start of each recording. At the end of each recording, “END of TEST” was announced.
- Most of the tests lasted between 5 and 6 minutes, **excluding** the announcement at the start of each recording.
- Most centres submitted **one recording track** for each candidate.
- Most centres had packaged CDs/USBs carefully to prevent damage to the recordings.

Invigilation

With a few exceptions, most centres had followed the sequence of oral stimulus, as specified in the exam oral booklet.

Conclusion

The stimulus material in this assessment proved accessible to all candidates. The examination required students to give complex, well-structured and extended answers based on the stimulus material provided by the examination board.