

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

GCSE

### GCSE Chinese (5CN02) Paper 2A

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## GCSE Paper 2 (5CN02 2A): Speaking

Overall, candidates did very well in this year's speaking controlled assessment, exhibiting a high standard of interactive communication with confidence in Chinese.

Almost all the submitted tasks were in line with the time allocation - minimum 4 minutes and maximum 6 minutes.

Most teacher-examiners demonstrated good questioning skills - rephrasing questions to maximize the outcome from candidates and allowing candidates some thinking time to develop their answers accurately.

A variety of themes were attempted in the submitted tasks - Media and culture, Sport and leisure, Travel and tourism, Business, work and employment, and Centre-devised options.

Three types of tasks were all covered in the chosen samples for moderation, and there was no obvious preference among 'open interaction', 'picture-based discussion' and 'presentation with follow-up discussion'.

It was evident that most centres interpreted the assessment criteria quite accurately. They also applied the 'best fit' approach very well. However, in order for everyone everywhere to observe the assessment criteria consistently with the same value, we cannot make enough efforts to study all the three categories and comprehend them.

On a number of occasions it was quite obvious that the candidates may have received higher marks if their teacher-examiners had asked more challenging questions. However, some teacher-examiners evidently followed the requirement of 'differentiation by outcome' and exploited the stimuli very well when asking questions to individual candidates.

An important indicator of good speaking skills is interacting with spontaneity. That explains why a candidate's effort to ask questions in an open interaction task will be awarded. Therefore it is advisable for teacher-examiners to share this tip with candidates in both the general preparation time and the task-specific preparation time.

As this was the first year that controlled assessment coursework took place in GCSE Chinese, it is worth noting here the documentation that is to be submitted to the moderator along with the sample recordings:

- **CA Authenticity Record Sheet** (completed with the marks that the teacher-examiner has awarded to both tasks)  
*Specification*
- **Candidate Notes Form** (or a note indicating that the candidate did not use it)  
*Edexcel website*
- Stimulus and task for every candidate

- **OPTEMS Form** (For task 1 [2A] and task 2 [2B]) - this will evidence to the moderator that the work has been marked by the centre and the marks submitted to Edexcel. Please note that there is a different optems form for each task. One will have the paper option as 2A (this is for task one) and the other will have the paper option as 2B (task 2.) Therefore, centres should be submitting two marks out of 30 and not one mark out of 60. Copies of both optems forms should be submitted to the moderator with the recording for task1.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	60	56	46	36	26	22	19	16	13	0
Uniform mark scale boundary	90	81	72	63	54	45	36	27	18	0

Please note that although the modern foreign languages specifications share a common design, the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across MFL specifications are comparable at specification level.

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