



Pearson
Edexcel

Examiner's Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Chinese (1CN0)
Paper: 1F (Listening)

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Introduction

As seems to be usual now, this year's Foundation Listening exam in Chinese was sat by a relatively small number of candidates, most students/teachers of Chinese choosing the Higher tier paper. As has now become 'normal' in writing the transcript for this paper, only vocabulary listed on the Minimum Core Vocabulary (MCV) list was used, but in some places on the paper, candidates' responses showed a lack of familiarity with what might be called really essential vocabulary. As in past years, the questions that require a written answer (5, 8, 10, 13) offered the greatest challenge to candidates, even to those aiming for a high grade on this paper.

There follow comments on the individual questions:

Q1

Given the topic of the question (school subjects), one might have expected most candidates to gain full marks here, but in fact most scored 2. The third statement was negative, but this still left 3 options to choose from. However, it was not this option (G) that most got wrong; slightly strangely, it was option B (I like Chinese!) that many failed to identify correctly.

Q2

Multiple choice questions are usually dealt with well, but this was not the case with Q2 this year. Half of the cohort did not identify the bus number correctly (Q2i), and more than half lost a mark on Q2ii. Whilst one could argue that the compass points are perhaps easy to confuse (you might know the four words, but not which is which), 'directions' is a topic listed in the specification.

Q3/4

The format of these two questions still seems to cause problems for some candidates, even though it is not new: many scripts had too many X marked on them (in one case there were 7 answers marked). It could be said that the topic of environment (Q3) is a difficult one for candidates at Foundation level, but two of the correct answers (B 不坐飞机 and F 骑自行车上学) included transport words that, it was felt, candidates could reasonably be expected to know. Yet, despite this, only about half of those sitting the paper scored 1 or more. Similarly, in Q4 (school rules), whilst 'part-time job' might be seen as challenging, the first statement after the example only needed the candidate to hear 喝 to work out that B was the answer.

Q5

As is often the case with the Foundation paper, questions like this one that need a written response tend to be answered with less success than other formats. Most candidates identified one of the souvenirs bought (d), but struggled with the other parts of this question.

Q6

Some of the English words in the box for Q6 are either Higher tier (毕业) or are not in the MCV at all (退休), so these words were either not an answer or – as more likely – were going to be expressed in other ways. A good proportion of candidates gained 2 marks on this question, but a lot were misled by the mention of 六十岁, failing to take note of the 已经 and the following information about the father stopping work.

Q7

Most candidates gained 2 marks on this question, successfully recognising 奥运会 and processing the words 她也很忙 to give option F ('has little time to relax'). What was surprising was the number of candidates who confused the sport on the paper (badminton) with what was heard (乒乓球) and marked A as an answer.

Q8

From the title of the question (Animal welfare), the situation (a young man talking to people on the street) given in the rubric, and the words 'animal' and 'animal centre' on the question paper, it might have been possible to guess that the young man is trying to gather support for something to do with animals. Of course, tasks are not devised such that they can be easily guessed without listening, but in this case, the setting of the task and the use of the word 钱 at the very end might perhaps have led candidates to imagine that donating money would be a reasonable answer to (c). It was also surprising that very few candidates correctly identified one of the three options given as an answer to (b); surely the last one (没有吃的) contained a verb familiar enough to produce an answer?

Q9

Interestingly, in Q9, the first 'crossover' task of the paper, candidates generally performed better on (i) and (ii) than the other two items. Item (i) depended on drawing an inference from the wife's words about the husband's clothes, whereas in (iii) the candidate only had to hear 不用穿毛衣 to know that the answer had to be C.

Q10

As is so often the case with questions requiring written answers, candidates struggled to gain marks here; approximately only half of those sitting the exam scored 1 or more on this question. Part of the problem may have been decoding who was saying what, since both speakers were female, but names were used as signals in the dialogue and the voices of the two voice actors are quite different. Of course, the questions are increasing in difficulty by this stage of the paper; perhaps the length of some of the utterances prevented comprehension.

Q11

This question was completed much more successfully, with more than half the cohort gaining 3 or more marks. As with the same question in the Higher paper, (d) for some reason was the item most frequently incorrect. Perhaps the term 博客 is already unfamiliar to students? Unusually this year, for some of the incomplete sentences there were more than two options, but candidates should still choose a word/phrase which makes grammatical sense. In a few cases, words seemed to have been chosen at random.

Q12

The majority of candidates gained 2 marks for this question. In most cases the mark lost was due to D being picked; there was no mention of a river (only a lake), but perhaps hearing the word 鱼 led to the wrong conclusion. The phrase 做....义工 was possibly not understood either, as option A was also quite often chosen.

Q13

The concern that candidates might have previous knowledge of 春晚 proved unfounded. Some candidates had the necessary knowledge of geographical terms to give a correct answer to (c), but hardly anyone heard the answer to (a): 电视. This may have been perhaps because they were expecting to hear a placename in answer to 'where'.

Q14

It was very encouraging to find that on this last question, many candidates were able to take what they heard about the classmates' behaviour and 'translate' that into one of the adjective answers.

General comments

A few generic comments to help candidates in future years:

- take note of the number of marks available and only make that number of crosses (Q3/4 particularly)
- in sentence completion tasks, make sure the word chosen **makes sense** in English
- when necessary, use the context to make a sensible guess
- be aware that you might not actually hear the word you see in the question; it may be expressed in a slightly different way or may, in more difficult cases, need you to work out the answer from what you hear (e.g. in Q14 we are told in (d) that Mali does not study or do homework, and yet always does very well in exams: we can infer from this that she is intelligent).

