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Examiner's Report
Principal Examiner Feedback

Summer 2023

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

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Introduction

As has now become 'normal' in writing the transcript for this paper, only vocabulary listed on the Minimum Core Vocabulary (MCV) list was used. Across the paper, as might be expected, the range of the average mark per question at different levels of achievement became wider according firstly to the increasing difficulty in each item, and secondly to the varying question formats. As in past years, the questions that require a written answer (6, 7, 9) offered the greatest challenge to candidates, even to those aiming for a top grade.

There follow comments on the individual questions, where it is thought that these might be useful for teachers and future cohorts:

Q1- Q4 (crossover questions)

- higher candidates should not have too many problems with this first section of the paper, and indeed the statistics do bear this out; the only items that caused some difficulties were the last two parts of Q2.
- in Q1, some candidates gave answers that did not make sense, e.g., writing 'economy' as an answer to (b). It was (d) that had the most wrong answers; perhaps the concept of 博客 is slightly outdated now, but it is included on the MCV list, and should have led to the answer 'online'.
- questions (iii) and (iv) within Q2 both showed the importance of processing the information heard, rather than hoping that a single item of vocabulary will give the answer. An important clue was given in both cases to lead the listener to the correct answer: in (iii) the speaker said there was no need to wear a sweater, rather than give a weather-related word, whilst in (iv) the shop assistant listed what might fit inside the present, thus the only feasible answer was A. Even at the higher end of the ability range, Q2iv proved tricky.
- a surprising number of candidates chose D as one of the answers to Q3; either the word 湖 was not familiar to them, or they were misled by the mention of fish.
- the majority of candidates gained full marks in Q4, although once again a few candidates decided to use their own adjectives, rather than use the options given.

Q5 Reading habits

- statistically, candidates tend to score higher on multiple-choice questions, but in this question (ii) proved difficult for many learners, regardless of ability level. Perhaps it was the English in C that was not fully understood, or it may have

been the inclusion of a 要是 clause which some failed to grasp the implications of. Some perhaps chose A, having just heard 不（一定就）好。

Q6 A trip to China

- despite this being the first of the non-crossover questions to need written answers, most candidates managed to gain some, if not all, of the marks.
- 6(a): it was necessary for candidates to mention the sport (football), the area from where competing teams came (Asia) and the type of event ('cup', championship, i.e. not a single game).
- 6(b): most candidates grasped that a championship in winter would have been impossible for Weilian and friend to attend (as they still had to attend school). The second part of this question was relatively easy (it was very hot), but those who added (unnecessarily) about 'ten countries' rather than ten cities lost the mark. Candidates should take care to write only what they need to; this was not the only question in which additional information in an answer changed the meaning and led to a loss of marks.
- 6(d): examiners were lenient in their marking of this question (even 'sleepover' was accepted), but it had to be clear that the boys stayed overnight, not simply 'went to their house'.

Q7 The Double Eleven festival

- in this question, it was more often the way the answer was phrased which led to loss of a mark as the meaning was not clear enough to be viewed as an answer to the question.
- 7(a): many candidates simply wrote 'November 11' which is clearly not a suitable answer to a 'why' question. Even if they wrote 'it takes place on November 11', this still did not make the connection between the two elevens in the date (11.11) clear.
- 7(d): here also candidates tended to write a few words, such as 'fewer adverts' or 'bigger font', without making it clear about the context in which this applies, i.e. on the company website or the app.

Q9 Thinking ahead

- even for candidates whose listening skills are fairly advanced, both sections of this question proved to be quite challenging. That is, however, to be expected of the penultimate question, if difficulty is indeed gradually increasing throughout the question paper.

- 9(a)(i): a common response to this question was 'first year', which is clearly not an answer to 'at what stage?'. There was actually a very straightforward inference to be drawn from the teacher's greeting (欢迎), but many seemed unfamiliar with this term.
- 9(a)(iii): this was one question where candidates needed to think about what they had written: was it very likely (e.g. forty minutes) or did the words have their intended meaning (e.g. one month and forty hours)?
- 9(b)(i): this was similar to 9(a)(i) in that it also involved understanding a very short series of words (这里的一个城市) and then drawing the correct conclusion that 'here' meant 'China' and not where he is now.
- 9(b)(iv): candidates should note that the question asks about what the **father** hopes to do, not what the father hopes Dawei will do.

Q10 A good friendship

- the last question on the paper, probably due to its format, has in past years tended to gain full marks for the majority of candidates, but that was not the case this year; from the exam setting point of view, this means that this question, as the last task on the paper, performed better than usual!
- the answer that many candidates failed to identify correctly was (i) (B). The necessary information was clearly given (去年.....两年以前), but perhaps the fact that these two phrases were separated a little caused the listener not to make the necessary connection between them.

Concluding comments

Candidates for this exam should be reminded that:

- as a rule, pinyin should not be used in an answer.
- where alternatives are given to complete a sentence (as, for example, in Q1 or Q4), only those words should be used.
- the correct number of ticks should be made, for example in Q3 and Q10; certainly no more than the rubric states.
- where a written response (worth 1 mark) is needed, only one answer should be given. The examiner should not have to choose from a series of phrases.

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