



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE  
In Chinese (1CN0)  
Paper 2F: Speaking

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2024

Publications Code 1CNO\_2F\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **Three Tasks in the Speaking Paper: Foundation Tier - FC and FM**

The assessment is made up of three tasks - Task 1: Role play, Task 2: Picture-based task, and Task 3: Conversation.

Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and picture-based task. The total assessment for Foundation Tier candidates will last between 7 to 9 minutes. The assessment is worth 70 marks. Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks; Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks; Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Candidates must only be provided with the stimuli cards at the start of the preparation time. The preparation time must be used only stimuli provided. It is not to be used to prepare for the conversation (Task 3).

Candidates can make notes of up to a maximum of one side of A4 paper to cover both Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions. Candidates may refer to their notes during Task 1 and Task 2 only.

### **Task 1- Role Play**

In general, candidates performed well, particularly in FR1, 2, 3, 4, 6, and 7. Candidates were able to elaborate naturally in questions like 'Say how many people there is are in their family', 'Say when their birthday is', 'Say their nationality', 'Say what time they have breakfast on Saturday', 'Say two sports they like to do', 'Say two places they would like to visit in China', 'Say what they want to do in China', 'Say what they now do in their free time', 'Talk about their English teacher', etc.

Candidates performed weaker in some unseen questions, including 'Tell you what time (from ... to...) they do the sport' (FR3 Q3), 'Tell the best method of transport for school trips' (FR8 Q3), 'Say how many days they can work every week' (FR9 Q3), 'Say how much they want to earn in a week' (FR10 Q3). Some candidates seemed to struggle with FR8 Q1, FR9 Q2, and FR10 Q2 and as they are not familiar with the word of 'school trip', 'volunteer' and 'part-time work', '

Some teacher examiners didn't ask the questions in the order given on the cards, and they also asked some extra questions. So those teacher examiners caused the candidates to lose the marks. In some centres, when the candidates didn't get some questions, the teacher examiners repeated the questions more than twice, or translated into English to ask. The teacher examiner should ask the Q5 according to the cards' statements, but some teacher examiners asked their own question. After Q5, some teacher examiners continued to ask some questions like 'Anything else or why' (还有吗? 或为什么? ) to cause the candidates

speaking more and cause to use more than one-and-a-half minutes to finish the task1.

In general, most of the teacher examiners started the role play well by reading the introduction in English, which was on each role play card, but some teacher examiners translated the instructions into Chinese. After the introduction, most of the teacher examiners asked the set questions in the order given. However, some teacher examiners didn't prepare well or did not follow the instructions given, even change the questions. They didn't read out the questions as they are, instead, other easy expressions were used. For example, In FR9 Q2: '你为什么想在这里做工?', FR10 Q2 '你为什么想做这个工作?'

In the future, during the preparation time, each centre should let the candidates read the instructions and all 5 bullet points on the cards carefully. Teacher examiners should understand the exam guidance and conduct the oral exams correctly.

## **Task 2 - Picture-based task**

Most candidates performed well, particularly in FP1, 2, 3 and 5. Candidates were confident in giving details when they described the photos. Many candidates expressed their opinion without the need for prompts. However, candidates did not perform very well in FP9 and 10. Both cards are from Theme 5 and require an understanding of issues around the world. Candidates also needed to have a good level of vocabulary to express their opinions on these issues.

Most of candidates could describe the picture in first question briefly and answered the rest of four questions. They could describe what they saw, e.g. 'who', 'where', 'what', 'how', 'how they feel' or even included some people's appearance, and colours etc. Most of them were able to use past, present and future tenses to answer the questions.

When some candidates gave very limited descriptions of the pictures or their answers were too short, most of teacher examiners could use the extended questions at the end of each set question "why 为什么? / what else 还有呢?" to encourage candidates to give a bit more detailed information within the recommended time.

A few candidates were unable to answer questions correctly, because they didn't know the meaning of the questions in the following: FP2 Q4 - '将来, 你想去哪里看体育比赛?', FP5 Q3 - '小的时候, 你最喜欢哪个科目?', FP6 Q4- '明年, 你想参加哪个学校旅行', FP8 Q3 - '说说你帮助小孩子的一个经历.', FP9 Q4 - '将来, 你想参加什么慈善活动?', Some candidates didn't know the phrases in FP10: 慈善商店 and 保护环境.

Many teacher examiners followed the instructions and completed Task 2 within the recommended time. They asked the candidates the compulsory questions as presented and listed in the target language phrases or in the daily spoken form, without any supplementary questions. This made the candidates concentrate on answering the set questions. However, some teacher examiners asked some additional questions, resulting in the candidates thinking of nothing, thinking for too long or exceeding the recommended time.

In the future, the teacher examiners should be aware of the time limit and avoid this part being too short or too long.

### **Task 3 – Conversations**

In the first part of the conversation, most of candidates performed well. They chose to start with their own one-minute presentation from their nominated topic which made a confident start for their conversation. Most of the teacher examiners managed to have an equal amount of time allocated to Conversation 1 and Conversation 2.

Some teacher examiners focused only on one topic under the chosen theme, they asked following up questions according to the candidate one-minute's topic but forgot to move on to another topic under the same theme.

Some teacher examiners asked questions which covered several topics (more than 2 topics under each theme). It was difficult for the candidates to answer these questions jumping from one topic to another. Teacher examiners should let the candidates focus on two topics (in the same theme) to make sure that the candidates could go in-depth on each topic instead of wandering around in different topics.

Some teacher examiners couldn't control time well and caused the time of the two conversations uneven. A few teacher examiners forgot to move to the second theme to complete the conversation.

Some teacher examiners asked questions which were beyond the candidates' abilities. As an examiner should be familiar with GCSE syllabus. Some teacher examiners asked close questions which prevent students from expressing their thoughts and opinions.

### **Comments on Administrative Matters**

Quite a few centres have not yet submitted the CS2 form, other schools did submit the CS2 form but without candidates' or teacher examiner's signatures. Some centres have submitted CS2 forms without the numbers of speaking stimulus cards. Some centres have still submitted PDF format CS2 forms. The microphone should favour the candidate and not the teacher examiner. Some candidates spoke very weakly or in other cases the recording itself did not pick up the candidate's speech clearly. Some recording has a rather noisy background, for example, the clock clicking,

the school bell rang, the students' chatting by the door etc. It caused marking script recording a big problem.