



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Comments on Individual Questions:

Role Play:

Many candidates responded to this Task with only few information. Some candidates didn't ask the questions listed, instead other random questions were asked. Some candidates were able to use the correct interrogative pronoun when asking questions, such as what, how much/many, when, where, which, if/whether, etc. However, some candidates were incorrect when asking 'if/whether' questions. In addition, some candidates also found it hard to use the correct vocabulary such as computer, weather, school trip, celebrate, presents, luggage, etc.

During the assessment, teacher examiners read out the introduction as it is in English, as they are required to do. Teacher examiners also read out the scripts exactly as printed, but some teacher examiners however rephrased the words, for example: in FR1, quite a few teachers read out 'what their nationality is' as 'are you Chinese'. Some teachers also explained the meaning of the words to the candidate. Some examiners changed the order of the questions; some added extra questions, and a few teacher examiners didn't complete all the 5 points; some didn't respond to the candidates' questions briefly enough as required.

Picture-base:

The first question requires students to describe the picture. Some students, instead of describing what one could see, mentioned mainly what they thought and imagined. Some candidates only provided very limited descriptions of the pictures. For example, some candidates described the picture in FP2 as brief as: 'There are 4 people in the family, and they are happy'. In FP4, a few candidates described the picture as: 'Mum, dad and a little girl'. Some candidates found it hard to adapt effective language in response to the questions. Some teacher prompted students to extend the description by adding questions, such as: (FP1) 'What's on the table?/what are they eating/drinking...etc.; (FP3) What are they looking at?

Some students did not express their opinion effectively or give any justification. As a result, some responses were very short. This prevented the students getting into the top mark band.

Some teachers didn't read out the questions as they are, instead, other easy expressions were used. Some teachers didn't ask all the set questions, instead, they asked additional questions which also affected candidates' performance.

Conversations:

Themes 1 & 2 were the most popular themes in this Task. In the first part of the conversation, most students performed very well on their one-minute introduction with a variety of follow-up questions. However, some teacher examiners **concentrated** on only one theme and left very little time for the second one. Some recordings were too short while some of them were too long. Both situations have an impact on the students in terms of being able to access the top mark band. Some teachers are not familiar with the syllabus, as a result, more than two themes were discussed in some conversations which also had a negative impact on the candidates' marks.

Comments on Administrative Matters:

Apart from not asking questions as printed on the RP/PB cards, some teachers did not read out the introduction on the Role Play cards and for those who did, some said it in Cantonese or Mandarin. Time limit is not always observed.

The sound quality of the recording was not very good, e.g. students spoke too soft or being too far away from the microphone and some had high volume of interferences.

Several exam centres did not upload the CS2 form or used an old version. Some uploaded scanned copies but not the latest editable Excel spreadsheet. A few of them uploaded Mandarin scripts to Cantonese and Cantonese scripts to Mandarin and that has caused some delay in the marking process.