



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson GCSE
In Chinese (1CN0)

Paper 2H: Speaking in Chinese

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Higher Tier - 1CN02 HC and 1CN02 HM

Task 1 - Role Play

There are total 12 minutes preparation time for Task 1 and 2. Task 1 is recommended to last between 2 and 2 ½ minutes. The role play is an interaction requiring the candidate to exchange information, to ask and answer questions. Teacher examiners is very crucial to make this possible.

Most of the teacher examiners began the role play well by reading the introduction in English which was stated in each individual Role Play card. Teacher examiners should not explain nor translate the instruction into Chinese. After the introduction, teacher examiners asked the set questions and comments as they were presented. For teacher examiners conducting the exam in Cantonese, the questions were asked in the daily spoken form.

During the preparation time, candidates should read the instruction and all the 5 bullet points carefully and detailly in the cards.

For example,

- HR3 instruction, 'You are registering with a library in Shanghai and are talking to the librarian.' Q1 - 'Say two kinds of books you like to read (eg. history, travel, science).' Some candidates only answered one kind of book because the teacher examiner's question in Chinese '您喜欢看什么书?' (No difference in singular and plural in Chinese.)
- HR5 instruction, 'You are at Guangzhou Airport.' Q3 - 'How long ago did your flight arrive?' Some candidates answered: 'My flight will arrive in one hour.' They ignored 'ago'.
- HR8 instruction 'You have an interview for a summer sports training camp.' Q4 - 'Do you have any questions for me? Allow the candidate to ask when the summer camp start.' Some candidates didn't know summer camp in Chinese.

In Task 1, teacher examiners should not ask 'Why 为什么? / What else? 还有呢?' to encourage the students to give long answers nor ask any extra questions other than the set questions. In this way, candidates should less likely be distracted and could concentrate and work accordingly. The bullet points 4 & 5 require students to ask questions. It was much clear if candidates could wait for their teacher examiners asking '您有问题要问我吗?' Candidates should ask questions according to the bullet points on the candidate's cards. Most candidates did this part well and they were able to use the correct interrogative pronoun when asking questions, such as what, what

time, who, and how. However, some of teacher examiners forgot the bullet points. They asked something else or asked questions in the wrong order. These caused the candidates to lose some marks they should have.

Task 2 Picture-based

The Picture-based task is recommended to last between 3 and 3 ½ minutes. Most candidates succeeded to answer 5 set questions within the recommended time.

The majority of teacher examiners followed the instruction, finished Task 2 within the recommended time and managed to give candidates sufficient time for each question to describe and narrate events, give information, express, justify and exchange opinions. They asked candidates the compulsory questions verbatim as presented and listed in the target language phrases, no supplementary questions and no rephrasing. It made the candidates focus on answering the set questions. However, a few teacher examiners asked some extra questions, which caused the candidates to have lost some marks because they asked these extra questions between the 5 compulsory questions.

When candidates' answers were too short, some experienced teacher examiners used the extended questions which were stated at the end of every set question 'Why 为什么? / What else 还有什么?' to encourage candidates to give detail information within the recommended time.

Some candidates were not able to answer questions properly, because they didn't know the meaning of the phrases (in Bold) in the following questions: HP6 Q4 - '你希望参加什么**校际交换**?' HP9 Q3 - '你看过哪个**国际**体育活动?' HP10 Q4 - '你觉得在**慈善商店**买东西好不好?'

The first question requires candidates to describe the picture. Most candidates successfully described the related pictures and responded the set questions with fluent and developed responses. They could effectively describe what they saw, eg 'who', 'where', 'what', 'what is like', 'how do they feel' or even include the people's appearance, weather, clothes, colours etc. However, some candidates only provided very limited descriptions of the pictures.

Many able candidates were able to elicit the questions with their opinions. They were able to use past, present and future tenses correctly and confidently with different timeframes.

The last question requires the candidates to express, justify and exchange opinions. It is important to reserve enough time for candidate to do so. Very short answers or even just response with yes or no will limit the candidates to score high marks.

Some candidates might be nervous, kept their answers too short without expressing their opinion effectively or giving any justification. On the contrary, some candidates gave too much information and could only manage to answer two or three questions within the recommended 3 ½ minutes. Teacher examiners need to keep the timing and avoid finishing this part too short or too long.

Task 3 Conversation.

It was recommended to last between 5 to 6 minutes. It consists of two conversations each with a different theme.

Theme 1: Identity and culture

Theme 2: Local area, holiday and travel

Theme 3: School

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

Under each theme, there are different topics. (Please refer to the Specification, Pearson Edexcel, for details)

The first conversation opens with the topic chosen by the candidates. They may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a candidate has selected 'What school is like' which is one of the two topics under Theme 3: School may choose to focus on:

- 'school types' and 'subjects', or
- only 'subjects'

Several teacher examiners asked their candidates questions covers several topics. For example, Theme 1, Identity and culture, there are 3 topics and have nearly 15 different features in total. It was difficult for candidates to answer questions jumping from family, good friends, customs, everyday life, social media and technology, then festival, film and television etc. Even if candidates could manage to give answers which were usually not in deep or fully developed.

The teacher examiner should allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/ these aspects for up to one minute. Most candidates took this advantage and make a confident start. The teacher examiner continues the conversation on the chosen topic and then may move on to

other topics within the same theme, if necessary, to ensure that the candidates use the recommended time for this task most effectively. The recommended time for conversation 1 is 3 minutes including up to 1 minutes to talk without being interrupted.

In the first part of the conversation, most candidates performed very well on their one-minute introduction with a variety of follow-up questions. However, some teacher examiners didn't do the conversation afterwards and just moved straight onto the second theme. Some teacher examiners concentrated on only one theme and left very little time or even no time for the second one. Some recordings were too short while some of them were too long. All these situations have an impact on the candidates in terms of being able to access the top mark band.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Chinese, General instructions to the teacher section. This part of the conversation may focus on one or more topics from within the selected theme. The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme. In the Sequencing Table set by Pearson each year, there are 2 choices for teacher examiners to choose. Only one of these two themes could be used.

Most teacher examiners managed to have an equal amount of time allocated to Conversation 1 and Conversation 2 of Task 3. While in some cases, there were uneven distribution of timing for the two parts of conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher examiners should enable candidates to:

- Answer questions freely, in turn allowing them to produce extended sequences of speech.
- Develop conversations and discussions
- Give and justify own thoughts and opinions
- Refer to past, present and future events.

Most teacher examiners ask appropriate questions which were within candidates' ability and allowed the candidates to develop and express their thoughts and opinions. Some teacher examiners asked too many simple closed questions. Some very able candidates could take any opportunity to give details and develop their answers but

quite a few candidates just answered yes/no and had very limited responses. Teacher examiners' questions should match up the candidates' language level.

Candidates are required to ask questions in Task 1 (Role Play), but not Task 2 and Task 3. Some students kept asking questions in Task 3 which limited their time to express and justify a variety of individual thoughts, ideas and opinions. In this situation, teacher examiners should take the lead and asked questions which were related to the theme.

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. 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. There were many experienced examiners who used a timer to conduct the exams so that the recording could complete in the right time length. It is a very good method that examiners could use.