

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE
in Chinese (6CN01)
Paper 1A Spoken Expression and
Response

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6CN01/01 GCE Chinese – Examiner’s report – June 2015

Unit 1: Spoken Expression and Response in Chinese

General overview

The Unit 1 speaking assessment requires candidates to speak in monologue for 5 to 6 minutes, based on an assigned English stimulus card with bullet points.

Invigilators/teachers should **NOT** ask any questions in either Chinese or in English.

Candidates have 15 minutes preparation time and they are allowed to make notes during the preparation time which may be referred to during the speaking assessment.

There are 8 stimuli cards which cover the following four topic areas:

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals

On each stimulus card, there is a picture and a short passage in English which is relevant to the topic. The guidance in the form of a series of bullet points provides students with clues to explore their ideas. Candidates are expected to refer to both English stimulus and the bullet points so that they can communicate effectively in Chinese (either Mandarin or Cantonese) about the stimulus topic. Candidates need to express opinions as well as provide relevant and appropriate information. (*Edexcel GCE Chinese specification page 4*)

Assessment: Content and understanding

The majority of candidates gave good quality performances, showing they were familiar with the exam setting and were well prepared. Some gave developed and detailed answers, demonstrating thorough consideration on the issues relating to the stimulus.

Most candidates started the speaking assessment with a full or partial translation of the English stimulus. This was usually sufficient to provide a good start. Candidates who aimed at a good result should **use the English stimulus thoroughly and properly; cover all the bullet points well** and enrich the speech by **providing developed ideas in depth**.

Top candidates were those who spoke logically and accurately in an authentic manner at native or near-native standard.

Candidates were unable to gain high marks if they struggled to speak for the full time allocation (i.e. 5 to 6 minutes); or became repetitive or they

were over-reliant on pre-learnt material. If they spoke over 6 minutes, the remainder of the presentation was not marked.

Candidates received lower marks if they failed to extend their responses to the full range of bullet points, especially to the last open-ended bullet point.

Although a full summary of the English stimulus is not required, it will be unwise to ignore it completely and go for a free-style speech. Misinterpretation of the content of the English stimulus should be avoided. Bullet points were important for this assessment and candidates were encouraged to respond to those bullet points in their speech.

An accurate interpretation of the stimulus and the bullet points was essential. Some candidates failed to show their understanding of commonly-used English words/phrases such as "leaving school" in Stimulus 1, "spring" in Stimulus 2, "travelling" in Stimulus 3, "modernising" and "considerations" in Stimulus 4, "hobbies" in Stimulus 5, "leisure activities" in Stimulus 6, "lifestyle" in Stimulus 7, and "fizzy drinks" in Stimulus 8. Some candidates did not pay enough attention to the details in the bullet points. For example:

Stimulus 4, bullet point 3: "Compare the differences between two other forms of public transport in your area." Some candidates discussed only one form of public transport and mistakenly compared it with the underground train system.

Stimulus 5, bullet point 4: "In what ways has the internet changed television watching? Give details." Some candidates talked about the changes which the internet has brought to the world, rather than the changes it has brought to television watching.

Stimulus 5, bullet point 5: "Why are hobbies important to you?" Some candidates described "what" hobbies they have, rather than "why" hobbies are important to them.

Stimulus 6, bullet point 4: "Discuss the difference between indoor and outdoor sports." Some candidates talked about indoor and outdoor "swimming" rather than indoor and outdoor "sports".

Assessment: Quality of language

Quality of language marks were awarded based on **pronunciation and grammar accuracy**, as well as the range of **lexical items** and **variety of structures and expressions**.

The majority of candidates received good marks for quality of language. High marks of 9-10 were often awarded for performances which were not faultless, but showed clear pronunciation and good control of complex language structures.

The less able candidates tended to demonstrate problems with tones which sometimes caused misunderstanding and hesitation which stemmed from

uncertainty. Some candidates spoke fluently, but simplicity of language expressions or structures or limited vocabulary affected their quality of language marks.

Administration

OR1CN oral form

A completed OR1CN oral form (including “declaration of authentication”) should be attached with the recording for every candidate. The latest version of the oral form can be found in the '**Administrative Support Guide GCE Orals – Chinese 6CN01**', which can be downloaded from the Chinese qualification page of the Edexcel website.

Recording on CD or USB

Centres must record the exam digitally and send recordings on CD or USB. ***Audio cassettes are no longer accepted for assessment from September 2014.***

The centre name/number, candidate name, candidate number and stimulus card number should be announced at the start of each and every recording. Please make sure the students' information matches the registration form. At the end of each recording, “END of TEST” should be announced.

The test should last between 5 and 6 minutes, **excluding** the announcement at the start of each recording. Invigilators **must not stop the recording** at any time during the allotted 6 minutes, even if the candidates have to stop to think.

Centres are reminded to check thoroughly that the recordings on CD and USB are complete and of a good audible quality before sending for assessment to the Edexcel examiner.

Centres are also reminded that CDs/USBs should be packaged carefully with appropriate wrapping in order to prevent damage to the recordings.

Centres must **keep back-up files of the recording** and resend the recording upon request in case of faulty or missing originals.

Invigilation

Invigilators are reminded to read the instructions carefully before conducting the exam. It is important for the integrity of the examination that invigilators accurately follow the sequence of oral stimulus, as specified in the exam oral booklet. **Candidates must NOT be allowed to choose their own stimulus card.**

Full instructions regarding the conduct of oral assessments can be found in the '**Administrative Support Guide GCE Orals – Chinese 6CN01**' on the Chinese qualification page of the Edexcel website.

Centres should keep the students work produced during the 15 minutes preparation time till the last date for Enquiry About Results (EARs).

Last and important issue, **invigilators MUST NOT prompt candidates** by reading out questions from the stimulus card, or by asking supplementary questions either in English or in Chinese. The assessment requires the candidates to produce a **monologue** and additional support by the invigilator could disadvantage the candidates' performance.

Conclusion

The stimulus material in this assessment proved accessible to all candidates. The examination requires students to give complex, well-structured and extended answers based on the stimulus material provided by the examination board. In preparation for this assessment, teachers should ensure that candidates are given proper training and experience of the expectations of the assessment prior to the examination (such as time management, covering the stimulus as much as possible and responding to all bullet points).

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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