



Pearson

# **Examiners' Report**

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE AS

French (8CN0) Paper 3C/3M

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### 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).

June 2018

Publications Code 8CNO\_03\_1806\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

## **An outline of differences between the Legacy and New Specification:**

In this test, in contrast to the equivalent unit in the previous specification which is a monologue, this speaking exam is conducted as a two-way conversation between the students and examiner. In the Legacy specification, the students simply talked on their own, whereas in this test they will have to interact with the examiner and spontaneously respond to questions asked.

In Task 1, students have to respond to one short passage written in Chinese rather than in English as with the legacy. Students start the test by answering set questions from the teacher examiner, then broadening the discussion to encompass the whole of the sub-theme. There are similarities between this task and the only task in the Legacy specification, where candidates were also presented with a stimulus card and have the chance to read it in preparation time (15 minutes), then respond to questions that are written on the card. However, for this specification, the candidates and the teacher-examiner hold different cards, with set questions provided on the examiner's cards, and candidates are required to listen to and understand a question asked by the examiner before answering it.

In Task 2, students will have an extended discussion on a different sub-theme with their teacher. Such a task did not exist in the legacy specification.

The overall length of the assessment has also increased from 5–6 minutes in the Legacy to 12–15 minutes in the new.

### **Format of the Test**

The test is divided into two tasks.

Task 1 requires the students to respond to one short text on a stimulus card based on Theme 1: 当代华人社会变迁 in Chinese and then hold a discussion with the examiner. The student is asked four compulsory set questions by the teacher/examiner in the order they are written. Stimulus cards 1-6 are for use in Task 1.

Task 2 requires the student to respond to a sub-theme with three bullet points listed, which is based on a discussion from Theme 2: 中国文化.

At the start, the teacher/examiner asks the three compulsory questions on the card, which is then followed by a broader discussion on any other aspect(s) of the same sub-theme. Stimulus cards 7-12 are for Task 2.

### **Format of the exam:**

**Task 1** is based on Theme 1, which focuses on aspects of society of Contemporary Chinese only. This theme is divided into two sub-themes which are each exemplified further on page 8 in the specification:

- 家庭
- 教育与工作

The student is given a stimulus card according to the allocation table in the front of the teacher-examiner booklet on one of the above sub-themes.

### **Important notes:**

**Firstly**, the teacher/examiner **must** ask the four questions in the order from top to bottom as presented on the stimulus card.

These questions are **mandatory** and may be repeated, but, for the purpose of fair assessment across all centres, they **must not be rephrased or expanded on in any way**.

**Secondly**, the examiner broadens the discussion to encompass the whole of the sub-theme.

Never should an examiner ask any other questions in between the four mandatory questions.

Q1 requires the student to summarise the text.

Q2 requires the student to answer a comprehension question on the text.

Q3 requires the student to respond with a view to the discussion point.

Q4 will stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card.

**Task 2** is based only on contents from Theme 2, which is set in the context of Chinese-speaking countries and communities. This theme covers Chinese culture and traditions (through festivals and customs) and Chinese cultural activities (through films, television, music and reading). This theme is divided into two sub-themes which are each exemplified further on page 8 in the specification:

- 传统
- 文化活动

The stimulus card for this task contains three bullet points which will act as a springboard for the discussion under the “aspect” of the sub-theme, which is highlighted in a box and indicate the context for the questions.

The teacher-examiner asks the three compulsory questions on the teacher’s card first, and then helps to develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.

Students will be assessed on their ability to use a range of language accurately (AO3) 0-12 marks, communicate and interact effectively (AO1) 0-6 marks, summarise and understand written sources in speech (AO2) 0-12 marks, and show knowledge and understanding about the culture and society where the language is spoken (AO4) 0-12 marks.

A02 is only assessed in Task 1, therefore Task 1 is worth 42 marks and Task 2 is worth 30 marks.

### **Students’ Performances**

Many congratulations to students and centres for their efforts - it is always courageous to be the first cohort of a public exam of a subject. It was reassuring to see that well-prepared students were able to discuss the issues on the cards and had the linguistic ability to express themselves well. Also, it was a pleasure to hear how students and teacher examiners handled the demands of this new speaking exam with success.

### **Task 1**

Q1 asked the candidate to **summarise** the **main points** of the text. Most were able to say what the text was about and were able to give **an outline** of the ideas. At times, however, students just read the full passage to play it safe, which does not fulfil the requirements.

Q2, a comprehension question, always starts with “根据短文” and the answer is most definitely found from the context of the passage. However, some students have mistaken this question as a debate, and provided an answer with “I think” frequently.

Q3 required an opinion on the **discussion point** in the box on the card. Some students missed out the key words and answered in different directions. This question was very effective in discriminating between able and less able students. There were some extensive and thoughtful answers to the question, which required students to think quickly about the enquiry as well as find the appropriate language for the response. At the other extreme, weaker students sometime struggled to give more than a minimal answer or to answer coherently, presumably due to not understanding some of the vocabulary on the card.

Q4 and further discussion Qs should lead into the discussion of the sub-theme. The questions posed in this part of the test must give the student the opportunity to demonstrate knowledge and understanding of the sub-theme in Chinese. This means that the answers **must** refer to society and culture in Chinese. Personal and anecdotal questions are not appropriate.

All four questions should **always** be asked, **even if a student has partially answered the next question in their previous answer.**

Students must never see the cards in advance of the examination and the table provided in the instructions to examiners giving the order in which the cards need to be given out must be used. Also, students **must never see the four mandatory questions on the teacher’s card.** In other words, students will only be given the version of card without any question on it. For this reason, it is not expected that the student will begin a response to any question without a few moments thinking time.

To maximise A01 and A04 potential marks, it is a **requirement for the examiner** to continue the discussion by asking **follow-up questions** under the same sub-theme, where evidence can be exhibited.

Some follow-up question phrases like ‘城乡差距’ were not universally known, and students had problems answering the question, which jeopardise the opportunity on further discussion of the subtheme.

It is fair to say that this element of follow-up questions was the most challenging for a number of students as they failed to link their answers to the life of Chinese

societies, e.g. family, education and jobs, etc. This is the biggest change from the Legacy paper and teachers are advised to root their lessons firmly in the Chinese speaking world in order to comply with this component of the test.

The candidate and the teacher-examiner should respond appropriately to each other's input, whether that be a question, a comment or a remark. To reach the full range of the marking criteria there will be frequent examples of this level of interaction, where, however, **the examiner should play more of a supporting role rather than dominating an answer for a lengthy period of time.** The student needs to demonstrate the ability to interact within a sub-theme. The best oral exam conversations develop naturally from the spontaneous responses of the students. A mere question and answer approach cannot facilitate a spontaneous interaction as described above, neither does a series of monologues.

Some recordings showed very good interaction, whereas others sounded very stilted where the students kept asking the teacher examiner '你是什么意思?' at various moments during the test, and thought that's a way of communication with the examiner, which is not appreciable. Interaction does not simply mean to ask a question, but to interact within the discussion as described above. Care should be taken **not to spend too much time on the set questions**, as the student needs to have the opportunity to show knowledge and understanding of the sub-theme in China and Chinese societies in the remaining discussion in order to access the full range of marks available.

## **Task 2**

Because the candidates are given an "aspect" of the sub-theme, they seemed to feel more focused and have a clear target. They often performed better at this task than in Task 1.

The main problem, again, was the link to Chinese-speaking countries in order to have full access to marking grid for AO4, Knowledge and Understanding of society and culture.

The questions on the stimulus cards were well received and fulfilled their aim to start the discussion.

It's worth mentioning that when introducing a festival, a literature work, a film, a music, etc. **keep it brief**, full stories and detailed description of a character is waste of test time.

**Again**, as for Task 1, **in Task 2 here**:

- It is a **requirement for the examiner to ask follow-up questions** under the “aspect” of the sub-theme to maximise A01 and A04 marks.
- The examiner should only broaden the discussion by asking own questions **after the all three mandatory questions asked but never** to add their own question **in between** the three mandatory questions.

It is also **not advisable** for the examiner to take questions from other cards to ask students as follow-up questions since the continued discussion should be based on the same “aspect” of the sub-theme.

### **Specific Comments on the Stimulus Cards**

#### **Stimulus CN1**

For Q3, some students spoke about about how to communicate or interact with parents in general but missed out on the fact that the focus was on “overseas students” who need to communicate with their parents in different geographical locations. A couple of candidates did not seem to understand the term “代沟”.

#### **Stimulus CN2**

This card was usually well done, with only a few students overlapping their answers between Q2 and Q3.

#### **Stimulus CN3**

This proved to be a very accessible text and some very good ideas and comments by very able students who were able to relay their factual experience to support their views.

#### **Stimulus CN4**

The text was usually well understood, but some students had problems with answering Q3 and Q4. With a clear attempt to debate the two sides of the arguments, but often one side gazumped the other unexpectedly. Candidates should therefore perhaps keep the argument simple and less ambitious under test conditions.



### **Stimulus CN5**

Again, on the whole the text was well understood and received. However, some candidates talked about people in general rather than focusing on “young people”.

### **Stimulus CN6**

Some students appear to understand the meaning of the text in Q1 and Q2, but move onto Q3 and Q4, debate on views of the general gap causing difference between generations, which moved away from the discussion point, whether young people should live with their elderly parents. **Candidates should listen very carefully to the question asked before jumping in to answer.**

### **Task 2**

### **Stimulus CN7**

This card was well received, however some teacher examiners and students veered into discussing a TV drama when asked to introduce a Chinese cultural television programme.

### **Stimulus CN8**

There were some great answers about the traditions of the festival but some answers were too fictional and too long winded on the legend.

### **Stimulus CN9**

There were some great answers – this card seemed to strike a chord with the students.

### **Stimulus CN10**

This card didn't pose any difficulties and it gave students the opportunity to speak about Chinese films. Students especially responded well on Q3, and enjoyed further discussion.

## Stimulus CN11

Q2 appeared to be slightly taking longer to process for some students as the examiners repeated the question a few times. However, there were some unexpected excellent answers to Q3 where students clearly showed how much they valued Chinese traditions.

## Stimulus CN12

This card didn't pose any difficulties to the most able candidates. However, those with less exposure to Chinese literature can only provide a limited answer on Q1. Some students talked about film adaptations of a Chinese literary work, then spent lengthy time talking about the effect on the film production which has moved away from the question.

## Conduct of the Examination

The majority of teacher-examiners conducted the examination quite well. There were, however, a number of issues which arose.

**Timing** was accurate overall, with most tests between 12 and 15 minutes.

### Recording quality:

As currently only CDs and USB sticks are permitted there was generally no problem with the sound quality; however, care should be taken to record the exams in a quiet area of the centre, as background noises can be very off putting to the student.

Centres are requested to make sure that CDs have been properly formatted before submission. It is advisable that centres check the recordings before sending them on, and label the individual recordings with **the candidate name and number** in the index of the CD, rather than just leaving it as track 1, track 2 etc.

USB sticks are becoming more popular too, but these carry the slight danger of transferring a virus. It is requested that only new USB sticks are used and a check made for viruses.

Whatever mode of recording is chosen, it is vital that the recordings are clear, with both Teacher-Examiner and candidate's speech clearly audible throughout.

It is not a Pearson requirement to have passcode to open the audio files. Centres who do wish to encrypt the USB stick for their own requirements **should contact [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com) with the passcode to be passed on to the examiner.**

## **Marking**

Marking is conducted by Edexcel examiner. No marks should be provided by centre examiner on the oral form.

## **Forms**

### **Oral forms**

Some centres did not send in their oral form (**OR3AS**), which made it difficult for the Pearson examiner to write down the marks.

Centres are also reminded to write down **the number of the stimulus cards** (i.e. CN1, CN7 etc.) used in the spaces provided on OR3AS form.

### **Centre Authentication Sheet**

Some centres did not send a completed authentication sheet (**CR3AS**) with the students' and the teacher-examiner's signatures. Again, this is vital admin which needs to be taken care of.

NB Each centre only requires one copy of the sheet with all the candidates' names and signature listed. **An individual copy for each student is not required.**

A copy of all relevant Oral Forms and Centre Authentication Sheets can be downloaded from the AS Chinese section of the **Pearson website under "Administrative Support"**.

Pearson Education Limited. Registered company number 872828 with its registered office at 80 Strand, London WC2R 0RL



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

