



Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCE
In Chinese (9CNO)

Paper 3: Speaking

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General overview for 2022 series

This year exam was actually the second year of the new specification since 2019, after two years centres given score rather than taken exams. Compared to previous years, generally speaking, the majority of centres, candidates and teachers also examiners who conduct exams are all much better than the first year, their understanding of the exam requirement and procedures in more details, therefore the exam performance well in general.

Due to the pandemic situation around the whole world, we still have had huge number of candidates take part in this year exam, many candidates are in China centres and quite a lot have done their exam through remote video and audio. There are also small numbers of centre and candidates had to withdraw the exam.

Overall, the 2022 speaking exam were performed very well. The majority of candidates gave good quality performances, showing that 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. Top candidates were those who spoke logically and accurately in an authentic manner at native or near-native standard.

Performance of speaking tasks:

Follow the specification of 2017 GCE Chinese, the exam conducted in two tasks: (see specification Page 23)

Task 1 (discussion on a theme)

- Task 1 follows immediately after the 5 minutes' preparation time so students can recall their prepared thoughts easily.
- Students have approximately 6 to 7 minutes' discussion time for this task.
- There are two parts to the discussion.
 - o Part 1: The teacher-examiner asks the two compulsory questions on the card. The compulsory questions may be repeated but rephrasing is not allowed. The teacher-examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.
 - o Part 2: The teacher-examiner then broadens the discussion to cover other aspects of the overall theme. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e., to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Task1:

1). Choose the themes topic:

There are 8 cards following the 4 themes in which contains two sub-themes. Candidate can have chance to choose topic area between two themes according to the sequence of allocation. Majority centres and candidates are following the requirement.

Here is a situation for centre/ invigilator/ teacher examiner to be considered: when offer the two theme/ topic area to candidate to choose, it is better to check candidate research topic on RP3 form, if one of topic is the same area as research topic, then candidate better to allocate the different one rather than candidate choose the same one. Basically, candidate should be allocated the topic which is not crush with their research topic.

2). Timing management:

The total task1 last 6-7 minutes. According to the specification, there are two parts of Task1.

Part1 ideally two compulsory questions with one follow up question within the same subtheme take around 3 minutes to 3 and half minutes.

The Part2 is rest of 3 minutes and 3 half minutes teacher examiner should ask another sub-theme related questions.

Some candidates answer those two questions too short or too quick, didn't use the time slot very well. They did answer lots of points but didn't expand them and to explain in detail.

3). Task1 Part1: Two compulsory questions:

Candidates need to bear in mind that the questions require a focused answer. Some candidates neglect to answer the question.

Some candidates answer those two questions too short or too quick, didn't use the time slot very well. They did answer lots of points but didn't expand them and to explain in details.

For example, CN7. Family reunion is the tradition for Chinese New Year. Some candidates only answer why Chinese family traditionally like to re-united, didn't connect to Chinese New Year custom at all.

CN4: Why single parents are getting more and more in China nowadays. Some Candidates keep talking why single parent happened in China rather than focus on why more and more single parents appeared in China.

4). Task1 Part2: Should be another subtheme questions:

This year majority teacher examiners and candidates have known the time they need to talk about the topic.

However, Some centre teacher-examiner didn't ask part 2 of Task1 question at all, which should be the questions related to the another sub-theme under the same theme of Candidate spoken about. Please see the list of 4 themes with 8 subthemes on Specification Page 9-10.

5). Candidates need to ask back question for both Task1 and Task2

Specification Page23:

In **both** tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see guidance provided on *Elicit points of view/check for understanding* beneath the mark grids for *Interaction (AO1)* in the specification and the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document. Students are also expected to take the lead in the discussions.

Traditional characters

你同意我的看法嗎? _
是不是可以認為.....? _
我們可以說.....嗎? _
你是怎麼看.....問題的? _
你對.....有什麼看法? _

Simplified characters

你同意我的看法嗎? _
是不是可以認為.....? _
我們可以说.....嗎? _
你是怎麼看.....問題的? _
你對.....有什麼看法? _

你明白我的意思嗎? _

你明白我的意思吗? _

Task2:

Independent Research Project has two parts:

On Specification page23:

Task 2 (presentation and discussion on student's independent research project)

- Students have approximately 10 to 11 minutes for this task.
- There are two parts to this task.

o Part 1: The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must not exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.

Task2 Part1: 2 minutes presentation:

1). Pattern of presentation:

This year more of centres have understood the 2 minutes presentation patterns, yet there are still quite big numbers of centres/ candidates didn't know it. They have lost the huge trunky 11 of 12 marks due to not following the specific requirement for part1.

Please see the sample: (original one at Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials – Issue 1 – February 2017 © Pearson Education Limited 2017. Page 211.)

Independent research question or statement (simplified characters):

对中国来说，保护环境会推动还是会阻碍经济发展？

我想讨论的题目是，对中国来说，保护环境会推动还是会阻碍经济发展？

我找到两篇文章，讨论保护环境对中国经济发展的影响。**两个作者的观点不一样**。

第一篇文章的题目是“保护环境与中国的经济发展”，作者是陈大伟，他的主要观点是，不管能不能促进经济发展，我们都需要保护环境。环境污染对穷人的危害更大，保护环境可以让社会更公平。而且发展经济和环境治理可以同时进行。

第二篇文章的题目是“保护环境与经济矛盾的矛盾”，作者是张小芳，他认为先污染后治理很正常。经济发展对环境的破坏从古代就存在。一个地方的经济不发达，当地的企业没有资本也没有技术，要求他们先保护环境再发展经济是不可能的。

我同意第一位作者的观点。发展经济不能牺牲环境。有的时候，环境破坏以后很难恢复。而且有钱人可以逃避环境污染的危害，比方说移民外国，或者有钱看病，穷人只能承担污染的危害。**我认为第二位作者说得很对，**对经济不发达的地区，政府应该提供资金和技术，帮助当地的企业发展绿色经济。

2). Timing is crucial with strictly no more than 2 minutes:

The two minutes timing is very important, if candidate speaking over two minutes, it will be not counted for the mark. Some gave very good personal view as important part of the presentation yet after two minutes timing frame, so they have lost the part account for.

3). Reference:

Some candidate's references are not reach the requirement. For example, some just an original book name or title without author and publishers; some is a website name without any evidence, some even list foreign name rather than original Chinese which is a basic key requirement.

Sample of reference :

www. abcdefg.com/cn. --论中华古诗词对现代年轻人的影响。作者：谭志钢 2017年9月12日

Some candidate list reference list as below :

红楼梦
知乎网
活着
大唐史记

We don't know above list is a book or film. This cannot be accepted and counted as the proper reference.

Task2 Part2: Discussion of Independent Research Project.

Specification Page23:

Part 2: The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole. The teacher-examiner should use the key findings and list of sources on the *RP3 Form* in *Appendix 1: Independent research form (RP3)* to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Specification Page24:

The independent research project **must:**

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of the Chinese-speaking world

- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings

1). Research Topic:

---- It must be related to Chinese society.

This year there are lots of new research ideas and new topic showed up in the exam, and candidates did find lots of information into their research project. There are lots of current and reality issues have been raised in the project, most of candidate did know the timing and speak the length of it. Due to the majority candidates are native speaker so language fluence is always a big advantage for this exam.

But some topic is too big, too general and not really get to the point.

For example, 中国美食

Some topic didn't point to Chinese society: 网络对青少年的影响

Some even not relate to Chinese at all.

2). Contents of discussion: most describes rather than analyse.

Please refer to above copy of the specification page 24.

However, either local centre candidates or international centre candidates have done lots of new ideas, lots of information, resource and speaking length of it, majority candidates give information base on what they know, some by reading, some by common knowledge which any one grown up to 18 years old all knows rather than to show the evidences as research stand for, such as:

- where** those information from your reading/ search from;
- which** book, which article, **who** say so.
- When** and **how** to provide those evidence to convince the point you are making;
- Use **number and figure** to prove and consolidate your results and points.
- After above showing all what you have read/ findings, then **analyse and conclude** also to give **your personal opinion** and **views** on those findings.

Basically speaking, one part is Candidate need to show what you had found from your research; another part is to analyse and give your views on it for each of those 6-10 key findings.

3). Questions from teacher-examiner who conduct the research discussion:

This is the speaking exam for candidate to show. Therefore, the teacher examiner should only ask simple question, either one or two even three sentences. Let candidates to speaking mainly.

Some teacher examiner spoken each question too long over 1 minutes for each question, remember Candidates are the main discussion part and teacher examiner only guild them to starting point.

Some teacher-examiners asked questions like GCSE level due to simply asking very basic questions throughout the whole discussion, such as what type food you like to eat, which food is famous? Also traditional custom, like when is mid-autumn festival, what do you like to do? Without further deep discussion of background, what's meaningful for modern young generation etc.

Some centre teacher-examiners don't familiar with the candidates' research key findings. They didn't connect with candidates and the discussion questions are not much related to candidates RP3 form key findings.

Administration and conducting exam:

1. RP3 form: submission issue:

We have received RP3 independent research form from Candidates more than before, but still quite a number of centres didn't submit their RP3 forms. This is an official piece of candidate research task and it is crucial important for our examiner to see the form while they listen to the speaking recording to help form their judgement for their marking scores.

2. RP3 form 6-10 key finding issues:

Candidates should fill in the RP3 form only one statement or one sentence. Quite lots of candidates put in 2-3 line of writing some even typing in the whole paragraph into it. It is breaching the rules of requirement and slide into malpractice and not fair for other candidates who only insert one sentence.

3. For conducting exam at centres:

Most centres have conducted and submitted their candidates recording in time and in good quality. However, there are some situations need to be address:

- 1). Some centres sent video records rather than audio recording. It causes long time for download and files are too big to transfer.
- 2). Some Centres recordings are hardly to hear, technical issue.
- 3). Some conduct two tasks separately rather than continually.

4. Submission of Mandarin and Cantonese separately:

Chinese GCE speaking has two languages group, this year is first time of online submission, some center has mixed up those two languages for their Candidates. In future should submitted separately.

Oversea Centres:

(For international centre, particularly in mainland China and HK.)

There are magnificent numbers of candidates are from oversea mainly mainland China and Hong Kong. Each centre has hold big numbers of Candidates. It does show the whole centre has certain pattern of teaching and conducting exam. Please study the specification for this speaking exam from page 21—26 to understand the requirement in details.

For future series / next year:

Hopefully we will have more trainings for teachers and teacher- examiners particularly for oversea centres to fully understand the exact details of exam requirement and patterns so they can guild their students to achieve their best. It may be worth to translate the specification into Chinese if necessary.

Conclusion:

After two years of stopping examination, this year all centres including teachers, candidates even parents are all under the certain anxieties and pressures for preparing exam and conducting exam, for speaking 9CN03 paper, this is first time all recordings

go online system rather than previous traditional marking method. It is challenged and we all overcome this together and we have achieved targets very well.

In future 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, fully understand the details and patterns of each task and each part requirement in order to achieve all candidates' potentials marks.

