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Examiners' Report  
Principal Examiner Feedback

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In Chinese (1CN0)  
Paper 1H: Listening and understanding in  
Chinese  
Higher Tier

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Despite difficulties that students might have had in preparing for the November 2021 exam season, the majority of candidates for this Listening exam had prepared well and seemed familiar with most of the vocabulary tested in the exam.

#### Q1

Most candidates scored full marks on this question, a review of a local restaurant. Only (e) was explicitly stated in the text; for the other questions, it was necessary to process the information heard to match the available options. But despite this, candidates managed the task well. The only item that caused some problems was (a); candidates perhaps heard mention of 'car park' without registering the 没有 which preceded it.

#### Q2

This was a conversation between two friends about life at university in China. Again, it was necessary to some extent to interpret what was heard to match the statements in the question, but many candidates scored full marks despite this.

#### Q3

This question, about a student's plans for the future, also needed heard information to be processed correctly to achieve 3 marks. For some candidates the meaning of 压力 was a problem, whilst others did not pick up that America (f) is a country where English is spoken (用英语的国家).

#### Q4

This question, matching the correct adjective to the places visited, was generally dealt with very well, most candidates gaining full marks. Several of the items simply needed a key word (有意思, 安静 etc) to be heard; (a), however, needed the clues (few cars, few people, everyone in bed early) to be interpreted as indicating somewhere 'peaceful', and it was indeed (a) that a few candidates struggled with.

#### Q5

The theme for this question was a very familiar one (watching television), but many candidates found item (i) challenging. Many perhaps failed to grasp the implication of the rhetorical question (Who watches TV in the living room?) as indication that Meisi believes that no one really watches TV there any more. Option D may have seemed to be correct, but the statement heard was that watching TV 在家 was a waste of time; the 'at home' was crucial, and the speaker did go on to give examples of where and when you might watch TV.

#### Q6

This question, an article about a couple voluntarily helping to provide food for people in hospital and their visitors, was the first on the paper to require candidates to write an answer in English, using their own words. Overall, (a), (b) and (e) gave most correct answers; in each case, there was more than one possible answer, so candidates did not need to understand everything. It was slightly surprising to find that relatively few candidates gave a correct translation of 慈善厨房 (question c). While most had the 'kitchen' part correct, 慈善 gave rise to some inventive answers. Whilst the concept of 'charity' may be somewhat challenging, its use within compounds such as 慈善商店, 慈善机构 is important at this level and should be known. Perhaps candidates were not expecting to find a word from a 'difficult' topic (International and Global Dimension) within a question basically about providing food.

It was (d) that gave rise to the most incorrect answers. It was clear that candidates had heard 我们都知道家人喜欢吃什么, but had not realised that it was still Mr Chen speaking and not Mr Wang. The 'we' therefore does not refer to the owners of the Charity Kitchen, as was also indicated by the use of 家人; we are not told that any of the Wang family are in hospital.

#### Q7

Generally candidates performed well in this question (dealing with a real sports event) too, again perhaps partly due to the fact that three of the items had more than one possible answer. Many were clearly familiar with the more challenging vocabulary items such as 亚洲语言, 国际游客 and 奥运会. There was, however, occasional confusion over the word 名胜, which some seem to have heard as 明星.

#### Q8

This multiple choice question about a group of people staying in a hotel was very well dealt with, many candidates gaining a full 6 marks. Even the inferential question (b)(ii) was answered correctly in most cases.

#### Q9

This question recounted the experiences of a student who has been living in China. Overall, candidates were more successful in Part b than Part a, but there were many who scored eight or higher.

In Part a (i), many made a mistake with the compass direction; students need to know not only the four main compass points, but how the points between them (e.g. north-west) are expressed in Chinese. (ii) was a good example of how students need to consider carefully what they have written: putting just 'foreigners' was not enough, as these people could have been living there (and perhaps can speak Chinese); the important element was that 'tourists' were high in number. (v) produced a good variety of answers, which were all accepted as long as it was fairly clear the things made were sweet; there were, however, too many misspellings: 'desert' for 'dessert'. The five items in part b were, as stated before, generally well answered, despite the need to know some less familiar words such as 垃圾 and 龙舟. The only recurring error was 'fireworks' instead of 'firecrackers' in (i).

## Q10

As might be expected in the last question, in this case George's experiences of learning Chinese outside the classroom, candidates were asked to process the information heard and interpret this in light of the statements on the question paper, rather than simply 'spot' the right word. Whilst the individual vocabulary was hopefully fairly familiar to candidates, much of it drawn from the school context, there were instances, more often in Part ii, where the inference, for example, that asking teachers to speak slowly meant that they had problems understanding, was not correctly made; answer E should, therefore, have been rejected as incorrect.

### General comments

As has already been stated, performance overall in this paper was of a very high standard. A few points that arose during the marking process are perhaps worth repeating:

- check the number of marks available; if not sure, then guess rather than waste a mark, but do not give too many answers
- check spelling, especially where an error could create a word that is clearly not the answer
- if time, think about the implications of what you have written (in 'long' answers): will it be clear and unambiguous to the examiner?
- if an answer seems unlikely from the context, consider whether you might have misheard