



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Chinese (1CN0)

Paper 2F: Speaking in Chinese

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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 or 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.

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

Summer 2022

Publications Code 1CN0_2F_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

1CN02 FC and 1CN02 FM Chinese Speaking Foundation Tier

Task 1 Role Play

There are total 12 minutes preparation time for Task 1 and 2.

Task 1 is recommended to last between 1 and 1 ½ minutes.

The role play is an interaction requiring the student to exchange information, to ask and answer questions.

The majority of teacher examiners began the role play well by reading the introduction in English which was stated in each individual Role Play card.

After the introduction, teacher examiners asked the set questions and comments as they were presented. For teachers conducting the assessment in Cantonese, the questions were asked in the daily spoken form.

Some experienced examiners emphasised the question words when they read out the questions in order to help the candidates to understand the questions better.

Most teacher examiners conducted very well in this part.

Task 2 Picture-based

The Picture-based task is recommended to last between 2 ½ to 3 minutes. The majority of students succeeded to answer 5 set questions within the recommended time.

Most students could answer the questions using short phrases. Some students managed to respond the teacher examiners' extended questions 'Why 为什么? / What else 还有呢?' and did well with some development.

Time frame is an easy way to express something happen in the past or in the future. Some students were not familiar with the time frame, For example:

FP2- Q4 next weekend

FP3-Q3 most recently

FP4-Q4 this evening

Few students did not understand the extended questions, for example, 'What else? 还有呢?'

The first question requires students to describe the picture. Some students described by naming what they saw, For example, 'boy or girl, man or woman, teacher and students, how many of them, some could even mention 'where' for example, 'at home',

Most students managed to answer all 5 questions within the recommended time.

Task 3 Conversation. It was recommended to last between 3 ½ to 4 ½ 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 student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student 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 'rules and pressures', or
- only 'rules and pressures'

Most students began the first conversation by talking about the topic up to one minute. Many experienced teacher examiners asked few closed questions first before trying some open questions. Some students attempted by using the structure which the question provided and answered successfully. Some even extended by adding one or two short phrases.

Throughout the conversation, most teacher examiners knew their students quite well. They showed their patience and encouragement. The teachers asked appropriate questions which were within students' ability.