



Pearson
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Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Chinese (1CN0)

Paper 2H: Speaking in Chinese

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1CN02 HC and 1CN02 HM Chinese Speaking Higher Tier

Task 1 Role Play

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

Task 1 is recommended to last between 2 and 2 ½ minutes.

The role play is an interaction requiring the student to exchange information, to ask and answer questions. Teacher examiners is very crucial to make this possible.

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. Teacher examiners should not explain nor translate the instruction into Chinese. 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.

During the preparation time, students should read the instruction and all the 5 bullet points carefully and detailly in the cards.

For example,

- HR1 instruction, 'You have just come back from staying with a family in Taiwan...'. Q1 instead of describing a member of the Taiwan family, a few candidates described one of their own family members instead. It confused themselves in Q3, the unprepared question, 'What did you do with them?'
- HR5 instruction, 'Your Chinese friend has come to stay with you..'. Q5 ?Ask your friend what food s/he likes to eat. Instead of 你喜欢吃什么? several candidates asked 你朋友喜欢吃什么?
- HR8 Q2, some candidates only say one place, instead of two places that they would like to visit in Beijing.

During the speaking examination, students needed to listen carefully and answer accordingly. For example,

- HR7 instead of eat and drink, some candidates mentioned several items of food but forgot to mention drinks.
- HR2 Q3 unprepared question, 您在几月几号买的? asking you the date. For the answer, 昨天/上个星期三 etc, which is partially clear and could only be awarded 1 mark.

Some students gave long answers but not relevant to the questions. Some strong candidates gave very clear and brief answers and were rewarded full marks.

Teacher examiners should not ask 'Why 为什么? / What else? 还有呢?' to encourage the students to give long answers in Task 1 nor ask any extra questions other than the set questions. In this way, students should less likely be distracted and could concentrate and work accordingly.

The bullet points 4 & 5 require students to ask question. It was much clear if candidates could wait for their teacher examiners asking ‘您有问题要问我吗？’。 Students should ask questions according to the bullet points on the candidate cards. Most students did this part well. But some of the students forgot the bullet points. They asked something else or asked questions in the wrong order. They failed to gain the marks they should otherwise have. Most candidates are able to use the correct interrogative pronoun when asking questions, such as what, what time, who, if. While in HR7 Q4 ‘...how people in Singapore celebrate birthdays?’ Instead of using HOW in the question, some students used ‘What do people... like’ which is partially ambiguous and could only be awarded 1 mark.

Task 2 Picture-based

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

Most experienced teacher examiners finished Task 2 within the recommended time and manage to give students sufficient time for each question to describe and narrate events, give information, express, justify and exchange opinions

The majority of teacher examiners asked students the compulsory questions verbatim as presented and listed in the target language phrases, no supplementary questions and no rephrasing. It made the students focus on answering the set questions.

On the other hand, a few teacher examiners asked some extra questions which were not on the set questions. Students then had less time in answering the 5 set questions. As a result, the performance of students was affected.

When students’ answers were too short, some experienced teacher examiners used the extended questions which were stated at the end of every set question ‘Why 为什么？ / What else 还有呢?’ to encourage students to give detail information within the recommended time.

Some teachers didn’t read out the questions as they were presented. For example: HP6 Q4: 你打算将来去哪里参加国际学生交换？ Instead of 去哪里参加？ some teachers said 你想不想去参加...？ HP9 Q4: ...给公益活动捐钱？ Instead of 公益活动 some teachers used 慈善活动. HP4 Q4: 我觉得在饭馆吃饭很好， 你呢？ instead of 饭馆， some teachers used 中国饭馆 and the students could not answer as required.

The first question requires students to describe the picture. Most students successfully described the related pictures and responded the set questions with fluent and developed responses. They could effectively describe what they saw, eg ‘who’, ‘where’, ‘what’, ‘what is like’, ‘how do they feel’ or even include the people’s appearance, weather, clothes, colours etc. Some students only provided very limited descriptions of the pictures. While others, instead of describing what one could see, they mentioned mainly what they thought and imagined therefore could not have full marks.

Many strong students were able to elicit the questions with their opinions. They were able to use past, present and future tenses correctly and confidently with different timeframes.

The last question requires the students to express, justify and exchange opinions. It is important to reserve sufficient amount of time for candidate to do so. Very short answers or even just response with yes or no will limit the students to score high marks.

Some students might be worried about running out of time, kept their answers too short without expressing their opinion effectively or giving any justification. On the contrary, some students gave too much information and could only manage to answer two or three questions within the recommended 3 ½ minutes. Teacher examiners need to keep the timing and avoid finishing this part too early or too long.

Task 3 Conversation. It was recommended to last between 5 to 6 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'

Several teacher examiners asked their students questions covers several topics. For example, Theme 1, Identity and culture, there are 3 topics and have nearly 15 different features in total. It was difficult for students to answer questions jumping from family, good friends, customs, everyday life, social media and technology, then festival, film and television etc. Even if students could manage to give answers which were usually not in dept or fully developed.

The teacher examiner should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/ these aspects for up to one minute. Most students took this advantage and make a confident start.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively. The recommended time for conversation 1 is 3 minutes including up to 1 minutes to talk without being interrupted.

In the first part of the conversation, most students performed very well on their one-minute introduction with a variety of follow-up questions. However, some

teacher examiners forgot to ask questions afterwards and moved straight onto the second theme. Some teachers concentrated on only one theme and left very little time or even no time for the second one. Some recordings were too short while some of them were too long. All these situations have an impact on the students in terms of being able to access the top mark band.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme. In the Sequencing Table set by Pearson each year, there are 2 choices for teacher examiners to choose. Only one of these two themes could be used.

In some cases, teacher examiners mistakenly used 3 themes for Task 3. Besides the theme used in Conversation 1, they used all two themes in the Sequencing Table in Conversation 2 for another 3 minutes. Only the first theme of Conversation 2 was counted which was usually very short and had impact on the performance of students.

Most teacher examiners managed to have an equal amount of time allocated to Conversation 1 and Conversation 2 of Task 3. While in some cases, there were uneven distribution of timing for the two parts of conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- Answer questions freely, in turn allowing them to produce extended sequences of speech.
- Develop conversations and discussions
- Give and justify own thoughts and opinions
- Refer to past, present and future events.

Most teacher examiners ask appropriate questions which were within candidates' ability and allowed the students to develop and express their thoughts and opinions. Some teacher examiners asked too many simple closed questions. Some very strong students could take any opportunity to give details and develop their answers but quite a few students just answered yes/no and had very limited responses.

Teacher examiners' questions should be within students' language level and not testing students' knowledge of certain aspects. For example, a student mentioned that he had an Indian friend. The teacher examiner then asked the student about the Indian festival and the food. In this case, the student could not answer properly as he might not know much about the Indian culture. He might also have the problem to translate some special terms in Chinese. Questions of this type better to avoid.

Students are required to ask question in Task 1 but not Task 2 and Task 3. Some students kept asking questions in Task 3 which limited their time to express and justify a variety of individual thoughts, ideas and opinions. In this situation, teacher examiners should take the lead and asked questions which were related to the theme.

Few teacher examiners talked too much which made the duration for students to perform became very short and disadvantaged the students.

Comments on Administrative Matters

Quite a few centres have not yet submitted the CS2 form, other schools did submit the CS2 form but without student or teacher examiner signature. Some centres have submitted the old CS2 forms instead the updated version.

The microphone should favour the candidate and not the teacher. Some students spoke very softly or in other cases the recording itself did not pick up the student speech clearly. Some recording has a rather noisy background, for example, the clock clicking, the school bell rang, the telephone rang, someone knocked on the door etc. It caused marking script recording a big problem.

There were many experienced examiners who used a timer for this part in order to complete this in the right time length. It is a very good skill that examiners could use.