



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Chinese (4CN1) Paper 03: Speaking

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Overview

This is the first year for this separately endorsed speaking paper. It is pleasing to find that the students perform well and the majority of them achieved good grades.

There are three tasks in this speaking paper covering three different topics.

Task A is a picture-based discussion (2 – 3 minutes)

Student will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:

- People (at least two people)
- Objects (background information)
- Interactions (showing what people are doing)

Teachers/examiners must ask each student five questions in total (plus the allowed prompts - see below).

Teachers/examiners may repeat, but not rephrase, questions.

Students must be allowed to develop their responses as well as they are able. In order to enable each student to do this, prompts have been provided for questions.

Only these exact prompts may be used:

- 为什么（不）呢？Why (not) ?
- 还有吗？Anything else?
- 你还有时间， 请继续。You still have time, please continue.

There must no other supplementary questions.

Task B & Task C: 2 conversations covering two different areas from Task A

Teachers/examiners will use the randomisation grid provided by Pearson to determine which topic is to be examined for Task B and C.

- Task B : 3 minutes to 3minutes 30 seconds
- Task C : 3 minutes to 3minutes 30 seconds

The time allocated to Task B and C does not exceed 7 minutes.

The five topic areas were:

- Topic area A: Home abroad;
- Topic area B: Education and Employment;
- Topic area C: Personal life and relationships
- Topic area D: The world around us
- Topic area E: Social activities, fitness and health

They were equally attempted by all students. Topic areas A, B, C, and E are the favourite topics and those who attempted these topics

normally managed to give a good accounts using to their own experiences well.

Topic D appears to be more challenging. Students who chose this topic area for their task A exam were well prepared and performed well, but this was not the case for the unprepared conversations in task B and task C. Some students, especially the weaker one, had limited knowledge or language to express their views and opinions. Students are reminded they should be well prepared for all the topic areas for the exam.

Task A

The students were generally well prepared and they normally gave a good account on their chosen pictures. It was found that the interviewer plays an important role in the following discussion. Many interviewers managed to exploit the students' knowledge and language skills by asking opened-ended questions to elicit opinions, imaginative ideas and predictions. Those who didn't, limited their students' performance.

In some cases, the interviewer allowed the student to give a monologue on the chosen topic without interactions, or asking more than the five question. These discrepancies in conducting the examination had adverse effect on students' marks. Hence, centres are advised to follow the guidelines when conducting the examination so that students can have the maximum chance to achieve good grades.

Task B and C

On the whole, these two tasks were well conducted. Many interviewers managed to carry out genuine conversations with students, asking appropriate questions to elicit their knowledge of the topics and various language skills. As these two tasks consisted of two unprepared conversations on two different topics, which the teachers/examiners will use the randomisation grid provided by Pearson to determine, the performance of the students varied.

For the competent students, they continued to perform well; but for the weaker ones, some appeared to struggle in the conversations, lacking the knowledge and language skills to respond appropriately. These two tasks differentiated the language abilities of the students. It was commonly found that students scored lower marks in these two tasks than in task A.

Further guidance for centres

- Always include a picture which can provide a context for discussion in task A.
- Always ask open-ended questions to elicit ideas and opinions, not just facts.
- Do not use the same picture / set of questions for the whole cohort.

- Allow individuality in Task A: different students might wish to focus on different topics . The topic chosen should be in favour of students' interests and knowledge.

Administration

Centres should note the following:

- It is always helpful for the examiners to receive the scripts in student number order.
- Always include the Student cover sheet. This can be found in the Teacher's guide Appendix 2 which can be downloaded from the
- Edexcel website.
- Include the picture for Task A.
- Place the microphone in favour of the student.
- Listen to the recording and check if it is audible and clear before sending to the examiner.
- Label the cassette/CD/MP3/memory stick with the students' names in the order that they are heard on the recording.