

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
in Chinese(4CN0/02)
Pearson Edexcel Certificate
in Chinese(KCN0/02)

Paper 2: Reading and Writing

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International GCSE Chinese
Paper 2 Reading and Writing
Examiner Report

This paper was composed of six questions. Candidates were allowed one hour and thirty minutes to complete the tasks.

Question 1, 2, 3a and 4

The aim of these questions was to assess candidates' abilities to comprehend and utilise information from a range of texts which included matching basic vocabulary to pictures, selecting the correct answers to multiple choice questions and answering comprehension on a passage. Responses were only assessed for communication. Grammatical accuracy was not assessed in this part of the paper.

Overall, candidates performed very well in these questions with many scoring full marks, showing their ability to recognise some basic vocabulary within the specification as well as identify and note main points.

Question 3b

Candidates were required to write about 50 characters on the topic, which was related to the question 3a reading passage. In addition, candidates were given some ideas in both English and Chinese in the text boxes. This response was assessed for communication and language.

As the topic of the question was linked to 3a and as ideas were given in the text boxes, this writing task was accessible for the candidates. Most candidates answered the question very well, which showed their ability to describe one of their favourite teachers. Even the weaker candidates performed reasonable well due to the fact they could get some support from the reading passage and English supporting questions. However, the main problem for the able candidates was that they simply forgot to answer one of the bullet points.

Question 5

Candidates were expected to read a longer passage and to respond to a series of questions. The candidates were required to show the ability to manipulate the language of the original text and to use their own words and phrases to express ideas from the text.

The nature of open questions offered optimum opportunity for candidates to show what they had understood from the text and reiterate the answers in their own words. Quality of Language is not assessed in this question. This question served as a good discriminator between candidates of different abilities and some candidates answered the questions in full sentences with no grammatical mistakes at all.

Question 5(a) was generally well handled by candidates although a few candidates answered “ 中国 ” instead of “ 中国山东 山东 ”.

Question (b) was also well handled. Some candidates responded to the question very appropriately but giving answers such as “ 种田 ”, “ 务农 ” or “ 从事农业生产 ”.

Question (c) was managed well by majority of the candidates.

Question (d) (i) (ii) carried two marks. They were managed well by majority of the candidates.

Question (e) Candidates generally managed to get full marks.

Question (f) was handled well in general but some candidates copied characters “ 短 ” and “ 篇 ” wrongly.

Question (g) was handled very well. Many candidates scored full marks.

Question (h) was answered well. However, some candidates lifted the sentences from the reading passage straightaway without changing the pronouns from “ 我 ” to “ 他 ”.

Section C

Candidates could select one writing task from a choice of three. Candidates were expected to write a continuous response of between 100 and 150 characters.

The three tasks were equally favoured by the candidates. Most candidates did well, responding fully to all the first three bullet points. They completed the bullet points, employing a wide variety of vocabulary and sentence structures in terms of language. Even less able candidates tried to put down some details. Very few candidates turned the bullet points into questions and answers rather than linking their writing into a continuous piece of composition. The fourth bullet point carried more content marks which allowed candidates to express their opinions and points of view. There were a number of mistakes in characters, but mostly they were still recognisable.

Task (a)

The bullet points differentiated the writing abilities of candidates. The able candidates managed to give a detailed description of their ideal job and why they would enjoy doing as well as their feelings and opinions as reasons to support where they would like to work in the future and whether it was easy to find a job. While a few weak candidates just managed to write some simple sentences such as “ 我要工作 ” etc; for the response to the reasons, the typical phrases used were “ 有趣 ”, “ 有意思 ” which appeared to not be very productive responses.

Task (b)

As in task (a), the bullet points also discriminated between the writing abilities of candidates. The strong candidates responded to the bullet points with detailed information about the place they live. However, a few candidates neglected the third bullet point. In addition, some candidates wrote about the activities that their family enjoyed doing instead of what the youth are interested in doing.

Task (c)

Most candidates performed very well on this task with full responses to the bullet points. Candidates were allowed to express their ideas with various writing skills: even the weak candidates were also able to respond to the bullet points with simple sentences. However, a few candidates forgot to mention their reason for doing exercise, and hence dropped marks in terms of their content score for the fourth bullet point. In addition, very few candidates wrote about the sports they were planning to start doing.

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