

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCSE
in Chinese (4CN0/02R)
Paper 2R: Reading and Writing

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4CN0/ 02R Paper 2: Reading and Writing

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This paper was composed of six questions in a timed examination of 1 hour and 30 minutes.

Questions 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. Answers 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 syllabus 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 reading passage in Question 3a. Additionally, candidates were given some ideas in both English and Chinese in the text boxes. This response was assessed for communication and language.

As the question was linked to question 3a, with ideas given in the text boxes, it became more accessible for the candidates. Most candidates answered the question very well, which showed their ability to write about their favourite sport. Even the weaker candidates performed reasonably well due to the fact they could get some support from the reading passage and English supporting questions. However, some candidates only answered the questions in note form. Very few candidates did not attempt the question at all and left their paper blank.

The main problem for some able candidates was that they didn't expand but gave very simple answers.

Question 5

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

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

Question 5(a) was generally well handled by candidates although a few candidates answered “ 五个小时” or “早上十点到下午三点” instead of “每周六” or “周六”.

Question 5(b) was well answered.

Question 5(c) carried two marks. The question was managed well by the majority of candidates. However, several lost marks by failing to copy the characters correctly.

Question 5(d) was managed well by the majority of candidates. However, some candidates answered “生活” instead of “她的生活”.

Question 5(e) Many candidates managed to get full marks.

Question 5(f) Many candidates managed to get full marks.

Question 5(g) The questions were handled well in general but some candidates lost marks because of the misusing pronoun. They answered“你和他他们说中文”.

Question 5(h) Many candidates managed to get full marks.

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 the 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. A few students did not attempt the question at all and left their paper blank.

Task (a)

The bullet points differentiated the writing abilities of candidates. The more able candidates managed to give a detailed description of the TV programme they enjoyed watching. Several students wrote about a film they enjoyed watching. While a few weak candidates just managed to write some simple sentences; for their responses to the reasons, the typical phrases used were still “有趣”, “有意思” which appeared to not be very productive responses.

Task (b)

As for task (a), the bullet points also discriminated between the writing abilities of candidates. Stronger candidates responded to the bullet points with detailed information about their friend; their responses were creative and original. However, some candidates gave a detailed and interesting account

about how they became good friends but forgot to respond to the bullet point “how often you see each other”. A few candidates failed to expand and express opinions, only writing one simple sentence such as “我喜欢他/她, 因为他是我的好朋友”.

Task (c)

Most candidates performed well on this task with full responses to the bullet points. Candidates were allowed to express their ideas with various writing skills; even the weaker candidates were also able to respond to the bullet points with simple sentences. However, a few candidates forgot to mention their reasons for why homework is important, and hence dropped marks in terms of their content score for the fourth bullet point.

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