



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE  
In Chinese (4CN1) Paper 02: Reading and Writing

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

## **Grade Boundaries**

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 4CN1\_02\_1906\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

## **Introduction**

This paper consisted of two sections: A and B. Section A was composed of 5 questions. Section B was composed of 3 questions. Students were allotted one hour and forty five minutes to complete the questions.

Question 1, 2, 3, 4 and 5 were designed to assess students' abilities to comprehend and utilise information from a range of texts which included multiple choice questions, word drop questions, multiple matching questions, note taking questions and short answer questions. All the questions were set in English and students had to answer questions in English. English grammatical accuracy was not assessed in this part of the paper. Question 6 and 7 were writing questions. Question 8 was the translation question.

### **Question 1**

There were six multiple choice questions. Each question had four options. The majority of students responded very well in this question with only a very small number of students making mistakes in Q1(f).

### **Question 2**

This was a word drop question. Students were provided with twelve words in a box (plus an example) which they must drop in to complete a correct statement about the stimulus text. This was a new question type for International GCSE. The vast majority of students showed a good understanding of the text and they were able to give five correct answers out of six. Some students made mistakes in Q2 (d).

### **Question 3**

This was a multiple matching question. Students were presented with three paragraphs, each spoken by a different person, and a grid with statements in each row which apply to one or more of the speakers. Students were expected to mark which speaker each statement applied to. Students were expected to identify eight correct answers. The performance in this question was reasonably good. However, some students lost one or two marks because they did not realise that one statement might refer to two different speakers and they should mark both.

### **Question 4**

This is a notetaking question. Students were expected to read a piece of text and were provided with a short set of notes about the text with 10 gaps to fill. The performance on this question was highly varied. Some Chinese native speakers understood the text very well but were not able to gain marks because of serious spelling mistakes. Many students lost marks in Q4 (c), (d) and (h) because of spelling mistakes. By contrast, some learners struggled with comprehending the text and only gained marks in Q4 (a), (b), (e) and (g).

## **Question 5**

Students are expected to read a longer passage and to respond to a series of questions in English. The students were required to understand the language of the original text and to use English to show their understanding. We came across some students who answered the questions with full sentences with no grammatical mistakes at all. However, the question served as a discriminator between students who had different levels of English language skills.

Some Chinese native speakers understood the text but were not able to gain marks because of serious spelling mistakes. Some students lost marks in Q4 (b), (c), (d) and (f) because of serious spelling or grammatical mistakes which caused confusion or misunderstanding. By contrast, some learners struggled with comprehending the text and only gained marks in Q4 (a), (e), (g), (h) and (i). A very small number of students answered the question in Chinese.

## **For Question 6**

Students were required to write 60-75 characters on a topic. Students were aided by four bullet points in both English and Chinese, to which they must refer in their answer. This response was assessed for Communication and Content, Linguistic knowledge and Accuracy.

The majority of students answered the question quite well, which showed their ability to write about their favourite subject. Even some weaker students performed reasonably well as they could get some support from the reading passages and the bullet points in English. However, a few students failed to write any full sentences. They merely copied the questions out or answered the questions in note form.

Several students did not even attempt the question at all and left the page blank. The main problem for the more able students was that they simply forgot to include all the bullet points. Some of them failed to refer to “过去觉得/過去覺得”.

## **Question 7**

Students could select one writing task from a choice of three. Students were expected to write a continuous response of 125 -150 characters. Students are also provided with four bullet points in both English and Chinese to help structure their answer, to which they must refer. This response was also assessed for Communication and Content, Linguistic knowledge and Accuracy.

The Task (a) and (c) were favoured by more students. The Task (b) seemed to be less favoured by students.

## **Task (a)**

The differing complexity of the bullet points given differentiated the writing abilities of students. The performance in the task was generally good. Many

able students managed to give detailed information about their Chinese studying and their Chinese classmates, expressed their opinions on learning Chinese and explained how they planned to improve their Chinese. However, a few able students did not respond to the last bullet points, and hence dropped marks.

Some weak students managed to write some simple sentences. Very few students merely copied the questions out or answered the questions in note form. Several students did not even attempt the question at all and left the page blank.

### **Task (b)**

The performance in the task was quite good though fewer students attempted it. Many strong students responded to the bullet points with detailed information about their local area and an environmental issue, expressed their opinion about environmental protection in their area and what they should do in the future. However, a few students failed to respond to the last bullet point fully, and hence dropped marks.

Some weaker students only managed to write some very simple sentences. Several students did not even attempt the question and left the page blank.

### **Task (c)**

The majority of students performed well on this task with full responses to the bullet points. Strong students were able to express their thoughts on sport and demonstrate their range of writing skills; even some weaker students were also able to respond to all the bullet points with some simple sentences. However, a very small minority students merely copied the questions out or answered the questions in note form. Several students did not even attempt the question at all and left the page blank.

### **Question 8**

Students were expected to translate four separate sentences from English to Chinese. The majority of students performed well in Question 8(a) and (b). A lot of students scored full marks. However, some students lost one mark as errors in forming characters hindered clarity. Some students scored full marks in 8 (c) and (d). Many students used mostly accurate linguistic structures and vocabulary but errors preventing meaning being conveyed meant they lost one or two marks.

### **Paper Summary**

Based on their performance in this paper, students are offered the following advice:

- In reading tasks, answers should be given to an appropriate level of detail. Marks can be lost for vague answers or answers which do not demonstrate complete understanding.

- In reading tasks, all answers should be based only on the information in the text – no additional information should be necessary.
- In the translation task, students should attempt to translate all characters, vocabulary or phrases in the translation task as leaving out any individual piece of meaning would result in loss of marks.
- Ensure the spellings are correct and syntax is accurate throughout.
- Check the marks available for each question to ensure the correct number of answers have been given and search for the most appropriate/related answers for the questions.
- Take care to read the instructions in the question and be mindful of the requirements in answering: e.g. give answers in the appropriate language.

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom