

# ResultsPlus

Examiners' Report  
June 2011

GCE Chinese 6CN03 01

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June 2011

Publications Code UA027612

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## ***Introduction***

Understanding, Written Response and Research in Chinese

General comments

This paper requires candidates to complete four sections of the question paper in 2 hours 45 minutes. There was little evidence that candidates did not have sufficient time to finish all four sections.

Centres should advise candidates who need to write drafts for their answers to use any blank space in the answer book. For example, they can take advantage of the pages for the alternative version of characters. However, candidates should remember to cross through any unwanted writing and a clear indication should be given that the text is only a draft or notes.

## **Section A – Reading**

The total marks for this passage is 10 in accordance with the reading-specific mark scheme. The vast majority of candidates were able to achieve 7 marks or above. Some candidates lost marks mainly on the following questions:

1(b) Either 高中畢業/高中毕业 or 進大學之前/进大学之前 missing would render the answer inadequate and no marks would have been gained.

1(d) Adding extra incorrect details, such as 'going abroad' which lost 1 mark.

1(f) Not realising the need to put in '努力/努力', or wrongly picked 'job' as the answer.

1(e) and (g) Mixing up the answers for these two questions.

Evidence showed that the problem was more likely caused by inadequate reading rather than understanding. Candidates should be advised to allocate time to check through their answers before moving on to the next section.

## Section B - Translation

The total mark for this paper is 10 in accordance with the assessment criteria for this unit. The passage proved accessible to most candidates. The vast majority of candidates achieved a mark of 5 and above. It was pleasing to note that more candidates this year were aware of the vocabulary support provided in passage 1 and took advantage of it, for example, 'explore the world', 'skills in problem solving', and 'before'.

There were three sentences that seemed to have caused candidates some difficulties. Firstly, the last sentence of the first paragraph. Some candidates when translating this sentence overlooked the significance of the adverb 'as well'(也). Without this word, the intended message in the first paragraph became altered.

Secondly, the sentence 'even though I was still in the UK' in the second paragraph. Some candidates had inappropriately linked it to 'I had never been to London'. Some candidates wrongly confined it to 'at present'.

Thirdly, in the last sentence of the second paragraph, some candidates were confused about the time reference and misunderstood 'weekends' as something happening after 'last year'.

Students are advised not to include additional details or personal opinions. Candidates will not earn extra credit and this may lead to distortion.

5 Q02y

去国外并不是唯一的 ~~选项~~ 方法去探索世界。空档年并不仅仅是一个毫无意义的 ~~旅游~~。在你的国家做义工 ~~也~~ 同样地也给予了你工作的经验以及解决问题的方法。

去年我去了伦敦做义工。我从未去过伦敦，所以这次空档年对我而言去的是不同的地方，~~即使我还认为我是在英国这片工地上~~。我花费了几个星期的时间让我慢慢地开始了解伦敦这个城市。



### ResultsPlus Examiner Comments

This piece of translation was awarded a mark from the 5-6 mark band.

There is evidence of competent transfer of meaning in part of this translation. However, there are also errors of transmission in some sentences. The inclination to add extra details based on the candidate's own interpretation is obvious. The adding of '毫無意義/毫无意义' has spoiled an otherwise good translation. The second paragraph starts well but problems are obvious with the last two sentences. The error made on the last sentence is close to 'evidence of misunderstanding'.



### ResultsPlus Examiner Tip

Candidates should be advised not to change the nuance of the original message with unnecessary additional information. Candidates should be encouraged to only include words that have a grammatical function and show awareness of nuance such as adverbs (還是/还是...仍然...)

8 Q02y  
出国不是发现世界的唯一方法。一个空档年不仅仅只是出国旅游。在你自己的国家做义工，同样能够得到解决问题的能力以及经历。  
去年我去伦敦做了义工。我以前从没去过伦敦，所以这次空档年让我去了一个不同的地方，即使我本呆在英国。我还利用了周末的时间去解伦敦，让自更了解伦敦。



### ResultsPlus Examiner Comments

This piece of translation was awarded a mark of 8.

Generally, this translation demonstrates a very good transfer of meaning but there is evidence of inconsistency in the second paragraph, in particular, the sentence 'even though I was still in the UK'. This could be due to an issue of misunderstanding of the text or of language.



### ResultsPlus Examiner Tip

Candidates should be advised to try to understand and consider the actual situation when reading the text and writing the translation. It is good practise for candidates to read through their work to check for all possible errors, for example, '己' missing in the last sentence.

## Section C – Essay Writing

The total marks for this section is 30 in accordance with the assessment criteria that reward content and response and quality of language.

Candidates were not unfamiliar with this test type. The majority of candidates had been well trained at AS level to respond to bullet points in the continuous writing. Even though this is a similar question type, writing for this section at A2 level involves more of a discursive essay involving discussion and opinions on both sides. Many candidates were aware of the support from the text and information in Sections A and B with regard to ideas and development. Candidate responses that relied too heavily on describing or narrating individual experiences did not score highly in content and response. In addition, candidates who relied too heavily on lifting and copying text from Section A did not score highly in content and response.

## Section D – Research-based essay

The total marks for this section is 30 in accordance with the assessment criteria that reward candidates for organisation and development, completion of task and quality of language.

It was pleasing to note that the standard of writing in this section has generally improved. However, there were still a noticeable proportion of essays that were not given enough time or attention during the process of writing. Far too often, candidates relied on only one source, which is not within the spirit or the aim of this assessment. It continued to be a worrying feature this year that some candidates were not using paraphrasing properly and some actually, unknowingly, committed plagiarism.

Students should be reminded of the following:

- (1) There is a space within the answer booklet for candidates to write footnotes and to list source materials that had been consulted. The footnote section must be completed by the candidates as part of the assessment. Without reference to source materials, (with avoidance of invalid references, such as 'www.yahoo.co.uk') marks for content and response would be affected.
- (2) As this is a research-based essay, the format of writing should not follow the discursive essay style, as in Section C. Marks are awarded in accordance with an assessment criteria that is different from the essay in Section C.
- (3) Candidates should consider more carefully the title for their research essay to ensure that it allows for sufficient development and analysis of the subject. For example, where candidates chose to write about a city, the issue presented in the essay would require to be one that arose from the development or planning of the city, not just issues that might have appeared on the news, nor a piece aiming at promoting or introducing a city.

Please put punctuation marks in the spaces between squares. Do not put punctuation inside the squares.

Start a new line to begin a new paragraph.

Do not exceed the stipulated word limit (250-500 characters).

4 Q04CTx

5 Q04ODx

5 Q04QLx

Topic or text you have chosen for your essay: 9 現代中國年青的問題

Title of your essay: 值得一談的青少年援助交際問題, 並列明解決方法。

		什	麼	是	援	助	交	際	援	助	交	際	是	一	15
個	源	自	日	本	的	名	詞	, 最	初	指	少	女	為	獲	30
得	金	錢	而	答	應	與	男	仕	約	會	, 但	不	一	定	45
伴	有	性	行	為	。 然	而	, 現	今	意	義	卻	成	為	學	60
生	賣	春	的	代	名	詞	。								75
		援	交	問	題	近	日	備	受	關	注	, 一	項	調	90
查	發	現	, 三	份	一	受	訪	青	少	年	表	示	會	考	105
慮	從	事	援	交	。 調	查	指	出	, 搵	快	錢	仍	是	青	120

年	援	交	的	主	因	少	男	反	映	是	因	可	享	受	135
性	愛	及	好	奇	心	又	可	有	女	伴	而	援	交		150
		有	多	少	人	會	知	道	援	交	青	年	的	來	165
源	經	過	個	人	深	入	分	析	援	交	的	人	都	是	180
來	自	破	碎	家	庭	不	少	是	失	學	或	沒	人	照	195
顧	他	們	為	了	想	幫	補	家	計	而	援	交	相	反	210
有	的	是	為	了	追	求	名	牌	而	不	惜	一	切	犧	225
牲	自	己	的	肉	體										240

		如	果	從	教	育	的	角	度	來	分	析	學	校	255
可	以	舉	行	教	育	講	座	或	邀	請	一	些	以	前	270



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### Examiner Comments

This title is problematic. It points to the direction that the content is likely generic and that the piece is a discursive essay. Indeed it is mainly a piece of writing on '援助交際/援助交際' that can apply to anywhere. In the essay, no evidence is given to explain if this is a youth problem in China or any particular parts of China and how serious it is. Nothing has been mentioned about where the 'research' or 'interview' was carried out. The second part of the essay is a response to the latter part of the title. It is mere speech that will not be given too much credit for a Research-based essay.

Completion of Task would be awarded marks in the 4-6 mark band. A mark of more than 5 would not be awarded for Organisation and Development.



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### Examiner Tip

If you read about this in the newspaper, you will ask questions – where does it happen in China? Is it true? If it is, is it widespread? How serious? What caused the teenagers to do that in this part of China? What are the views of the general public and/or the (local) government? Up to this moment, has anything been suggested or carried out to deal with the problem?

Answers to these question helps the candidate decide if it is a topic worth doing. If yes, these questions will form the major part of the content of the essay. If it is not worth doing, disregard it and find another interesting and real issue. The candidate should not act as if they are an expert on this topic writing an important speech.

Please put punctuation marks in the spaces between squares. Do not put punctuation inside the squares.

Start a new line to begin a new paragraph.

Do not exceed the stipulated word limit (250-500 characters).

5 Q04CTx

4 Q04ODx

5 Q04QLx

Topic or text you have chosen for your essay: 小說

Title of your essay: 魯迅《故鄉》讀後感

的無能和社會的腐敗。							255
在英國留學的我也曾回到過自己的							270
家鄉,但我的遭遇比魯迅先生美好多							285
了。我和我身邊的親友都很幸福快							300
樂,家人會為我準備佳餚,朋友會陪我							315
玩樂,大家都以自己的為意志行動,活							330
在自由之中。我實在不敢想像當自己							345
的故鄉變成魯迅先生的故鄉那種情							360
況時,會是什麼樣的情景,我很害怕失							375
去這美好的一切。魯迅先生的《故鄉》帶							390
給了我莫大的啟發,既然我已經擁有							405
了,我就不會輕易放棄它,我會把它緊							420
抱在懷裏,好好地珍惜。							435



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**Examiner Comments**

讀後感/读后感 is not a helpful title as it tends to lead to a piece of free, creative writing. The first half discusses the protagonist 'Runtu' briefly to complain about the rotten society. It then moves onto the candidate's own personal feelings and experience. The writing style demonstrates an approach that is descriptive but not analytical, which is a requirement of this assessment.

The assessment for Completion of Task would be awarded marks in the 4-6 mark band and Organisation and Development would be in the 3-4 mark band.



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**Examiner Tip**

Do not treat the novel in the Research-based essay as a stimulus. This assessment is not to be regarded as a piece of continuous prose. Candidates are expected to discuss and analyse aspects or issues in the novel, for example by finding an issue that would allow candidates to engage in discussion and analysis, and to use the events, people and the plot to substantiate a point of view. It is important for candidates to demonstrate a clear and concise understanding of the issue, as indicated by the title, which should be supported by quoting from the novel.

Please put punctuation marks in the spaces between squares. Do not put punctuation inside the squares.

Start a new line to begin a new paragraph.

Do not exceed the stipulated word limit (250-500 characters).

8 Q04CTy

7 Q04ODy

5 Q04QLy

Topic or text you have chosen for your essay: 《城南旧事》

Title of your essay: 秀贞是否是妞儿的生母?

林海音的《城南旧事》里，英子和妞儿	15
都试图寻找妞儿的生母。那么，妞儿的	30
生母是秀贞吗？	45
我要尝试分析一下这个问题。	60
首先，地点相同。英子曾经偷偷听到秀	75
贞的女儿在刚出生后被遗弃在齐化	90
门“孩子呀，送到齐化门城根底下”	105
啦！”其次，妞儿以前住在齐化门附近	120
“我们从前住在齐化门那边”而且	135
她对英子说过她是从齐化门捡回来	150
的。另外，她们两个被遗弃和收养的时	165
间一致。在年龄方面，英子与妞儿同岁。	180
英子对秀贞说她有六岁大，秀贞说她	195
的女儿也也有六岁了。妞儿的养父提	210
到过他是在五六年前收养妞儿。一	225
晃一晃五六年了！”	240

然而，书中的一些其他细节使我们	255
们对秀贞和妞儿之前的母女关系	270
产生了一些疑问。	285
比如比如说秀贞是一个疯子。在她	300

Footnotes/references (引文的出处/参考过的材料)

1. 《城南旧事》22页

2. 《城南旧事》33页

3. 《城南旧事》53页

林海音(2001)《城南旧事》北京:中国青年出版社



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**Examiner Comments**

This research-based essay has a good title which clearly links to the novel and leads to discussion and analysis. There is clear evidence of reading and research and the candidate has made full use of details from the novel in the arguments for both for and against. However, one of the points made for against is not consistent but seems to be made for the sake of argument.

This essay shows a good example of how proper footnotes should be organised and included.

The assessment for Completion of Task was awarded marks in the 7-9 mark band and Organisation and Development was awarded marks in the 7-8 mark band.



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**Examiner Tip**

In this example, if evidence for one side of an argument is weak it would be more beneficial to acknowledge the weakness rather than include it as arriving at a convincing conclusion would be more difficult for the candidate.

## Grade Boundaries

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Order Code UA027612 June 2011

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