

# Examiners' Report/ Principal Examiner Feedback

June 2011

GCSE Chinese (5CN01) Paper 1H

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## **Listening & Understanding in Chinese**

Candidates generally performed well and most were appropriately entered at the correct level. The vast majority performed well in Q1-Q8. The last question requiring responses in English was the section that candidates found most challenging.

A small number of queries were received about the duration of the recording. Edexcel will be offering guidance for this on the front cover of the examination paper and on the recording to provide more clarity.'

### **Question 1**

This crossover question had both the theme and the items tested for the first time. Part (iii) 'wears glasses' and (iv) 'is married' were challenging for weaker candidates.

### **Question 2**

This question was very well attempted. Part (iii) 'shoes' invited more incorrect answers possibly due to it being a new item and occurring for the first time.

### **Question 3**

Part (ii), (iv) and (v) were good discriminators. Part (iii) 'kitchen,' caused no problems to the vast majority of candidates. Part (i) 'have a garden' proved more challenging. Candidates could not gain marks for this question by just catching one or two keywords.

### **Question 4**

This question was generally well attempted. As expected, part (i) was accessible to all candidates; and part (ii), which was about 'direction', invited more incorrect answers.

### **Question 5**

All candidates made an encouraging attempt at this question. There was only very limited cases of guesswork, such as opting for 'people prefer to use the plane'. The majority were able to get 'D' correct, but a sizeable number of candidates mistook 'F' as one of the correct statements.

### **Question 6**

Some candidates lost 1 mark when they mixed up 'watch' and 'mobile phone'.

### **Question 7**

This question was generally well attempted. 'Reporter' and 'teacher' invited more incorrect answers. Both proved to be a strong discriminator.

### **Question 8**

This question proved to be a good discriminator. Some weak candidates failed to score. 'Reading online novels' and 'reading and sending emails' created problems for the average candidates.

### **Question 9**

This question required candidates to listen to an extended dialogue and to provide answers in English. The items tested were not complicated, but the fact that they did not strictly belong to the same one theme or one topic area proved demanding.

- (a) and (f) - Some of the weaker candidates relied on guesswork.
- (b) – Surprisingly, a sizeable number of candidates misunderstood '二月' as 'two months ago'. Weak candidates seized the word '二' and made up all sorts of answers.
- (c) - This was tackled competently by the majority. Where candidates failed to score was because they misinterpreted the question and gave extra details that were meant for part (a) or (e) and rendered the answer incorrect.
- (d) and (e) - Both were very well answered by the vast majority.
- (g) – Again, surprisingly, this part turned out to be very challenging across the ability range with a noticeable number of guesswork including 'summer' or different months.
- (h) - This was the most challenging part and appeared to cause problems for candidates across the ability range.

## **Grade Boundaries**

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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