

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE
in Chinese (5CN01/1H)
Paper 1H: Listening and Understanding
in Chinese

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 or 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.

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

Summer 2015

Publications Code UG041141

All the material in this publication is copyright

© Pearson Education Ltd 2015

GCSE Chinese
Unit 1H Listening and Understanding in Chinese
Examiners' Report

Paper Introduction

This year students seemed on the whole to deal well with the Listening paper, recognising much of the tested vocabulary and prepared for (with one exception) the various question formats. Most questions proved approachable, but whilst one of the more difficult questions (Q4) was actually dealt with very well across the ability range, the last question (Q8) - also one aimed at identifying the most able candidates - turned out to be the most challenging for all levels, although it was pleasing to see that the final item, testing a simple number, was generally well handled.

The 'crossover' questions (Q1, 2, 5, 6) were generally well dealt with, as one would expect, although at the C end of the cohort, the same questions proved problematic as in the Foundation paper. (Some details are given later under the relevant question number.) Whilst more candidates here recognised 长城 (Q1ii) there were still a few who did not work out the meaning of 风筝 (Q1iii), even though they had the clue 风 to guide them towards a correct answer.

Although the long Q4 was inevitably more demanding for candidates at the bottom of the range for this paper, overall this question was handled extremely well, the multiple choice format perhaps giving the weaker students some support. The two final sections of this question (Q4biii and iv) were where weaker candidates struggled with the vocabulary: 杂志 and 网站 needed to be known, although some should have been able to work out from 上网 that the latter must be connected with the Web.

The question about fellow students (Q7) was generally handled well, although part (iv) misled some as they misconstrued 常常参加表演 as meaning that Meimei appears in the school play (as opposed simply to giving a 'performance'). Students must make sure they answer on the basis of what they have heard, not what might make sense in the context.

Q02

Whilst most candidates dealt with the content of this question easily, there were a good many cases of students putting answers in the greyed-out area and thus giving 5 answers instead of the 4 indicated by the available mark.

Q03i

Generally Q3 was not too challenging, although candidates at the lower end of the range found this component of the question most difficult. This may have been because there was confusion over where the important information started (not until the third sentence). Perhaps, as in the Foundation paper, the word 裙子 was unfamiliar to listeners.

Q05iii

This was the element of Q5 that proved the most difficult for candidates at the bottom end of the ability range for this paper. Although 护士 itself is

perhaps a word that candidates (at this level) might not be familiar with, there was further information in the text to help (在医院工作) and assuming that students know 医生 to be doctor, that only leaves one alternative.

Q06i

Although overall Q6 was handled well by candidates for this paper, some elements were more challenging for the C grade students.

This element of the question depended on candidates firstly listening to a fair amount of information before the first answer (酒店) was given. The word itself may be unfamiliar, so attention should perhaps be drawn to the range of words in Chinese for restaurant, hotel etc, as well as to the link with other words perhaps covered under the Food/Drink topic: 啤酒, 葡萄酒, 酒吧.

Q06ii

This part of the question also proved problematic, not only at the lower ability levels. There were 4 possible grammatically correct answers; candidates were unfamiliar with the basic vocabulary item 跳舞.

Q08aiii

This was one of the items where the quality of students' English affected the mark given. Although it is clear most candidates understood the Chinese that they heard. In some cases, it was simple misspelling: 'you can buy new cloths' gives an unintended and incorrect meaning. Some candidates made it sound as though northern France had only one church or museum: 'they can visit famous church'. Generic answers too ('there's lots to do') were not awarded a mark.

Q08bi

This question was not answered well possibly due to candidates being unfamiliar with how the number of a year is given in Chinese, or perhaps the necessary 'ling' distracted some.

Q08bii

This was possibly the question that caused most problem on the paper. Candidates seemed either not to have heard the word 孩子们 or not to have seen (in the question) that the customer has children. Consequently many answers gave the impression that it was the potential client who wanted the internet for himself: 'likes to surf the internet', 'can watch things on computer'. To gain a mark here, it was necessary to make it clear that it was the children who need the internet.

Q08biii

Another question where dubious spelling gave rise to incorrect answers: whilst 'Franch food' was accepted as the intended meaning was clear, 'chief' or 'hotel's cooker' were not.

Paper Summary

Overall candidates responded well to this examination, although there was a surprising number of wrong answers to some of the questions that one might have regarded as 'easy'. It is once again clear that candidates, particularly at the C/B end of the ability range, need to be reminded to review basic vocabulary as they can lose valuable marks on the 'crossover' questions.

When writing answers in English for the higher level questions, candidates must make sure that what they write gets across the meaning clearly and cannot be misunderstood.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>