

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

GCSE

### GCSE Chinese (5CN04) Paper 1

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## Paper 4 (5CN04 01): Writing

Many candidates were well prepared for this first session of 5CN04 and the majority managed to produce two essays which were interesting and pleasant to read. There were only a few candidates who failed to fulfil the tasks selected or produced essays under the minimum required characters. In general, the presentation and quality of essay writing was satisfactory.

As this was the first year for controlled assessment in Chinese please note the following for future sessions:

### **Word-count**

Candidates aiming for a grade C or above are requested to write between 100 - 150 characters for each essay. Content marks could be affected if candidates fail to produce the minimum required 100 characters (English words and punctuations are not counted). While there is no upper limit for the number of characters in each essay, candidates are reminded to keep their essays precise and coherent. This year a lot of the essays exceeded 150 characters, and all were duly marked without any penalty. Quality of writing always supersedes quantity. Long essays may sometimes side-track the writing tasks, making the contents irrelevant.

### **Task, stimulus and note-form**

Candidates are required to choose a topic area and are then given an appropriate stimulus to prepare 2 weeks before the controlled assessment session(s). They can also make notes on the Candidate notes form. The task, stimulus and note-form, together with a bi-lingual dictionary, can be brought to the controlled assessment session(s.) This year, many candidates managed to produce a well-written essay accordingly. However, some candidates were not well-prepared and did not have enough vocabulary and writing skills to produce the essay. Many misunderstood the task and stimulus and the result was a piece of writing which was irrelevant to the task. An example is "*Write an imaginary account on a day-out with a famous person.*" Some candidates, however, wrote about the life of a famous person. Candidates are reminded that no free-writing is accepted in the assessment. All essays are marked according to the tasks and stimuli submitted. Therefore, it is vital that candidates understand the tasks and stimuli thoroughly before they attempt to write the essays. Any work sent without the task and stimulus cannot be credited with any marks.

### **Administration**

The following documents should accompany the two essays being sent to the examiner:

- Authenticity form duly signed by the teacher and candidate  
*Specification*
- The task and stimulus for each essay
- The Candidate notes form for each essay (or a note if the candidate did not use it)  
*Edexcel website*
- The mark-sheet with word-count and details filled in.  
*Edexcel website*

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	60	50	43	36	30	25	20	15	10	0
Uniform mark scale boundary	90	81	72	63	54	45	36	27	18	0

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



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