

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE
in Chinese (5CN04/01)
Paper 4: Writing 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 UG041154

All the material in this publication is copyright

© Pearson Education Ltd 2015

GCSE Chinese
Unit 4 Writing in Chinese
Examiners' Report

Unit 4 is internally assessed but externally marked by Edexcel. Candidates are required to produce two essays of 100-150 characters each under supervised exam conditions in two 45-60 minute sessions. They are given a choice from four themes and topics. Candidates and their teachers can negotiate and choose from the tasks suggested by Pearson Edexcel on the four prescribed themes. Centres can also devise their own task and/or themes as well. Candidates can have up to two weeks preparation time and six hours of guidance from the teacher before the assessment takes place.

Most centres used or adapted the Edexcel-set tasks. The most popular task/topic across all levels of ability was 'Travel and tourism – Task 1: Write an email about your holidays to your Chinese friend'.

Other popular chosen tasks/titles included:

- Sport and leisure
 - Task 3: My hero
- Travel and tourism
 - Task 2: About your area
 - Task 5: School trip
- Media and culture
 - Task 1: Live concert
 - Task 2: Fashions
 - Task 4: Technology

Popular topics/titles devised by Centre include

- My family
- My school
- Festivals

Examiners were delighted with the increased number of candidates attempting challenging topics, such as fashion and environment, and doing well in these topics generally.

However, examiners also noted the following issues:

- Some essays, when attempting a familiar topic such as 'my school' or 'my family and daily routines', tended to be pedestrian and repetitive in 'communication & content' involving very little variety of language. More able candidates must learn to show some creativity and individuality in their ideas and opinions. They need to go beyond dutifully responding to the bullet points as if they are answering questions without making attempts to link the piece into a whole.
- 'A class visit to an outdoor activity centre' and 'a school trip' are both good choices for average and less able candidates. However some candidates were not able to define 'outdoor activity centre' correctly and some failed to communicate clearly that it was a 'class visit' and a 'school trip'.
- A small but significant proportion of candidates started their essay with a personal introduction irrespective of its irrelevance to the nature of the title and task. In one instance the candidates of a centre, in performing the task of writing to a friend about their recent

work experience, gave a timetable of their daily routine hour by hour which took up to two thirds of the length of the essay. Candidates should be reminded that the information chosen to write in the content must be relevant to the task.

- Candidates have taken on board the advice given in last year's report as there were less candidates applying the particle 'le' unnecessarily whenever a past action and event was mentioned. However a significant number of learners still had the problem of excessive use of 'erization' (adding '儿'sound to syllables as if in spoken Chinese).
- Some candidates continued to have the problem of rote learning. Some centres were found to present similar or virtually identical essays according to a template or writing frame. Students should be advised that works that lack originality would not be awarded marks in the top band for communication and content.

Word count

The majority of candidates were able to produce two pieces of essays of between 100-150 characters each. The following marking principles are applied to shorter essays:

- between 76-95 characters – mark is capped at 12 for Communication and Content
- between 61-75 characters – marks is capped at 9 for Communication and Content
- fewer than 60 characters – mark is capped at 6 for Communication and Content

Students are also reminded that no extra marks would be awarded to the additional effort of writing over 150 characters.

CA4 Notes form

This was generally well used. It can include up to 30 words/50 characters. Please be reminded that for 'words', it means written in English or pinyin as an item and is counted as one word such as xuexiao/school. But if written in characters 學校/学校 it will be counted as 2 characters. Details of guidance can be found in the *Administrative Guidance* document.

Administration

Examiners are grateful to those centres who carried out administrative matters satisfactorily. Centres are advised regarding the following:

- Use the administrative support guide to check that all procedures are carried out correctly.
- Make sure each candidate's work is secured separately. Please use staples or paper-clips to fasten each candidate's work (putting together the CM4 duly signed by the teacher and the candidate, the task and stimuli, the CA4 notes if used, the 2 pieces of essays). Use of plastic pockets or card folders for each individual candidate's work should be avoided.
- Both the teacher and the candidate must sign the front sheet to authenticate the work; without the two signatures the marking process cannot be completed.
- Where all candidates have been given the same stimulus task, it is necessary to include this only once.

- The two pieces of work of each candidate should be submitted in the order in which it is listed on the CM4 sheet.
- Teachers should not mark or annotate or correct the work in any way.

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>