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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Chinese (1CN0)
Paper 3F

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Introduction

In Paper 3F: Reading and understanding in Chinese (Foundation Tier), candidates are assessed on their understanding of written Chinese across a range of different types of texts.

Candidates need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper has a total of 50 marks and consists of 10 questions. This paper comprises two sections. Candidates must answer all questions from each of the two sections. Section A has nine questions set in English. Question types comprise both multiple-choice and short-answer open response questions. The instructions to candidates are in English. Section B contains one translation passage from Chinese into English. The instructions to candidates are also in English.

The assessment is available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters. Candidates select the most appropriate version, but not both.

Four of the questions are common to both Foundation and Higher tiers.

The use of dictionaries is not permitted.

The total assessment time is 50 minutes in length.

Overall performance

The candidates responded well to most of the questions in Section A and Section B. Many candidates showed good abilities in identifying the overall message, key points, details and opinions in texts, and was able to deduce meaning and recognise and respond to key information and important ideas in more extended written texts.

Question 1

This question addressed the theme of *Identity and culture* and the topic of Who am I (relationships). Candidates were asked to read four people's

experiences in helping their friends and then complete a gap-fill in English. Majority of candidates were successful with this question.

Question 2

This question addressed the theme of *School* and the topic of What school is like (school day). Candidates were required to read a text on a student's school routine and then complete a gap-fill in English, choosing six words (one of which is an example) from a box containing twelve words. A large number of candidates achieved good success on this question.

Question 3

This question addressed the theme of *Identity and culture* and the topic of Who am I (when I was younger). Candidates were required to read a blog and then answer questions in English about the text. A large number of candidates achieved good success.

Question 5

This crossover question addressed the theme of *Identity and culture* and the topic of Cultural life (sport) and also appeared in the Higher Tier paper Q1. In questions of this nature, candidates are required to understand sections of text which may contain distractors and to identify the main message as well as key points, details and opinions. On the whole, candidates performed well in this question although a number of candidates seemed to find the word 'Asia' challenging.

Question 7

This question was set in the theme of *School* and addressed the topic of School activities (school trips). Candidates were required to read an email about a school trip and then complete a gap-fill in English, choosing six words (one of which is an example) from a box containing twelve words. While many candidates were successful in doing so, many candidates were unable to recognise some of the lexical items tested.

Question 8

This literary text was a crossover question set in the Theme of *Identity and culture* and the topic of Who am I (when I was younger), and it also appeared in the Higher Tier paper Q3. In this question, candidates had to recognise and respond to key information and ideas in a more extended authentic text, deducing meaning.

The success rate was high on questions (a), (b) and (d). 8(c) appeared to have presented some difficulty to many candidates. Candidates are reminded to base their answers solely on the text given.

Question 9

This crossover question addressed the theme of *Future aspirations, study and work* and the topic of Work (careers and professions), and it also appeared in the Higher Tier paper Q4. Candidates were required to read information about four students' career choices and then to complete the given sentences. A large number of candidates were successful in this task.

Question 10

This translation question addressed the theme of *Future aspirations, study and work*. The passage contained sentences which were all set within the same theme, which included a range of tenses, structures and vocabulary assessed at Foundation Tier. Candidates are expected to demonstrate an ability to transfer meaning accurately into English. Many candidates achieved four or more of the seven marks available for this question.

Summary

Most candidates achieved some success, although some performed significantly better than others. Based on the performance in this paper, candidates are offered the following advice :

- Make sure that you know the words from the vocabulary list (Foundation) well, as all of the questions are set based on the vocabulary list provided in the specification.
- Some questions require you to process the information and draw inferences, hence it is important to understand each paragraph or the entire text as a whole.
- Read the questions carefully and address the questions asked directly. The responses provided should be based solely on the given text. Meanwhile, you need to ensure that what you write clearly expresses what you intend to say. Ambiguous responses are not accepted. While you can write in full sentences, candidates should note that responses containing incorrect details will not be accepted.
- You should give only one response for a one-mark question, two responses for a two-mark question and so on. You should not use slashes / or brackets (). If you use a slash, only the response given before the slash is accepted for a one-mark question. Information given in brackets () is not accepted.

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