

Examiners' Report/
Principal Examiner Feedback

Summer 2013

International GCSE Chinese (4CN0)
Paper 2 Reading and Writing

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International GCSE Chinese Paper 2 Reading and Writing Examiner Report

This paper was composed of three sections. Students were advised to spend 30 minutes on each section.

Section A

Part 1

The aim of this part was to assess students' abilities to comprehend and utilise information from a range of texts which included matching basic vocabulary to pictures, selecting the correct answers to multiple choice questions and answering comprehension on a passage. Answers were only assessed for Communication. Grammatical accuracy was not assessed in this part of the paper.

Overall, students performed well in these questions with many scoring full marks, showing their ability to recognise some basic vocabulary within the syllabus as well as identify and note main points.

Part 2

Students were required to write about 50 characters on the topic, which was related to the final reading passage in Section A Part 1. This response was assessed for Communication and Language.

As the question was linked to question 3, it became more accessible for the students. Students of all abilities answered the questions very well, which showed their ability to introduce themselves. However, it must be noted that there were some cases of students directly lifting from question 3 and a small minority who completely lifted the words from the other text, and were consequently penalised for this. On the other hand, a few students wrote as if they themselves were Mali. Another common mistake from less able students was constructing sentences such as “我是个”.

Section B

Part 1

Students were asked to answer questions on one reading passage. Students were assessed on their ability to extract specific details, identify main points and understand grammatical structures and functions in context.

The questions were designed to differentiate between different levels of candidate ability with the questions testing unfamiliar vocabulary with some distracters. The questions were attempted well, with varying degrees of performance. Some students failed to recognise and pick out the specific details such as “以前”and“公园”.

Part 2

Students were expected to read a longer passage and to respond to a series of questions. This task required students to demonstrate their ability to manipulate the

language of the original text and to use their own words and phrases to express ideas from the text.

The nature of the open questions offered optimum opportunity for students to show what they had understood from the text and reiterate the answers in their own words. There were a small number of students who answered the questions with full sentences with no grammatical mistakes at all. The questions also served as good discriminators between students of different abilities.

Q(a) was generally well handled by students although a few students answered “八”，“八年”instead of“八岁”.

Q(b) was also well handled. Where errors arose most often was through students not responding to the question appropriately but giving answers such as “飞机”，“它们是乘坐飞机的” or “它们是飞机”.

Q(c) was managed well by the majority of students.

Q(d) was managed well by the majority of students. However, some students didn't give the detail of the answer and just simply answered “订时间” but not “订参观时间”.

Q(e) carried two marks, which included 2 questions. The majority of students scored full marks here.

Q(f) was handled well in general but some students miswrote pound (monetary unit) as “磅” or “钱”.

Q(g) was handled very well. Many students scored full marks. However, some wrote “纪念品”instead of “纪念品”; “大猫”，“熊” or “猫” instead of “大熊猫”.

Q(h) was answered well. However, some students used“你能” to answer the question “你可以怎么做?” which shows the misuse of pronouns. Some students used “和” between two sentences which seemed to stem from the English sentence structure with the conjunction “and” (again, a misuse).

Section C

Students could select one writing task from a choice of three. Students were expected to write a continuous response of between 100 and 150 characters.

The three tasks were equally favoured by the students. Most students did well, responding fully to all the first three bullet points. They completed the bullet points, employing a wide variety of vocabulary and sentence structures in terms of language. Less able students also tried to put down some details. Very few students turned the bullet points into questions and answers rather than linking their writing into a

continuous piece of composition. The fourth bullet point carried more content marks which allowed students to express their opinions and points of view.

Task (a)

The bullet points differentiated the writing abilities of students. The more able students managed to give a detailed description of the extra-curricular activities they enjoy doing as well as their feelings and opinions as reasons to support why they liked or disliked the activities. While a few less able students just managed to write some simple sentences such as “我踢足球”, “我打乒乓球” etc; for the response to the reasons, the typical phrases used were “有趣”, “有意思” which appeared to not be very productive responses.

Task (b)

As in task (a), the bullet points here also discriminated between the writing abilities of students. The stronger students responded to the bullet points with detailed information about the food they enjoy the most. However, a few students neglected the last bullet point. In addition, some students wrote about the fact that they couldn't cook instead of how they didn't like cooking.

Task (c)

Most students performed very well on this task with full responses to the bullet points. Many students used their own life experience to describe the places they travelled to and the activities they enjoyed doing with their friends or family members. Students were allowed to express their ideas with various writing skills: even the weaker students were also able to respond to the bullet points with simple sentences. However, a few students forgot to mention their reason for enjoying the trip, and hence dropped marks in terms of their content score for the fourth bullet point. In addition, very few students wrote about the trips they are planning for the summer holiday.

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>

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