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Examiners' Report
June 2011

GCE Chinese 6CN02 01

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Introduction

This paper requires candidates to complete three sections of questions in 2 hours and 30 minutes. There was little evidence that candidates did not have sufficient time to complete all questions.

Section 1 is Listening

Candidates answer 4 questions within the first 45 minutes. Candidates may replay the recording of each passage as many times as they like within the 45 minutes. Candidates therefore should make use of this opportunity to make more certain that the answers they have written down are correct.

Question 1 proved accessible to all. Errors made on (c) and (d) due to guessing were rare.

In question 2, some candidates lost 1 mark by choosing C, possibly not understanding the lexical item '結束/结束'.

In question 3, there were still some candidates who did not circle the correct answer in the bracket as instructed. The correct answer was accepted in whichever form it was offered but candidates are advised to comply with the rubric. This question proved accessible. Only a small number of candidates made errors on part (c) and (d). Perhaps replaying the recording would have helped them to make a better decision on the correct answers.

Question 4 carries a larger number of marks and candidates are required to give answers in Chinese characters. The vast majority of candidates appeared to understand the extract well, but some struggled to give the correct registers and lost marks. Part (e) invited more incorrect answers.

Section 2 is Reading

Candidates are required to read three extracts and respond to the questions for each extract in English.

Overall Q5 and Q6 invited more low scores. Translation into English and spelling proved to be a weakness for some candidates. Candidates are reminded that in this section (1) no credit can be given for answers that have no basis in the stimulus; and (2) it is sufficient to focus on key sentences or phrases from the question.

(d) According to Li Ming (李明),

(i) How does fresh produce differ from frozen at the time of picking? (1)

will damage ~~at~~ the way of transfer (1)
Fresh haven't mature yet.

(ii) What is the reason? (1)

Fresh haven't mature yet.



ResultsPlus Examiner Comments

This answer could have scored 1 mark if what was written for (ii) was the response given to (i).



ResultsPlus Examiner Tip

Always read the question carefully and check the answers if they are relevant to the questions. In this case, 'at the time of picking' in question (i) is a very important clue.

(b) What type of tour do they prefer? (1)

One day trip

(c) What is 'Shidu' (十渡) famous for? (1)

*view of
good natural environment*

(d) How do they get there? (1)

They get there by travel car from the city centre



ResultsPlus Examiner Comments

The answer scored 2 marks out of 3. Part d was not awarded the 1 mark because '旅遊車/旅游车' was translated literally word for word into 'travel car' which rendered the answer inadequate.



ResultsPlus Examiner Tip

Students are advised to apply common knowledge when they read and translate the text. This would help them to understand the text better, thus able to give a more appropriate and relevant translation for the lexical items.

(e) When did she give up her work, and why?

(2)

When she was 20, because she got her child



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Examiner Comments

This answer failed to score as both when and why of the question were not correctly addressed.

(e) When did she give up her work, and why?

(2)

She give up when she was twenty years old ~~and~~ because she wants to take care of her children.



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Examiner Comments

This answer scored 1 mark for the part 'why'. 'Twenty years old' was not the correct answer for 'when'.

(e) When did she give up her work, and why?

(2)

She gave up her work after giving birth to her children. This is because she thought that young children needed a mother's full attention and care.



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Examiner Comments

This answer responded fully and properly to both parts and scored 2 marks.

- In 5(a), the element of comparison in the answer was expected to score the 1 mark, for example, 'is more nutritious', not 'is nutritious'.
- In 6(d) and (e), a lot of candidates seemed to have difficulties with the item 'coach' and 'staff'.
- In 7(b) a sizeable number of candidates thought that it was 'Chinese New Year' and lost the mark. Some candidates wrote 'New Year' and rendered the answer incorrect.
- In 7(d) where some candidates twisted the original meaning and wrote 'wanted to earn more money' or 'could earn big money', mark was not awarded.
- 7(e) proved challenging. Where candidates lost at least 1 mark on this part, it was because they focused on the '20 years old' and were not careful enough to realise that the age related to the marriage not necessarily things happening after the marriage.
- In 7(h) the responses were mixed. Where candidates lost marks it was because they put too much interpretation into the original sentence rendering the answer a twisted one, for example, instead of 'simple life' in general, it became 'her simple life'; or 'simple makes life wonderful'. Some misunderstood the question and simply gave an incorrect answer such as 'drawing'.

Section 3 is Continuous Writing

Most candidates in general received high marks. Some did less well because (1) they did not respond to all bullet points due to various reasons; or (2) they misinterpreted the rubric for the 3rd and 4th bullets as referring to the individual's personal experience, not the school; or (3) they misunderstood the stimulus and thought that the content was only about essay writing competition or studying foreign modern languages.

		学	校	的	课	外	活	动	不	胜	枚	举	，	有	华	15		
文	学	会	、	羽	球	、	乒	乓	、	篮	球	协	会	等	等	。	30	
		我	参	加	了	华	文	学	会	、	乒	乓	与	篮		45		
球	协	会	。	我	认	为	，	参	与	这	些	活	动	可	以	让	60	
我	锻	炼	身	体	，	拥	有	健	康	的	体	魄	。	同	时	，	我	75
更	可	以	结	识	到	新	朋	友	，	与	人	搭	起	友	谊		90	
的	桥	梁	，	扩	大	自	己	的	生	活	圈	子	。	此	外	，	我	105
可	以	充	分	利	用	自	己	的	时	间	，	让	生	活	充		120	
变	得	更	充	实	。												135	
		我	对	学	校	提	供	的	运	动	设	施	感	到			150	
满	意	。	完	善	的	设	施	让	参	与	者	可	以	享	受		165	
到	做	运	动	的	无	穷	乐	趣	。								180	
		学	校	在	课	外	活	动	的	宣	传	方	面	仍			195	
有	待	改	进	。	每	几	乎	每	个	学	会	的	会	员			210	

人	数	都	未	足	够	学	校	应	採	取	积	极	行	动	225
让	学	生	知	道	其	利	与	弊	从	而	踊	跃	参	与	240
															255
															270



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Examiner Comments

This answer scores the top level on both content and language. The opening paragraph is concise and immediately link to the first bullet point. All the bullets are addressed and given balanced attention. The response about 'things that need to improve' is relevant and made good sense. The total number of characters is 203 and is just within tolerance.



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Examiner Tip

This essay can be further enhanced by introducing a stronger link between paragraph and paragraph. Always aware the number of characters you are allowed to write.

我	是	一	名	學	生	，	我	的	學	校	在	下	課	後	，	也	15		
是	四	時	後	就	有	很	多	課	外	活	動	，	有	足	球	，	30		
球	，	籃	球	，	標	球	，	羽	毛	球	等	等	。	靜	態	活	動	有	45
課	後	補	習	班	，	有	科	學	，	歷	史	，	數	學	，	地	理	等	60
等	。	我	有	參	加	一	些	課	外	活	動	，	有	足	球	樂	團	和	75
數	學	補	習	班	。	因	為	長	期	坐	在	椅	子	，	會	令	肌	肉	90
會	令	肌	肉	硬	化	，	有	點	不	舒	服	，	有	一	些	運	動	可	105
動	可	以	肌	肉	結	實	，	脂	肪	部	放	鬆	。	我	玩	樂	團	因	120
團	因	為	可	以	聆	聽	古	詩	，	候	的	音	樂	和	其	他	人	一	135
他	人	一	起	合	奏	音	樂	，	享	受	到	這	樣	的	樂	趣	。	我	150
趣	。	我	參	加	數	學	補	習	班	是	因	為	我	數	學	不	是	太	165
不	是	太	有	要	加	緊	努	力	。	我	覺	得	我	的	課	外	活	動	180
外	活	動	很	好	，	很	有	樂	趣	，	沒	有	什	麼	東	西	可	以	195
以	改	進	。																210



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Examiner Comments

This answer achieves top of the 2nd band in language but content is only awarded the third band. The candidate spent 160 characters on the first two bullet points. The latter 2 bullets are addressed with only 24 characters. They are not developed. It seems that this answer is written in a way to avoid the more challenging bullets.



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Examiner Tip

Need to develop all the bullets sensibly according to their significance in the essay as a whole. It is possible to say that nothing is needed for improvement, but it means that more is needed to explain about the satisfaction. Why is it necessary to devote so much on the 1st and 2nd bullets expressing similar view using similar sentence structure? Why not take on the more challenging bullets that will give the opportunity to show a greater variety of structures?

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