

Examiners' Report
June 2013

GCE Chinese 6CN03 01

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Introduction

This examination is the A2 unit of the GCE Chinese qualification. In this paper, candidates are assessed on their ability to write accurately in Chinese characters, their knowledge and understanding of Chinese culture and society and their ability to analyse material in Chinese and to evaluate information. Knowledge and application of language is identified as part of Assessment Objective 3 and accounts for 12.5% of the marks for the whole paper.

This paper requires that candidates are not only able to apply the target language efficiently, but should also be able to show that they are independent learners. Candidates are expected to conduct research on their chosen topic. for the Research-based essay. Extensive reading in the target language and the collecting of a considerable amount of relevant materials and data are required. Candidates should exercise critical thinking skills and form their independent evaluations on the material they have selected. The quantity and the quality of the sources are both essential factors for them to consider.

It was encouraging to see many learners taking this qualification and achieving to the best of their abilities. There is evidence that more and more candidates are prepared and receive tutorials before taking this exam.

Question 1

In Section A, candidates generally performed well on the reading comprehension question.

The majority of candidates scored 7 marks or above from a total of 10 marks. Where candidates did lose marks it tended to be for questions (b), (c), (d) or (h). Errors were caused by candidates applying their personal opinions in their answers, or confusing detail with the answer to the previous question. Many candidates seemed to struggle with (h) and the 2 mark answer. They appeared to have interpreted the marks to indicate two separate points of view rather than two specific detail from the text.

Candidates must be reminded that the reading comprehension requires them to identify the answers exclusively from the text and not to apply personal knowledge or common sense in their answers.

Question 2

In general, candidates were able to translate the paragraph in the target language for the most part accurately and in a grammatically correct manner. The only problematic part appeared to be the last sentence. When candidates were required to construct an imperative sentence, they tended to use a declarative sentence instead. When they needed to convert 'get used to' into '養成……的習慣'/'养成……的习惯', candidates tended to misuse the noun '習慣'/'习惯' as a verb.

There could be more than one meaning to the word, 'waste'. In this context, the most appropriate translations would be 'garbage', 'rubbish' or 'trash'.

Some complex grammar points were assessed. Most candidates demonstrated a good level of ability in constructing complex sentences and understanding the difference between the two languages.

The subject was omitted in the 'when' complex sentence. Candidates had to put the missing subject in the complex sentence.

Applying the '把'sentence structure was required in the translation.

Question 3

There were good responses found in candidates' answers. They were able to respond to bullet points fully and be relevant at all times. They offered evidence of development in their answers and made full use of facts and provided details in explanations.

There was well-balanced development of the four bullet points, and answers were not simply limited to the discussion of 'disposable cutlery'. They showed a good understanding of the general topic which was 'being environmentally friendly'. They made good observations about environmentally friendly activities from daily life and were able to employ them in arguments.

However, some candidates made heavy use of the reading text and the opinions from the translation in their unseen writing topic. It was common for candidates to use most of their essay discussing bullet points 1 and 2, this resulted in discussions of bullet points 3 and 4 being either too brief and/or very polemical without any factual details to support their opinions. There was a lack of explanations in some answers.

3 依照下面的内容与提示，用中文写一篇250至500字的文章：

下个星期五是世界环境日，中文老师要求每个学生写一篇文章，谈谈：

- 你自己会用一次性餐具吗，为什么？
- 用一次性餐具有什么好处和坏处？
- 保护环境会给你的生活带来哪些不方便？
- 怎么能做到既保护环境又有方便的生活？

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Start a new line to begin a new paragraph.
Do not exceed the stipulated word limit (250-500 characters).

请注意：把标点符号写在方格外的空间，不要填写在方格内。
分段请开新行。
不要超出规定字数。

		保	护	环	境	是	近	年	来	保	受	关	注	的	15		
话	题	。	平	时	我	很	少	情	况	下	会	用	一	次	性	30	
餐	具	。	因	为	在	外	就	餐	时	一	些	地	方	不	提	45	
供	瓷	碗	木	筷	。	而	一	次	性	餐	具	确	是	确	实	给	60
生	活	带	来	了	便	利	。	它	轻	便	干	净	不	仅	75		
加	速	了	餐	厅	洗	碗	碟	的	时	间	。	还	给	用	餐	90	
者	提	供	了	舒	心	可	谱	的	用	餐	环	境	。	足	105		

SIMPLIFIED CHARACTERS

以	让	消	费	者	安	心	用	餐。	还	有	，	一	些	疾	病	120
可	通	过	唾	液	传	播	，	一	次	性	餐	具	的	使	用	135
使	疾	病	传	播	率	下	降。									150
		然	而	，	一	次	性	餐	具	大	多	是	塑	料		165
制	品	与	木	匠	品	。塑	料	在	土	地	里	百	年	才		180
得	以	降	解	消	失	，	筷	子	的	使	用	更	是	促	进	195
了	不	法	份	子	对	森	林	的	大	肆	砍	伐	。这	些		210
都	会	造	成	空	气	环	境	质	量	下	降	，	臭	氧	层	225
空	洞	等	问	题。												240
		在	平	日	中	为	了	保	护	境	，	我	常	将	废	255
纸	放	在	口	袋	里	，	以	便	找	到	垃	圾	箱	后	将	270
废	纸	丢	弃	。有	时	会	被	朋	友	嘲	笑	为	何	口		285
袋	都	是	垃	圾	。同	时	，	当	我	不	熟	悉	垃	圾	分	300
类	方	法	时	，	经	常	会	把	垃	圾	可	回	收	扔		315
至	不	可	回	收	箱	。于	是	，	我	要	重	新	捡	回	垃	330
圾。																345
		其	实	环	保	可	以	很	方	便	。比	如	，	平	日	360
用	洗	完	菜	的	水	冲	厕	所	或	洗	花	。废	置	的		375
纸	盒	子	可	以	做	成	笔	盒	，	小	书	架	。少	于	2	390
公	里	的	步	行	距	离	可	以	通	过	散	步	的	方		405
式	到	达	目	的	地	，	这	样	可	以	锻	炼	身	体	又	420

SIMPLIFIED CHARACTERS

可	以	减	少	二	氧	化	碳	的	排	放	。	同	样	，	以	公	435
交	车	地	铁	等	出	行	方	式	代	替	私	家	车	和			450
出	租	车	可	以	减	少	空	气	污	染							465



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Examiner Comments

The candidate responded to all four bullet points fully and in a well-balanced manner. He/she gave a brief answer to bullet point 1, which indicated that he/she has a good understanding of how to construct his/her essay, and not just simply give answers to the bullet points. In bullet point 2, the candidate gave factual details. For instance, the candidate did not simply use the opinions in the reading text which are about convenience and cleanness, but also made use of his/her own knowledge by saying that disposable cutlery can give customers a comfortable dining environment and can prevent contagious diseases. The candidate developed his/her answers in bullet point 3 by stating his/her personal experience. For instance, having to keep rubbish in his/her pockets and not being familiar with waste recycling.

The candidate made very good observations about environmentally friendly activities from daily life and was able to include them in his/her writing. For instance, recycling the water that has been used to rinse vegetables, to water plants or flush the toilet. Re-cycling waste boxes to make pencil cases or book cases was another idea. One should not use transportation if one's destination is within walking distance and one should try to use public transportation wherever possible. The essay's content was wholly relevant and convincing which indicated that the candidate had acquired a good understanding of the general topic.

The essay structure was clear. The logical connection between each paragraph could be improved. This essay scored 19 marks in Content and Response and 5 marks in Quality of Language.

SIMPLIFIED CHARACTERS

SECTION C: Writing

3 依照下面的内容与提示，用中文写一篇250至500字的文章：

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- 用一次性餐具有什么好处和坏处？
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分段请开新行。

不要超出规定字数。

我	几	乎	在	生	活	中	用	不	到	一	次	性	15			
餐	具	我	也	不	会	去	用						30			
虽	然	一	次	性	餐	具	十	分	方	便	，	不	45			
用	清	洗	也	不	用	太	高	成	本	，	况	且	对	使	60	
用	者	来	说	不	用	担	心	会	有	传	沫	病	，	相	75	
对	于	净	并	且	卫	生	。但	是	一	般	来	说	，	一	次	90
性	餐	具	都	是	木	头	做	的	大	量	的	树	林	会	105	

SIMPLIFIED CHARACTERS

被砍伐,十分不利于环境问题,而且用	120
一次就招,这也大量的增加了垃	135
圾,如何处理这些一次性餐具也会成	150
为问题。	165
保护环境虽然都是一些举手之	180
劳,但有时候也会给生活带来不便。	195
如果拒绝对用塑料袋和一次性餐具	210
那人们出去吃饭要带餐具去购物还	225
得自己带袋子,十分不方便。	240
如果政府下令饭店不允许使用	255
一次性餐具并定期做安全检查,那	270
人们出去吃饭就会既方便又环保了。	285



ResultsPlus

Examiner Comments

The candidate demonstrated a good level of language skills. However, the candidate's responses were very short and included very limited details. The candidate was able to give evidence for each bullet point, but made very little effort to develop his or her own opinions or to provide evidence to explain his or her opinions further. Therefore, the content and response can only be in the 11-15 band.

This essay was scored 13 in Content and Response and 5 marks in Quality of Language.

Question 4

Essay Plan: This year some centres reported that their candidates did not follow the instruction not to exceed 80 character limit on the essay plan. Some candidates exceeded the 80 characters word count in their plan and brought it into the exam room. Candidates need to be made aware that this kind of malpractice will be penalised by Edexcel by not awarding marks during investigation.

Some observations of candidate performance

1. The breadth and depth of research was not up to the required standard. Some candidates used Wikipedia or Baidu as their only resource, which affects the quality of their analysis and evaluation.
2. Candidates were not able to organise good discussions or explanations and evaluation in their essays. Some only stated facts but were not able to draw a conclusion. These kinds of answers were commonly found in the history, festival, geography and literature topics.
3. Some candidates do not seem to know the research-based essay topic areas very well. A number of essays were seen by examiners that were on topics that are not included in the list of specific topic areas, eg: 'The Three Kingdoms/Warring States Era' as a history topic, 'National Day' as a festival topic, and 'Singapore' as a geography topic.
4. Writing about a traditional custom which was not associated with any traditional festival was found in some candidates' answers, eg: 送禮/ 送礼, 上頭/ 上头.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- In Section C, the essay title is linked to the same topic area as the reading comprehension in Section A. Candidates should draft their answers with wholly relevant information, make good use of facts and provide factual details in explanations. The essay structure should be clear and coherent; there should be logical connections between each paragraph.
- Section D is the Research-based essay which requires candidates to write up to 500 characters. Candidates should ensure that they chose a topic area which is of interest to them and that it is related to one of the four specific topic areas, (modern history, geography of China, society and films and books). It is essential that research is linked directly to Chinese culture and/or society.
- Candidates are recommended to research widely and in depth around their chosen topic. Keeping records and a bibliography of all material consulted is essential, as is expected of academic research. Candidates must be reminded that this is not an exercise in creative writing.
- For the Research-based essay, candidates should provide a strong and well-focused response to the question, offer consistent explanations and a substantiated answer which is supported by evaluation throughout - not just in the conclusion. They should use good knowledge to support their analysis. They should make effective links between paragraphs and their essay should be well-structured and organised. Factors will be linked and cross-evaluated.
- References should be well presented in the correct format which should be according to Edexcel's sample material.
- Teachers and students should make full use of the research-based essay guide and the exemplar materials with commentaries, which are all available via the qualification page on the Edexcel website. In addition, specific questions relating to the assessment and the qualification can be answered via the 'Ask the Expert' facility, which is also available online.

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