

Examiners' Report
June 2016

GCE Chinese 3 6CN03 01

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Introduction

This examination is the final unit of the GCE Chinese qualification. In this paper, candidates are assessed on their abilities 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 classified as part of Assessment Objective 3 and accounts for 12.5% of the marks for the whole paper.

This paper requires candidates not only to apply the target language efficiently, but to also demonstrate that they are able to attain knowledge via Chinese. Candidates are expected to conduct research on their chosen topic for the Research-based essay.

Extensive reading in the target language and collation of a considerable amount of relevant materials and data is expected. Candidates should apply critical thinking skills and at the end of their research form independent evaluation on the material that they have selected.

Question 1

In section A, candidates need to scan through the text and locate the relevant information per the question requirements. Many candidates are able to exercise their reading skill and select the required content. The majority of candidates scored 7 marks or above from a total of 10 marks. Mark deduction occurred mainly due to key information missing in candidate responses in Question (b), (c) or (d).

Candidates are reminded that reading comprehension requires them to identify the answers exclusively from the text and construct answers precisely but not to cite the full sentence. This year, some candidates wrote down the full sentence despite the clear question requirements to list 2 activities in question (c). Comprehension is required in answering this question instead of lifting from the text.

Question 2

Candidates performed well as a whole. General structures of sentences, key phrases and word orders are presented successfully in most candidates' answers.

The problematic areas appear to be the first and the last paragraphs. Many candidates find it difficult to translate 'junk food', 'influence', 'keep fit', 'regular exercise' and 'life style'.

The first sentence seems challenging to some candidates as it requires candidates to add the verb 'broadcast' which is omitted in the English text in order to complete the meaning of their translation.

SIMPLIFIED CHARACTERS

很多家长认为垃圾食品的广告应该只被允许在晚上九点之后播放，
因为年轻人很容易被它们影响。

现在大约三分之一的英国小孩是体重过重的。鼓励孩子在
较早的年纪鼓励多让孩子们吃水果和蔬菜是非常重要的。

食物和饮料的广告影响着所有人。吃太多肉和太多糖对我
们是有害的。长期的不良饮食会增加患病的机率。

无论如何，有些人说吃得健康只是保持健康的一方面。经常的
锻炼和一个健康的生活方式同样重要。



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Examiner Comments

The candidate was mostly able to correctly translate the paragraph into the target language with appropriate lexical and phrasal accuracy and grammar. Although the first sentence may not seem very smooth and the Chinese character '康' was miswritten by the candidate, the candidate's response is still graded in the top band 9-10, as excellent transfer of meaning was completed and awareness of nuance was shown.

Question 3

Most candidates are able to respond to all 4 bullet points. A good number of answers are relevant and include development. Candidates are confident in using facts or providing factual details in their explanations. The majority show good understanding of the general topic which was cultural activities. A few go further to discuss the positive and/or negative impact on the local community and how to rebuild the local community culture. Some make good observations of promotion tactics from daily life or personal experience and are able to employ these in their arguments for bullet point 4, for example, activities should be organised during school holiday or weekend. Many sensible and creative thoughts were found.

Candidates are able to delineate the characteristics of their local area's cultural activities and their content e.g. Tang dynasty galas, lantern releases on city walls, cycling on the old city wall, calligraphy competition and the Wushu Forum on Mount Hua.

These activities strengthen the candidate's understanding of Xi'an's history, widen their learning of the city, stimulating their passion and entertaining themselves and their friends.

The activities promote local culture and spread the good reputation of the city and assist local economic growth by creating more job opportunities.

The suggestions made were to avoid organising activities near exam time and to co-ordinate with the local government and education department. Enhancing the sense of entertainment and involvement were also deemed to assist in this regard.

3 依照下面的内容与提示，用中文写一篇250至500字的文章：

记者想了解本地区的文化生活，请你回答以下的问题：

- 你居住的地区有哪些文化活动？
- 你会参加吗？为什么？
- 这些活动给本地区带来哪些影响？
- 如何吸引青少年参加这些活动？

Please put punctuation in the spaces between squares, as shown in the example below. Do not put punctuation inside the squares.

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 。

		我	居	住	的	地	区	在	西	安	。	西	安	一	年	15	
四	季	文	化	活	动	不	断	，	有	仿	唐	时	期	的	大	30	
型	歌	舞	表	演	，	有	登	城	墙	放	灯	笼	、	骑	车	绕	45
城	墙	的	项	目	，	有	汉	字	书	法	比	赛	，	有	在	华	60
山	上	举	办	的	武	术	交	流	会	等	等	，	数	不	胜	75	
数	，	各	式	各	样	，	非	常	热	闹	。					90	
		我	会	参	加	其	中	许	多	活	动	，	尤	其	是	105	

SIMPLIFIED CHARACTERS

那	些	具	有	浓	厚	历	史	气	息	的	例	如	观	赏	120
仿	唐	舞	蹈	就	特	别	吸	引	我	因	为	西	安	历	135
史	悠	久	底	蕴	极	深	这	样	的	活	动	既	能	开	150
拓	我	对	自	己	城	市	的	了	解	激	发	我	对	家	165
乡	的	热	爱	又	能	与	地	同	时	具	有	娱	乐	价	180
值	让	我	可	以	和	朋	友	们	一	起	参	加			195
		这	些	活	动	无	疑	给	西	安	打	造	了	一	210
个	极	佳	的	国	际	形	象	因	为	它	们	宣	传	的	225
不	仅	是	地	区	文	化	而	是	中	国	传	统	文	化	240
每	年	更	多	的	来	自	世	界	各	国	的	游	客	都	255
能	带	走	一	些	知	识	并	传	播	给	他	们	的	亲	270
友	这	些	活	动	加	深	了	老	老	少	少	的	西	安	285
人	的	文	化	程	度	并	且	提	高	了	城	市	的	幸	300
福	感	值	得	一	提	的	是	许	多	偏	僻	区	域	的	315
经	济	得	到	了	迅	速	发	展	那	里	的	失	业	率	330
也	有	所	改	善	有	非	常	好	的	影	响				345
		想	要	吸	引	青	少	年	参	加	这	些	活	动	360
就	要	做	以	下	几	件	事	首	先	提	高	活	动	的	375
趣	味	性	比	如	在	武	术	交	流	会	中	安	排		390
现	场	教	学	节	目	提	高	他	们	的	参	与	度	其	405
次	还	要	加	强	这	些	文	化	活	动	在	学	校	的	420

SIMPLIFIED CHARACTERS

宣	传	给	学	生	实	施	优	惠	政	策	勤	励	学	435	
生	对	文	化	的	珍	视	更	加	地	再	者	就	是	尽	450
可	能	地	把	一	些	针	对	青	少	年	的	活	动	安	465
排	在	考	试	时	间	以	外	这	需	政	府	的	大	480	
力	支	持	和	与	教	育	部	门	的	协	调	做	到	以	495
上	几	点	我	相	信	更	多	青	少	年	会	被	吸	引	510
的!														525	
														540	
														555	
														570	



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Examiner Comments

Fully convincing reasons were given for why candidates would like to participate in these activities. Candidates then develop their understanding of how these activities impact on the local area. As a conclusion, this candidate is able to reflect on the relevant activities and make appropriate suggestions. The whole essay is well written and the response is carefully structured and sequenced. Development is made successfully. Content is wholly relevant and explanation is convincing.

Content and response is awarded 21-25 and Quality of Language is excellent.

Question 4

In general, a Research-based essay requires candidates to provide strong and well-focussed answers. Content has to be relevant at all times. Candidates need to offer consistent explanations in their analysis. A substantiated answer, making good use of facts, should be supported by evaluation and judgements throughout but not just in the conclusion. Using sound knowledge to support the evaluation is essential. In terms of organisation and development, candidates should make effective links between paragraphs and be well-structured and organised. Factors should be linked and cross-evaluated.

TRADITIONAL/FULL CHARACTERS

Please put punctuation marks in the spaces between squares. Do not put punctuation inside the squares.

Start a new line to begin a new paragraph.

Do not exceed the stipulated word limit (250-500 characters).

Topic or text you have chosen for your essay: 魯迅《故鄉》

Title of your essay: 埋在灰堆裏的碗碟是閩土想偷偷運走的嗎？

□	□	楊	二	孀	在	閩	土	要	運	走	的	灰	堆	裏	15	
發	現	了	碗	碟	。但	很	多	人	認	為	是	楊	二	孀	30	
想	拿	走	的	。那	我	談	談	我	的	想	法	和	分	析	45	
□	□	第	一	，	先	來	分	析	時	間	的	可	能	性	。作	60
者	跟	中	年	閩	土	見	面	後	，	母	親	便	叫	他	自	75
己	廚	下	炒	飯	吃	去	，	接	着	第	二	天	，	閩	土	90
挑	東	西	的	時	候	，	他	又	要	所	有	的	文	物	。然	105
後	他	便	回	家	去	了	。換	句	話	說	，	閩	土	在	獨	120
自	炒	飯	時	，	有	機	會	把	碗	碟	偷	偷	埋	在	灰	135
堆	裏	。□	□	□	□	□	□	□	□	□	□	□	□	□	□	150
□	□	第	二	，	文	中	也	提	及	到	那	些	碗	碟	是	165
祭	祀	用	的	貴	重	物	品	，	平	常	是	不	會	用	到	180
的	。凌	巧	的	是	，	閩	土	曾	經	在	少	年	的	在	正	195
月	管	理	祭	品	，	即	是	說	他	清	楚	祭	品	擺	放	210
的	位	置	和	它	們	的	價	值	，	這	令	人	覺	得	他	225
偷	碗	碟	的	嫌	疑	比	較	大	。□	□	□	□	□	□	□	240

		第	三	，	文	中	提	及	到	閩	土	的	景	況	母	255		
親	和	我	都	嘆	息	他	的	景	況	，	多	子	，	飢	荒	苛	270	
稅	兵	官	匪	紳	，	都	苦	得	他	像	個	木	偶	人	一	285		
樣	了	，	由	此	可	見	，	閩	土	的	生	活	非	常	艱	辛	300	
難	過	，	非	常	難	過	，	甚	麼	地	方	也	要	錢	，	收	成	315
又	壞	，	這	裏	可	以	看	得	出	閩	土	一	家	其	實	330		
非	常	需	要	金	錢	來	支	撐	生	活	，	所	以	令	到	345		
閩	土	偷	取	碗	碟	的	動	機	更	明	顯	，	雖	然	母	360		
親	對	我	說	，	凡	事	不	必	搬	走	的	東	西	，	盡	可	375	
以	送	他	，	可	以	讓	他	自	己	擇	擇	，	但	是	，	閩	土	390
愛	于	面	子	，	不	好	意	思	在	他	們	面	前	要	那	405		
麼	多	的	東	西	，	所	以	才	沒	有	開	口	去	問	。	420		
		雖	然	揚	二	孀	常	常	都	順	手	牽	羊	，	性	435		
格	勢	利	，	可	是	文	章	並	沒	有	提	及	到	揚	二	450		
孀	偷	東	西	的	動	機	，	而	且	，	揚	二	孀	偷	東	因	465	
一	向	都	是	明	目	張	膽	的	，	並	不	偷	雞	摸	狗	。	480	
通	過	以	上	分	析	，	閩	土	偷	碗	碟	的	動	機	和	495		
可	能	性	是	有	的	。										510		
																525		



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Examiner Comments

Reference: n/a Word count: within 500 words

The candidate chose to write about one of the texts from the research-based essay list. When candidates choose to write about film or literature, reference is not necessarily required.

The candidate writes about the ambiguity of the plot of whether Runtu hides the plates and blows in the ash. The candidate points out that Runtu has the time to hide the plates and blow in the ash and he has the opportunity to access those items which make him more suspicious. More importantly, Runtu's financial status indicates that he has more motivation to steal.

The candidate also attempts to explain why Runtu has to hide the plates and blows in the ash rather than taking them openly, as he is told that he can have anything that the narrator leaves behind.

The conclusion is that Runtu has both the motivation and opportunity to hide the plates and blow in the ash.



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Examiner Tip

Completion of task 10-12: It is a debatable topic and the candidate is able to demonstrate their ability to analyse. Relevant material is used well. Independent judgement is presented. However, some areas require more clarification.

Organisation and development of material 7-8 : The candidate sequenced evidence that is associated with the problem. However, analyses and development are not always consistent. There is scope for argument to be developed further.

Quality of language 5: Fluent and no significant error affects understanding or reading.

Question 4

In general, a Research-based essay requires candidates to provide strong and well-focussed answers. Content has to be relevant at all times. Candidates need to offer consistent explanations in their analysis. A substantiated answer, making good use of facts, should be supported by evaluation and judgements throughout but not just in the conclusion. Using sound knowledge to support the evaluation is essential. In terms of organisation and development, candidates should make effective links between paragraphs and be well-structured and organised. Factors should be linked and cross-evaluated.

Paper Summary

It is pleasing to see more and higher quality essays and responses from this cohort and candidates attempting to achieve to the best of their abilities. There is clear evidence that an increasing number of candidates are more prepared and score better.

Based on their performance in 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 choose a topic area which is of interest to them and that is related to one of the four specific topic areas: modern history, geography of China, society, films and books. It is vital 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-focussed topic, offer consistent explanations and a substantiated answer which is supported by evaluation throughout. They should employ balanced knowledge in their analysis. They should make effective links between paragraphs and their essay should be well-structured and organised. Opinions should be linked and cross-evaluated.

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