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Edexcel

Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCE
In Chinese (9CN0)
Paper 1: Listening, Reading and Translation

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PE Report: 9CN0 01 Listening, reading and translation Autumn 2021

Introduction

This is the third examination of 9CN0_01.

Students will be assessed on their understanding of spoken and written Chinese from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Chinese to English.

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Chinese to English.

This paper has a total of 80 marks. It comprises three sections. Section A: Listening (30 marks); Section B: Reading (30 marks); Section C: Translation into English (20 marks). Students must answer all questions in each section (A, B and C).

The use of dictionaries is **not** permitted.

The total assessment time is 2 hours. Students are recommended to spend 50 minutes on Section A, 50 minutes on section B and 20 minutes on Section C.

Students have full control of the recordings. They can work through the sections and the questions in any order they prefer. However, it is recommended that candidates work through the questions in the order given within each Section.

Most students responded really well to all questions in Section A Listening, Section B Reading and Section C Translation. They were able to comprehend the listening and reading passages and respond to the questions either by answering multiple choice questions or by giving short answers in Chinese characters. Section C Translation was somewhat more challenging for many students compared to Section A and B.

Students should be reminded that they should **not**

- give more responses than the number(s) required in multiple choice questions;
- use Pinyin in their answers;
- transcribe the audio passage(s) as their answer(s);
- 'lift' whole sentences or paragraphs from the reading passage(s);

- provide more information than required. That is, if a student offers two elements when there is only one mark available, the 'order of elements' rule is applied and only the first element can be considered by the examiner;
- alter the meaning of the original translation passage by adding or deleting information

Individual Questions

This report will provide exemplification of candidates' work, together with tips and/or comments on candidate performance, for a selection of questions. The exemplification will come mainly from questions which appeared to be challenging to many candidates.

1. Reading questions carefully

Some students did not appear to have read the question carefully, as their responses failed to answer the questions asked:

e.g. Q6 (c) This question asked 他希望老板能为他和同事做什么? This candidate's reply completely failed to reply to the question:

(c) (2)
 对 工作条件 和生活环境 很有 不满意。

e.g. Q7 (b) This question asked "北漂族" 来自什么地方? This candidate's reply completely failed to address the question.

(b) (1)
 "北漂族"是从全国各地到北京发展的年轻人的称呼。

2. Replying to inference questions

Q6 (f) This question required candidates to infer the meaning of the text. However, some candidates 'lifted' an entire sentence from the text and failed to reply to the question clearly and accurately.

(f) (1)
 如果他知道原来在国外打工是这样的,他就会早点去美国了。

And some candidates wrote a few words which failed to reply to the question clearly and accurately.

(f) (1)
 早点去美国

3. Giving more answers than requested

Some candidates gave two or three answers for a one-mark question, some gave three or four answers for a two-mark question. *Whenever this happens, the 'order of elements' rule is applied.* For example, **Q5(c)** of this paper asked for 'two things'/写出两点, but this candidate below gave three answers. In this case, only the first two elements were taken into account and marked.

e.g. Q5(c)

(c)

(2)

① 为了促进中英友好交流。② 给年轻人一个了解中国也可以学习了解中国文化的机会。
③ 增进两国人民友谊。

Summary

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

- read the questions carefully
- manipulate the language and use their own words to answer questions
- give the number of answers as requested