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Pearson Edexcel International GCSE
In Chinese (9CN0)
Paper 2: Written response to works and
translation

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Introduction

This was a special and additional assessment of this paper unit in autumn 2021. This paper includes a translation exercise and two written responses to works. The total mark for this paper is 120.

Candidates must answer Question 1 in Section A by translating a short piece of text from English into Chinese. In addition, they must answer two questions from Sections B and C – this means either two literary works from Section B or one literary work from Section B and one film from Section C. The duration of the examination is 2 hours 40 minutes.

In Section A Question 1 (20 marks), candidates are required to translate a short piece of text from English into Chinese. The content of the translation is a passage based on one of the four themes as indicated in the Specification. Candidates are assessed with reference to their ability to produce an accurate and appropriate translation.

Section B consists of three questions (Question 2, Question 3 and Question 4) on different literary works, whereas Section C consists of three questions (Question 5, Question 6 and Question 7) on different films. Prescribed literary works and films can be found in Appendix 2 of the Specification. Candidates are expected to write between 250 and 350 Chinese characters for each question. The whole essay is marked regardless of length.

For Question 2 to Question 7, each essay is assessed based on the following three categories: critical and analytical response (20 marks); range of grammatical structures and vocabulary (20 marks); and accuracy of language (10 marks).

Section A (Question 1)

This question consisted of a short English passage on “School Life and Student Issues”. It was divided into 20 discrete language sections. Each correctly-translated section was given one mark.

While the majority of the candidates were able to convey the overall meaning of the passage, only a few were able to achieve full marks.

The vocabulary items were closely relevant to the sub-theme. Examples were “school life”, “education”, “homework”, and “learning environment”. Most candidates were able to give a close transfer of the meaning in Chinese. However, some lost marks owing to their inability to write the Chinese characters correctly, such as □ “□ ”/ □ “□ ”; “□ ”□ /“□ ”□ .

“学校的生活应该是有兴趣的。”一些人可能是同意这个观点的，但是中国学生的经历是非常不同的。不像西方教育，中国学校要求学生长时间学习，做大量的家庭作业和考各种各样的考试。尽管这些压力可以帮助学生得到好的成绩，但是学校已经成为了无聊的考试工厂。国际采访发现了一个开心的学习环境能使得年轻人去发展并创造力和自信。



ResultsPlus
Examiner Comments

The language section, “but the experience of many Chinese students,” lost 1 mark because the meaning of “many” (很多/很多) was missing. Another language section, “International research has found that,” also lost 1 mark because “research” should be 研究/研究 rather than 采访/采访.



ResultsPlus
Examiner Comments

The candidate found this question very challenging, only being able to translate five language sections into Chinese accurately: 非常不同；大部分時間都花在學習上；做著大量的作業；讓年輕人and自信.



ResultsPlus
Examiner Tip

The example showed that the grammatical structures were generally correct, but there were a lot of missing words and inaccurate Chinese characters. In order to enhance the quality of translation, candidates must familiarise themselves with the vocabulary items in Chinese.

Section B

Compared with Section C (films), many more candidates attempted the questions on literary works. Candidates should be aware that evidence must be based on the original literary works. No credit will be given for essays on literary works that are based on the film versions adapted from the literary works.

Question 2

Most candidates were able to demonstrate that Xiawang's behavioural and emotional changes towards Qihu. More able candidates provided thorough analysis supported by concrete examples of the key events in the fiction. Less able candidates shifted their perspectives between Xiawang and Qihu, leading to a loss of focus in their responses. In sum, candidates were **unable to gain high marks** if they

- described the interaction between Xiawang and Qiuhu without focussing the attention on Xiawang.
- examined the writing techniques employed by the author in the fiction.
- analysed from Qiuhu's angle rather than from Xiawang's angle.
- provided wrong evidence, such as Qiuhu took Feng to the pigeon race at the end of story.
- summarised the plot of the story without making any relevant analysis.
- focussed too much on the different family backgrounds of the two boys or on how Qiuhu got the pigeon, Feng.

The following essay achieved 42 out of 50 (16 marks for Critical and Analytical Response; 17 marks for Range of Grammatical Structures and Vocabulary; 9 marks for Accuracy of Language).

夏望家境富裕，養了許多名貴的鴿子，
 還時常把漂亮的鴿子帶回學校炫耀。
 他睥睨那些養的鴿子等級不高的，
 十分驕傲。他曾說：「某二家的鴿子，
 只能在自家屋頂飛一飛，要是拿到三
 里外放飛，肯定不認家。」這表達了夏
 望對自家鴿子的自豪和看不起秋虎的態
 度。當秋虎帶着鳳回學校時，夏望知道
 那是一隻更高級的鴿子，由驕傲漸漸變
 得內斂。他不帶自家的鴿子上學，身影
 漸漸顯得矮小。可見夏望視秋虎為比較
 對象，但他們的關係漸漸變得平等。不
 一樣：夏望自卑，秋虎變得有自信。隨
 着秋虎爸爸賣了鳳

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結	夏	望	家	,	秋	虎	衝	上	夏	望	家	,	夏	望	255
死	死	地	擋	着	那	兩	隻	兇	猛	的	大	狗	,	以	270
免	秋	虎	受	傷	,	這	可	見	夏	望	對	秋	虎	是	285
關	心	,	同	情	的	,	也	希	望	能	幫	助	秋	虎	300
。	其	後	夏	望	爸	爸	因	罪	坐	牢	,	家	裏	被	315
搬	清	,	夏	望	藏	着	鳳	凰	打	算	還	給	秋	虎	330
。	可	見	他	家	道	中	落	仍	然	憶	記	這	事	,	345
說	中	明	他	對	秋	虎	的	慚	疚	,	對	秋	虎	的	360
態	度	變	得	自	卑	和	友	好	,	到	放	飛	比	賽	375
更	是	願	意	與	秋	虎	建	立	友	誼	。				390
															405



ResultsPlus
Examiner Comments

The essay contained predominantly relevant response to the question. It analysed succinctly the gradual changes of Xiawang towards QiuHu with appropriately selected evidence from the fiction. There was good use of grammatical structures, vocabulary and literary terminology.



There is a need to start the essay with an introduction. The last point (only one sentence) about the collection of the prize money needs further elaboration. In order to achieve higher marks, candidates need to focus on the organisation of the essay and make detailed arguments on key points.

Question 3

In general, candidates had a good understanding of the fiction, which is the longest one among the three fictions in the Specification. Most of the candidates were able to indicate, at least, that Xiuzhen was an unmarried mother and thus was seen by her parents as a disgrace to the whole family. However, many of them could not further their discussion to the socio-economic status of women in a patriarchal society.

In sum, candidates were **unable to gain high marks** if they

- summarised the story without any exploration of Xiuzhen's fate and the related factors.
- provided wrong evidence from the work, such as Xiuzhen's baby was abandoned under a tree.
- focussed on one single fact that Xiuzhen was an unmarried mother.
- re-told Xiuzhen's love story, her friendship with Yingzi and her reunion with Niu'er
- failed to provide details to make their argument (e.g., on social circumstances and traditional moral standards) convincing and coherent.

The following essay achieved 24 out of 50 (8 marks for Critical and Analytical Response; 10 marks for Range of Grammatical Structures and Vocabulary; 8 marks for Accuracy of Language).

在惠安館中，作者使用了不同
人物和事件來帶出當時的社會環境
和傳統思想。我將會探討其中一位
人物，「秀貞」如何被影響。
在惠安館中，秀貞被當地人看
成瘋子，沒有人相信她說的話，秀
貞說她不見了女兒，「我的小轎子」也
沒人信，還被英子家人說「要小心菜
市場的瘋子」，只有英子認為「她看起
來就像一個普通人」，和她做朋友，
幫她找女兒。這帶出了當時封建社
會的等級觀念，市民對低等社會
~~階級~~的不尊重，欺~~騙~~，導致沒人相
信秀貞。在一個思想純真的孩子眼
裏，秀貞只是和普通人一樣，沒有
差別。

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當英子在嘗試幫秀貞找女兒時
，她的家人也經常說“小孩子不懂事
，大人的事不要管”，當英子發現妞
兒經常被她爸爸狠打時，她家人也
說“別人家的事，我們不管”。這帶出
了當時成人的傳統思想，他們比小
孩懂得多，小孩子的話也不信，
然英子說的是實話，知道的事也比
大人多，她的家人還是不相信她。
同時這也帶出了當時市民的自私，
不想幫忙的一個思想，讓秀貞和妞
兒相見的機會減少。

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ResultsPlus
Examiner Comments

The response related to the work, but was not well-focussed on the question. The points of view showed superficial interpretation. For example, the response did not go more in-depth to explain why Xiuzhen was mad. The evidence illustrating how Xiuzhen's life was confined by the traditional ethical code was hardly convincing. The language was in general accurate.



ResultsPlus
Examiner Tip

There is much room for improvement, such as a relevant focus on the question, an in-depth understanding of the story, and a logical presentation of arguments.

Question 4

Most of the candidates did well by analysing how the friendship of Hong'er and Shuisheng mirrored the childhood friendship of the narrator and Runtu. However, quite a few candidates failed to mention that these two young boys' friendship gave hope to the narrator.

In sum, candidates were **unable to gain high marks** if they

- failed to juxtapose the friendship of the two young boys with that of the two middle-aged men.
- lost focus in the content. For example, some candidates described in length the friendship between Runtu and the narrator "I".
- did not sufficiently provide evidence from the work to justify how the friendship of Hong'er and Shuisheng was almost identical to that between the narrator and Runtu.
- mistook Hong'er as the narrator's son.
- mistook the narrator as the writer, Lu Xun.

The following essay achieved 34 out of 50 (12 marks for Critical and Analytical Response; 13 marks for Range of Grammatical Structures and Vocabulary; 9 marks for Accuracy of Language).

在	《	故	鄉	》	-	文	中	,	宏	兒	和	水	生	的	15
友	誼	是	被	視	為	小	時	候	的	「	我	」	和	閩	30
土	的	「	延	續	版	」	。	我	將	會	提	到	其	倆	45
人	的	友	誼	是	如	何	突	出	文	中	章	的	大	意	60
宏	兒	和	水	生	倆	人	相	處	的	時	候	也	是	沒	75
有	隔	閩	的	,	宏	兒	是	「	我	家	的	孩	子	,	90
而	水	生	則	是	閩	土	家	的	孩	子	。	一	見	面	105
的	時	候	也	就	只	有	閩	土	要	求	水	生	「	快	120
叫	老	爺	」	,	要	不	是	然	宏	兒	和	水	生	就	135
會	像	小	時	候	「	我	」	和	閩	土	很	自	由	及	150
自	然	的	相	處	模	式	了	。							165
此	外	,	作	者	多	次	提	到	自	己	已	己	對	故	180
鄉	美	好	的	過	往	美	好	的	童	年	回	憶	感	到	195
萬	分	懷	念	。	從	描	繪	宏	兒	和	水	生	在	田	210
裡	無	憂	無	慮	的	地	玩	耍	也	再	次	帶	出	其	225
想	念	舊	時	與	閩	土	的	玩	樂	的	快	樂	時	光	240

因為那時是的他們也酷似宏兒和水生 255
生那樣愉快。 270
再者，作者有提到「我」對當時封建社會的厭惡和改變未來的渴望，並認為「多人」行了，便成了路」。反映看見宏兒和水生之間毫無雜質的純樸友誼讓「我」加深了對改變社會現狀的念頭，剛剛所引述的引句，則反映作者認為一個社會狀況的改變也同時需要很多人的支持和行動。 300
總括而言，宏兒和水生之間的友誼除了有對比「我」和閏土之間^{以兩和}現今的友誼改變外，也刻畫了「我」對傳統思想的反感以及渴求為自己及下一代^作作一個創造一個更好的未來，不必再像「我」和閏土般，因為階級觀念而被逼隔了一個「厚障壁」。 315
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The response was relevant to some aspects of the question. For example, it described Hong'er and Shuisheng started the friendship without difficulty, quite similar to the start of the friendship between "I" and Runtu. The evidence selected from the work was relevant, but some of it was ambiguous (e.g., Hong'er was the child of "my" family) and inaccurate (Hong'er and Shuisheng played happily *in the field*). There was occasional loss of focus when the response connected their friendship to the idea of changing society.



In order to improve the response, the candidate needs to pay full attention to the accuracy of the details from the work (e.g., Hong'er was the narrator's 8-year-old nephew). This is important to link the evidence closely with the arguments.

Section C

Not many candidates attempted each of the three questions on films. Candidates should be aware that evidence must be based on the original films.

Question 5

Most candidates addressed well on how the class monitor election campaign had turned to be a competition among the parents, by analysing how their strategies had influenced the process and eventually the result. A few candidates gave too much weight on one or two candidates. Some candidates did not even mention the film at all in the essay.

In sum, candidates were **unable to gain high marks** if they

- simply described the election campaign without responding to the question about the competition among the parents.

- wrote a free-style essay about parental expectation on children without citing any scenes or characters in the film
- failed to show a good understanding of the film. For example, some candidates wrote that Xiaofei did not receive any guidance from her mother at all.
- miswrote the names of the characters in the film.
- over-emphasised one or two candidates of the election.

The following answer achieved 45 out of 50 (17 marks for Critical and Analytical Response; 19 marks for Range of Grammatical Structures and Vocabulary; 9 marks for Accuracy of Language).

		陈	为	军	导	演	的	《	请	投	我	一	票	》	15
申	以	小	见	大	地	展	现	了	中	国	的	民	主	状	30
况	,	也	表	表	现	了	在	独	生	子	女	政	策		45
下	,	由	于	父	母	对	子	女	的	过	高	期	望	而	60
导	致	父	母	干	涉	孩	子	的	竞	争	的	干	涉		75
		候	选	人	之	一	的	成	成	在	竞	选	的	准	90
备	中	得	到	了	来	自	父	母	的	许	多	帮	助	。	105
作	为	电	视	台	编	导	的	成	成	妈	妈	不	仅	为	120
成	成	的	才	艺	教	授	技	巧	,	还	教	导	成	成	135
如	何	在	辩	论	中	一	针	见	血	地	指	出	对	手	150
的	缺	点	。	提	出	“	做	班	级	管	理	者	而	不	165
是	统	治	者	”	这	一	论	点	。	此	外	,	成	成	180
妈	妈	全	权	负	责	演	讲	稿	的	撰	写	并	监	督	195
儿	子	将	袖	它	背	来	。							210	
		尽	管	如	此	,	成	成	并	未	得	到	胜		225
利	,	因	为	罗	雷	父	母	更	会	使	用	手	段	。	240

罗雷父亲利用警察的职务之便，免
费请全班同学坐轻轨。这一类似
“贿赂”的行径还体现在了每人一
份的中秋礼物中。
不同于其他二人，晓菲的母亲
只为孩子提供了情感支持。而她的
低票败选印证了真正
的优秀学生
的人才会在恶性竞争中
被埋没，只有
有耍手段的人得势。
综上所述，这场小學生的班长
选举也是家长暗间的竞争。父母使
用自己的阅历与人脉帮助孩子不光
彩地进行竞争，不但表露映示了父
母的望子成龙，更象征着中国社会
中，权利的背后他人提携的重要性。

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The response consistently demonstrated a critical analysis of why the class monitor election was also a competition among the parents. The justifications were convincing with appropriate evidence from the film. On the whole, the essay was written with fluency and accuracy.



The response may attempt to provide more evidence from the film to support the analysis that Xiaofei had received emotional support from her mother.

Question 6

Question 6 was to examine how the director has used a number of scenes to depict the dream of the rural people for city life. Most candidates were able to explore at least a couple of these scenes, a few of them put too much emphasis on how Xiaogui got the bicycle or on another main character, Xiaojian.

In sum, candidates were **unable to gain high marks** if they

- made a general description of the film without addressing the question.
- provided one or two scenes regarding the city dream of the rural people.
- failed to use cinematic language to make the analysis.
- explored Xiaojian's desire for the bicycle.
- limited their discussion to Xiaogui only.
- failed to delve deeper into the film to support their analysis, such as the scenes involving the attractive girl, Qin, and Xiaogui's rural friend.

The following answer achieved 36 out of 50 (13 marks for Critical and Analytical Response; 14 marks for Range of Grammatical Structures and Vocabulary; 9 marks for Accuracy of Language).

		从影片的第一幕开始，	观众们	15
就	能	够	从 从农民工群像中感	30
受	到	对	于大城市的期待一赚更多的	45
钱	和	能	过上更 好 好的日子。	60
		在小贵	在影片开头	75
自	行	车	穿梭在高楼之中	90
盼	，	眼	神中流露出的喜悦让观众也	105
不	由	得	高兴起来；嘴角不经意间露	120
出	的	微	笑更是让观众感同身受，	135
同	看	见	了自己去陌生城市打拼的	150
样	子	。	配上导演精心设计的长镜头	165
和	轻	快	灵动的背景音乐，如同画龙点	180
睛	之	笔	将小贵心中对城市和自己未	195
来	的	梦	想和展望体现的淋漓尽致。	210
		我	们观众也可以从小贵和朋	225
友	偷	看	红衣女孩之中，看见一	240
			般	

在	他	们	心	目	中	，	女	孩	的	生	活	便	是	他	255	
们	的	梦	想	一	每	天	换	着	各	式	各	样	的	衣	270	
服	，	住	在	高	楼	之	中	。	而	导	演	更	是		285	
巧	妙	的	使	用	运	用	了	窗	户	，	眺	望	透	过	300	
窗	户	女	孩	像	极	了	看	着	电	视	屏	幕	，	眼	中	315
满	是	仰	慕	和	渴	望	。	梦	想	着	有	一	天	如	330	
同	电	视	里	的	人	一	样	光	鲜	亮	丽	。			345	
															360	



ResultsPlus
Examiner Comments

The response showed a good understanding of the expectations of the question. The scenes and interpretations were in general appropriate with some good details. For example, the paragraph about Xiaogui cycling on his new bicycle in the city centre was well-written. The essay was coherent with frequent use of cinematic language.



ResultsPlus
Examiner Tip

The response may improve by delving deeper into the attractive girl's background and her dream for city life. To improve the organisation of the essay, the candidate needs to write a conclusion to link all the arguments together.

Question 7

While most of the candidates were able to give a general picture of the relationships of Kwai to her mother and two younger brothers, they made quite a lot of mistakes in the details. In addition, it was quite often that some candidates misplaced the weight on one or two events, forgetting to analyse more events.

In sum, candidates were **unable to gain high marks** if they

- identified only one or two events about Kwai's relationships to her mother and brothers.
- made inaccurate account of the details of the events (e.g., Kwai sent her hospitalised mother money rather than visiting her).
- provided irrelevant evidence (e.g., the relationship of the mother and her sons).
- failed to provide appropriate evidence from the work to support their arguments.

The following essay achieved 22 out of 50 (7 marks for Critical and Analytical Response; 8 marks for Range of Grammatical Structures and Vocabulary; 7 marks for Accuracy of Language).

贵姐是一家超市的小员工。她
中年丧夫有着一个儿子。贵姐还
有两个亲弟弟以及一个年迈的老母
亲。贵姐的两个弟弟都很富有钱，
而贵姐却只能住着廉价的出租房。
超市小员工微薄的薪水。
但电影的一个桥段中姐弟
几人聚在一起去参加母亲的生日，
在打麻将的时候弟妹要去上厕所
以让贵姐帮着打一下，虽然贵姐平
时不打麻将但还是帮弟妹继续打了
当镜头拉向贵姐时我们可以看到
贵姐赢钱时他把钱放到了弟妹的
钱堆里。而当贵姐输钱时她则是白
掏腰包把钱给了出去。这样一个细
节可以看出贵姐有做为大姐的那一

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份	表	任	以	及	对	弟	弟	和	弟	妹	的	关	爱	.	255
		另	一	个	镜	头	是	母	亲	生	病	时	贵	姐	270
为	母	亲	煲	粥	.	虽	然	在	表	面	上	看	贵	285	
姐	与	母	亲	的	关	系	并	不	是	很	好	.	但	是	300
从	贵	姐	的	言	语	之	中	还	是	不	难	看	出	315	
贵	姐	对	母	亲	的	关	心	.						330	



ResultsPlus
Examiner Comments

The response was relevant to the question, but a bit brief. In particular, the hospitalisation of Kwai's mother lacked in-depth analysis.

The writing was in general coherent with some appropriate use of cinematic language.



ResultsPlus
Examiner Tip

In order to capture the main events, the candidate needs to pay full attention to its setting, plot, interaction among the characters, and significant events.

Paper Summary

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

- Since Section A (Question 1) is marked based on individual sections of language, candidates must do the translation carefully. Over-translation and under-translation should be avoided. It is advisable to double check the translation against the original text, making sure that all meanings are rendered fully and correctly.
- To prepare well for Section B and Section C, it is of utmost importance that candidates are familiar with the works.
- When writing an essay, always organise it with an introduction, main body and a conclusion.
- Write the response critically, analytically and logically.
- Remember to justify points of view with appropriately selected evidence from the works.
- Avoid addressing a question by summarising the whole story or the entire film.
- In order to enhance clarity of communication, candidates must aim at producing a wide range of grammatical structures, vocabulary, cinematic/literary terminology, and a high level of accuracy of Chinese characters.

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>

