



Examiners' Report June 2015

GCE Chinese 6CN03 01

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June 2015

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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 show 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 collecting of a considerable amount of relevant materials and data is expected. Candidates should apply critical thinking skills and form their independent evaluations on the material they have selected at the end of their research.

Question 1 (x)

In section A, candidates were required to read a circa 200 Chinese character length text and answer a set of questions in Chinese. Most of the candidates were able to locate the answers from the original text correctly and cite the most relevant phrases in their answers.

Over half of the candidates scored full marks in this task in this exam cycle.

Mark deduction occasionally occurred where candidates missed out the key information in their responses or misspellings.

Question 1 (y)

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Question 2(x)

I was delighted with the improvement in translation this year. Most of the candidates were able to convert meanings accurately into the target language. There was evidence that candidates can express the 'comparative' syntactic construction in verb phrase ellipsis.

The phrase for expressing 'purpose' was applied effectively in candidate answers. On some occasions though, candidates were not able to distinguish the difference between '的'、''地' and '得'. Where this occurred, no penalty was imposed in marking. Complex sentence structures were handled well in most candidate responses.

For example, most candidates were able to apply the correlative conjunction '不但'......, '而且'....... in the complex sentence appropriately.

Many candidates scored 6 or above in this question. This demonstrated that most candidates responded well in this question.

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Question 3 (x)

This year's unseen question topic was well responded to by most candidates. The topic was highly relevant to student life which makes it accessible to candidates of all ability levels. Since the topic was familiar to most candidates, there were many interesting responses. Many of them understood the task and made successful development in their answers. Many referred to their personal experience of mobile devices and employed the relevant information in their writing. I was delighted to see more high quality responses this year and that the percentage of the full mark scorers has gone up. However, candidates used the wrong characters in their writing (same in pronunciation but different in forms). Mark deduction occurred if candidates had more than 5 incorrect characters in their writing.

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This was a well written essay. The candidate consistently presented their thoughts with detailed explanations and all ideas mentioned in the essay were fully developed. The essay appeared to have been carefully planned and arguments were developed in full. The conclusion logically followed from the analysis.

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:

一位记者来你的学校进行采访,请你回答以下的问题:

- 你是从什么时候开始用手机的? 用手机做什么?
- 手机给你的生活带来了什么影响?
- 手机跟其他电子产品比较、有什么优缺点?
- 你认为学生应该用手机吗? 为什么?

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).

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In the introduction, the candidate stated the time when they started using a mobile phone and reasons that they needed to use a mobile phone to call for help from their family.

The candidate previously read news from a newspaper but now they would use an application or program to read news on their mobile phone. They then stated that while mobile phone models have been upgrading, their way of using a mobile phone also changed, especially with regard to communication methods. The candidate admitted that they used to write letters and postcards, while now they would write emails on their phone.

In the third paragraph, the candidate explained that since a mobile is small in size, it is therefore convenient for people to carry around. Also it allows people to watch videos at any time anywhere. However, the mobile phone battery does not last and when the battery ran out people might miss important phone calls.

In the last paragraph, the candidate concentrated on explaining how a mobile phone can be a study tool. Their attitude on students using mobile phones is to be sensible and don't waste time on social networks.



- All bullet point responses were full and wholly relevant. There was a main focus throughout this essay on 'communication'. The candidate carefully selected evidence to be included in each bullet point and all the evidence still served for the main focus which was 'communication'.
- Evidence and ideas were sequenced logically and well developed.
- Excellent level of communication was demonstrated, language applied appropriately and effectively. Various sentence structures were exercised in this essay.

The Candidate began their essay by stating that a mobile phone was very important to them. Since Year 7, a mobile phone became indispensable. They also listed all the activities that they would do with a mobile phone.

They admitted that a mobile phone was not just a communication tool to them, it had also become part of their life, which might not be all good.

SIMPLIFIED CHARACTERS

SECTION C: Writing

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一位记者来你的学校进行采访,请你回答以下的问题:

- 你是从什么时候开始用手机的?用手机做什么?
- 手机给你的生活带来了什么影响?
- 手机跟其他电子产品比较,有什么优缺点?
- 你认为学生应该用手机吗?为什么?

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:肥标点符号写在方格外的空间,不要填写在

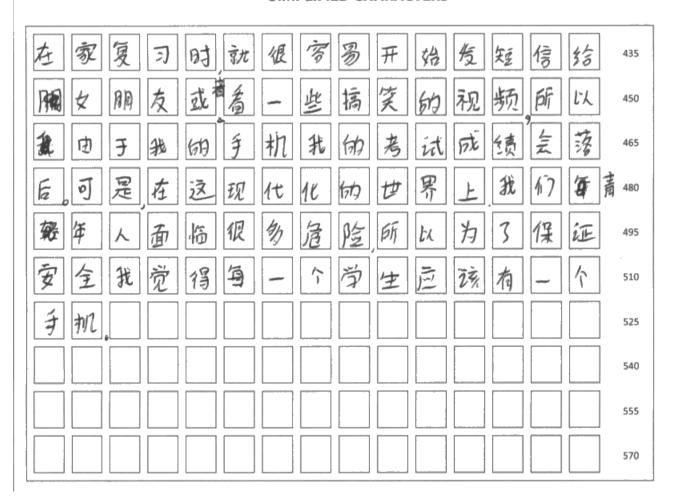
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On one hand, it allows them to be in close contact with their family and friends and gives them a sense of security. On the other hand, the mobile phone affected their social skills development and reduced the time they spent with their friends.

The candidate said they would prefer to watch movies or do homework on a laptop, since the download speed was too slow on a mobile phone. It is common to wait for few minutes for a mobile phone to open up a webpage. However, unlike most of the laptops or TV sets, there is no restriction for a mobile phone to access online materials.

The candidate admitted that mobile phones can be distracting to a student. They might send messages to their friends or might watch some funny videos and forget about studying.

In the end, the candidate thought that the advantage of carrying a mobile phone for personal safety in an emergency is the most important aspect of a mobile phone.

Various opinions were presented and all bullet points were addressed. Most ideas were relevant and developed successfully.



- It was good to see candidates attempt to use more sophisticated language. The candidate might be eager to employ more advanced vocabulary in their writing, but some phrases have not been applied appropriately.
- More connectives should be exercised in this writing to give the audience sufficient indication of how sentences or phrases are logically, as well as grammatically linked together.
- In some areas, further clarification is required.

Question 4 (x)

In general, a research-based essay requires candidates to provide strong and well-focused answers. Content has to be relevant at all times. Candidates need to offer consistent explanations in their analysis. A substantiated (good use of facts) answer should be supported by evaluation (judgement) 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.

Reference: No Word count: within 500 words

The candidate attempted to discuss the wealth gap in Hong Kong. The candidate used three paragraphs to describe the seriousness of wealth gap problems in Hong Kong. Including: 1. Rich people live in nice areas and the poor have to live in subdivided units. 2. The income gap between the rich and the poor is 26.1 times. 88,300 educated people and working age people applied for council houses. 3. The Gini coefficient of Hong Kong ranks the top in Asia, as it is up to 0.53. Then the candidate pointed out that the high house price and living cost which have made working class people spend ¼ of their incomes on utility bills.

TRADITIONAL/FULL CHARACTERS

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

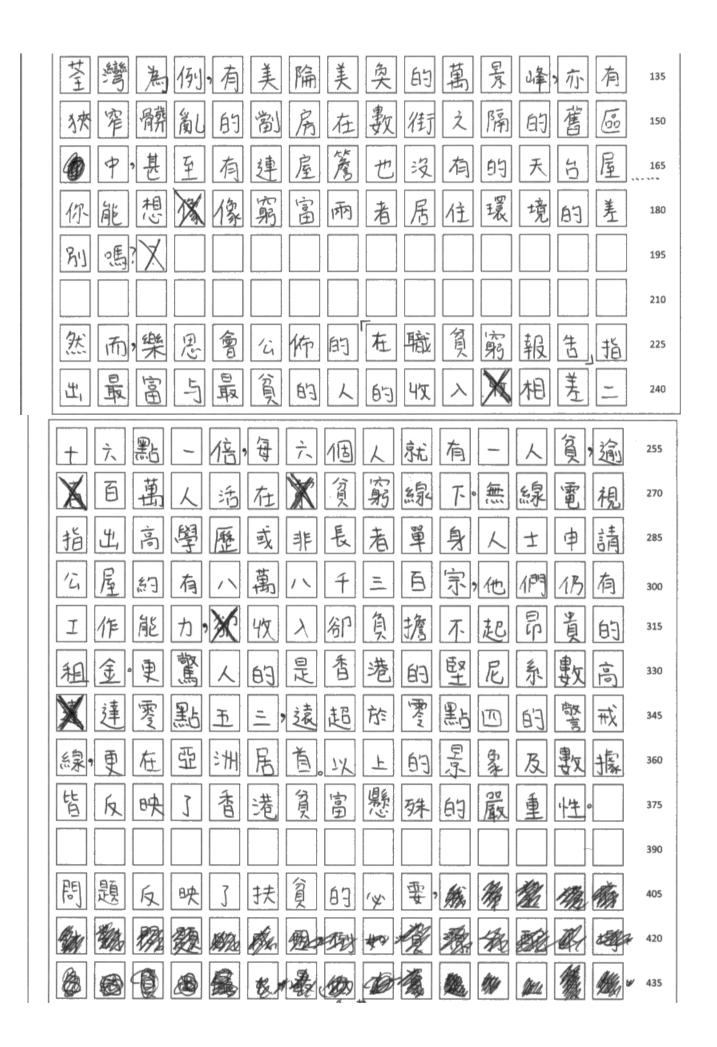
Start a new line to begin a new paragraph.

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

Topic or text you have chosen for your essay: 香港的社會問題

Title of your essay: 橋底下与半山上的對比 ——香港真富懸殊問題









CT: The candidate approached the topic in a descriptive manner. Very little analysis was presented in their essay. The conclusion was insufficiently supported and superficial. The candidate included some data in their writing.

OD: The candidate sequenced a list of facts associated with the problem. However, a limited amount of development was found.

QL: Fluent and no significant error affects understanding.



- Providing a bibliography is essential in a Research-based essay. Without any references all the information in your essay is unsupported and could be plagiarised.
- An essay title should always be a question.
- Sequence the relevant material to support your argument; do not list without further explanation.

Reference: N/A Word count: within 500 words

The candidate tried to analyse why Xiao Ying Zi's response was different from other people, when the guy was caught by the police.

The introduction described when the guy who hid in a wasted garden was caught, many people looked at him with disgust, but 'Xiao Ying Zi' felt sad and even had sympathy for him.

The candidate quoted when Xiao Ying Zi first met the guy in a wasted garden, she did not think he was a bad character. She thought he was a humble person, due to his appearance. The guy also showed interest in knowing Xiao Ying Zi and asked about her studies, her life and even tried to give her a present. Xiao Ying Zi felt that he was an approachable person. The guy also told her about himself and his brother who also made Xiao Ying Zi feel that he was not a bad person. Then the guy told Xiao Ying Zi that he had an old mother who worried him so much that she turned blind. He also had a very clever and ambitious brother who wants to study abroad. He with little education, had to support the whole family and they often did not have enough food to eat. In order to support his brother and keep his family alive, he had no choice but to steal.

Also, Xiao Ying Zi saw the guilt ridden guy cry and show his deep regret on some occasions. He wanted to be a good person but the cruel reality did not allow him to do so.

Therefore, Xiao Ying Zi did not feel happy but sad, when she saw him arrested by the police.

TRADITIONAL/FULL CHARACTERS

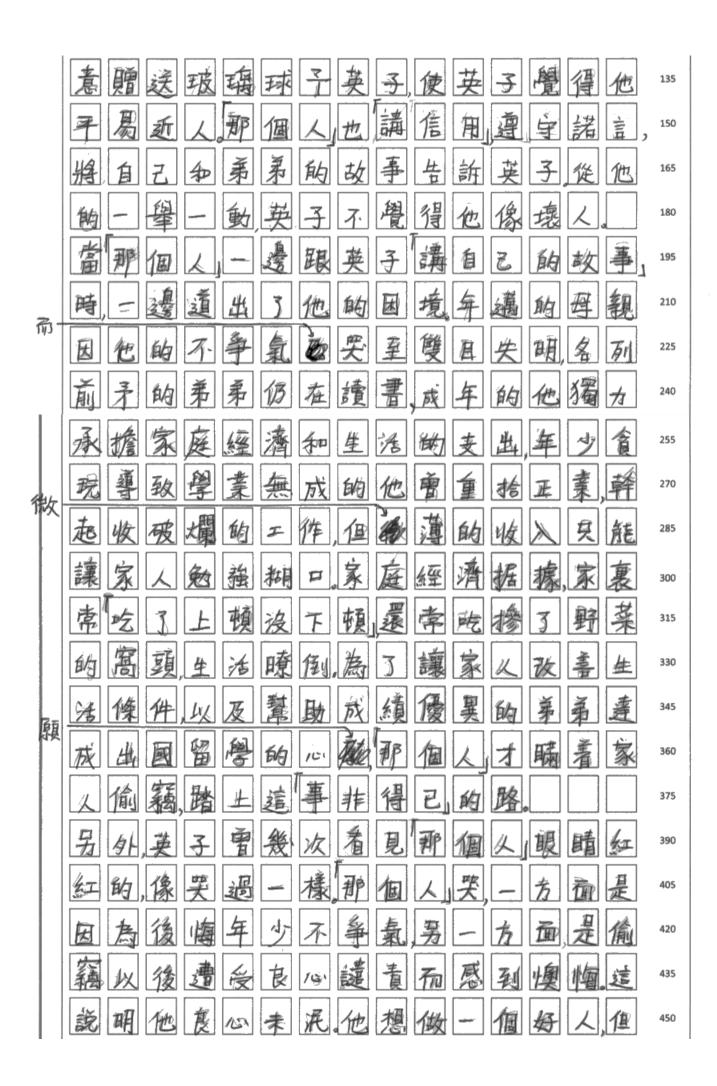
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Do not exceed the stipulated word limit (250-500 characters).

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CT: It was a very focused and debatable topic. The candidate tried to explain why Xiao Ying Zi's response was different from other people. Some relevant material was presented and there was evidence of analysis in some places. However, inconsistencies appeared in the third paragraph where the candidate should have focused on Xiao Ying Zi's feelings.

OD: The candidate listed some opinions that are relevant to the topic. Although a few lapses were found in the essay, the candidate extended their opinion on the matter in an acceptable way. Some material was selected and sequenced well.

QL: Fluent and no significant error affects understanding.



- Be consistent in your argument and stick to the title.
- Provide a summary of the relevant material. Full details were not required.

Question 4 (y)

In general, a research-based essay requires candidates to provide strong and well-focused answers. Content has to be relevant at all times. Candidates need to offer consistent explanations in their analysis. A substantiated (good use of facts) answer should be supported by evaluation (judgement) 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

There is clear evidence that an increasing number of candidates are more prepared and score better. It is encouraging to see many learners taking this qualification and achieving to the best of their abilities.

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 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 of creative writing.
- For the research-based essay, candidates should provide a strong and well-focused topic, offer consistent explanations and a substantiated answer which is supported by evaluation throughout. They should employ a balanced knowledge in their analysis. They should make effective links between paragraphs and their essay should be wellstructured and organised. Opinions should be linked and cross-evaluated.

References should be well presented in the informative form:

- For websites: candidates include authors, article titles, webpage links and log on dates
- For books and journals: candidates should note down authors, book / article titles, pages and ISBN number.
- 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 Pearson 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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