

Examiners' Report
June 2015

GCE Chinese 6CN03 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2015

Publications Code UA041162

All the material in this publication is copyright
© Pearson Education Ltd 2015

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)

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 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.

Question 2 (y)

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.

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.

Question 3 (y)

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.

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.

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：

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：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	是	从	9	年	级	开	始	使	用	手	机	的	15					
		当	时	手	机	的	常	用	途	主	要	是	联	络	在	家	30			
		人	独	自	外	出	在	时	在	遇	到	解	烦	的	时	45				
		候	可	以	寻	求	家	人	的	帮	助					60				
				在	之	后	的	几	年	我	的	手	机	也	在	更	75			
		新	换	代	，	同	时	也	改	变	了	我	的	一	些	生	90			
		活	方	式	，	例	如	，	过	去	我	通	常	通	电	视	和	报	纸	105

SIMPLIFIED CHARACTERS

来了解新闻。而现在我们则更多的使用	120
一些新闻软件，因为它们更新的速度	135
更快， 而且 我也能在新闻下 并 上传	150
自己的评论。另外，自从有了手机之后，	165
信件和明信片对我来说使用的越来越	180
越少 了 了。我通常会用手机写电子 的	195
邮件来 信 传达比较重要的信息。 。	210
。 与别的电子产品相比较，手机有	225
体积小，易 带 携带的优点。比如，你可以	240
随时随地 的 看用手机看youtube的视频，	255
而无需背着一台笔记本电脑。然而，现	270
在手机的续航时间是大问题，每天都	285
必须充电。如果在外出时手机没电了，	300
人们可能会 遭 错过重要的电话，造成	315
不便。 。 。 。 。 。 。 。 。 。 。	330
。 在我看来，手机是一个很好的学	345
习工具。以我 举 例，我时常会用手机字	360
典去学习不认识的生词。这些 的 字典	375
软 件 不仅会提供翻译，也会告诉我这	390
个词的读音和用法。有时，这一点是纸	405
制字典做不到的，所以，用手机学习 十	420

SIMPLIFIED CHARACTERS

分有效,但是有的学生会沉迷于手机	435
上的社交软件而减少了学习时间,手	450
机在这种情况下反而造成了 阻碍 ^{阻碍} 。	465
总的来说,我支持学生使用手机,但是	480
要适度。□ □ □ □ □ □ □ □ □ □ □ □	495



ResultsPlus

Examiner Comments

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.



ResultsPlus

Examiner Tip

- 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

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：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。

		您	好	我	是	一	名	学	生	因	而	我	的	电	15
子	产	品	对	于	我	来	说	显	得	格	外	重	要	特	30
别	是	我	的	手	机	我	开	始	上	中	学	的	时	候	45
我	妈	妈	就	购	买	了	我	第	一	个	手	机	其	实	60
从	七	年	级		直	到	现	在	我	的	手	机	总	是	75
形	影	不	离	我	主	要	会	用	它	发	短	信	和	拍	90
照	片	偶	尔	亦	会	打	个	电	话	我	也	用	手	机	105

SIMPLIFIED CHARACTERS

上	网	和	看	电	影	因	为	从	中	我	能	暂	时	摆	120
脱	现	实	世	界	的	悲	欢	惆	怅						135
		如	你	所	见	我	的	手	机	不	仅	仅	是	一	150
种	交	流	的	工	具	更	是	我	生	活	的	一	部	分	165
这	个	现	象	有	利	有	弊	一	方	面	手	机	缩	短	180
了	离	亲	人	朋	友	的	距	离	这	既	给	我	提	供	195
生	活	的	充	实	也	让	我	在	路	上	有	一	种	安	210
全	感	不	过	另	一	方	面	我	意	识	到	手	机	恶	225
化	了	我	以	前	的	阳	光	自	信	跟	朋	友	见	面	240
时	没	必	要	相	处	就	可	以	查	手	机	通	知		255
		除	了	手	机	以	外	我	还	会	用	其	他	的	270
电	子	产	品	我	放	学	后	立	刻	会	用	我	的	电	285
脑	看	电	影	或	者	做	作	业	一	般	来	说	用	一	300
台	电	脑	比	手	机	看	电	影	方	便	多	了	因	为	315
手	机	的	下	载	速	度	太	慢	通	常	要	等	几	分	330
钟	才	会	开	始	广	播	虽	然	从	一	个	速	度	方	345
面	来	说	手	机	质	量	不	好	但	是	电	脑	电	视	360
都	不	会	满	足	家	外	的	需	求	所	以	在	路	上	375
时	这	个	手	机	是	必	不	可	少	的					390
		作	为	一	个	学	生	我	要	承	认	有	时	候	405
手	机	会	打	扰	我	的	学	习	时	的	专	注	力	我	420

SIMPLIFIED CHARACTERS

在	家	复	习	时	就	很	容	易	开	始	发	短	信	给	435	
朋	女	朋	友	或	看	一	些	搞	笑	的	视	频	所	以	450	
我	由	于	我	的	手	机	我	的	考	试	成	绩	会	落	465	
后	可	是	在	这	现	代	化	的	世	界	上	我	们	每	青	480
年	人	面	临	很	多	危	险	所	以	为	了	保	证		495	
安	全	我	觉	得	每	一	个	学	生	应	该	有	一	个	510	
手	机														525	
															540	
															555	
															570	



ResultsPlus Examiner Comments

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.



ResultsPlus

Examiner Tip

- 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 —— 香港貧富懸殊問題

近	十	年	來	X	香	港	X	社	會	貧	富	懸	殊	的	15		
問	題	日	益	嚴	峻	。	要	改	善	民	生	、	提	升	市	民	30
的	生	活	質	素	、	解	決	這	個	問	題	可	是	刻	不	45	
X	容	緩														60	
																75	
貧	富	懸	殊	X	顧	明	思	義	、	是	指	貧	窮	的	人	90	
和	富	裕	的	人	有	很	大	的	差	距	。	在	香	港	、	我	105
們	可	以	看	到	令	人	心	酸	的	對	比	景	象	。	以	120	

荃灣為例，有美侖美奐的萬景峰，亦有
 狹窄髒亂的劏房在數街之隔的舊區
 中，甚至有連屋簷也沒有的天台屋
 你能想~~像~~窮富兩者居住環境的差
 別嗎？~~×~~
 然而，樂思會公佈的「在職貧窮報告」指
 出最富與最貧的人的收入~~×~~相差二

十六點一倍，每六個人就有一人貧，逾
~~×~~百萬人在~~×~~貧窮線下。無線電視
 指出高學歷或非長者單身人士申請
 公屋約有八萬八千三百宗，他們仍有
 工作能力，~~×~~收入卻負擔不起昂貴的
 租金。更驚人的是香港的堅尼系數高
~~×~~達零點五三，遠超於零點四的警戒
 線，更在亞洲居首。以上的景象及數據
 皆反映了香港貧富懸殊的嚴重性。
 問題反映了扶貧的必要，~~無窮盡~~
~~無窮盡~~如~~貧者~~
~~貧者~~

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

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: 14

Title of your essay: 當「那個人」被抓時，英子的反應為何異於常人？

蹲	在	草	地	的	「	那	個	人	」	犯	了	偷	竊	罪	，	觸	犯	15		
法	律	，	被	抓	之	時	，	眾	人	報	以	鄙	視	的	目	光	和	唾	罵	30
和	唾	罵	，	但	是	英	子	卻	感	到	難	過	，	甚	至	有			45	
些	同	情	，	這	是	為	甚	麼	呢	？								60		
當	英	子	走	進	草	叢	找	皮	球	時	，	碰	見	了	「	那		75		
個	人	」	，	他	厚	敦	敦	的	嘴	唇	讓	英	子	認	為	他		90		
是	個	老	實	人	，	「	那	個	人	」	之	後	主	動	跟	英	子	105		
聊	天	，	問	她	的	學	業	和	生	活	的	近	況	，	還	特		120		

意贈送玻璃球予英子，使英子覺得他
 平易近人。那個人也講信用，遵守諾言，
 將自己和弟弟的故事告訴英子，從他
 的一舉一動，英子不覺得他像壞人。
 當那個人一邊跟英子講自己的故事，
 時一邊道出了他的困境。年邁的母親
 因他的不爭氣而哭至雙目失明，名列
 前茅的弟弟仍在讀書，成年的他獨力
 承擔家庭經濟和生活，做出年少貪
 玩導致學業無成的他，曾重拾正業，幹
 起收破爛的工作，但微薄的收入只能
 讓家人勉強糊口。家庭經濟拮据，家裏
 常吃了上頓沒下頓，還常吃摻了野菜
 的窩頭，生活瞭倒。為了讓家人改善生
 活條件，以及幫助成績優異的弟弟達
 成出國留學的心願，那個人才瞞着家
 人偷竊，踏上這事非不得已的路。
 另外，英子曾幾次看見那個人，眼睛紅
 紅的，像哭過一樣。那個人哭，一方面
 是因為後悔年少不爭氣，另一方面是偷
 竊以後遭受良心譴責而感到懊悔。這
 說明他良心未泯，他想做一個好人，但

135

150

165

180

195

210

225

240

255

270

285

300

315

330

345

360

375

390

405

420

435

450

而

微

願

殘	酷	的	現	實	世	界	中	不	容	他	選	擇	這	讓	465
英	子	更	同	情	他	的	處	境							480
由	此	可	見	當	那	個	人	被	抓	時	英	子	沒	有	495
感	到	高	興	反	而	有	一	陣	陣	的	難	過			510



ResultsPlus

Examiner Comments

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.



ResultsPlus

Examiner Tip

- 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 well-structured 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.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.