

Examiners' Report
June 2018

GCE Chinese 8CN0 02

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Introduction

Summer 2018 was the first sitting for the new specification Advanced Subsidiary GCE in Chinese Paper 2. The paper consists of three sections: A, B and C. Candidates answer Section A and **one** question from either Section B or Section C. The duration of the examination is one hour and forty minutes and there was no evidence to suggest that candidates had trouble completing the paper in the time allowed. In general, the candidates performed well.

In Section A Question 1, candidates are required to translate a short piece of text from English into Chinese. Candidates are assessed for the ability to produce an accurate and appropriate translation. Section B is focused on written response to literary works and consists of Question 2 and Question 3. Section C is focused on written response to cinematic (film) works and consists of Question 4 and Question 5. Each question requires the candidates to write an essay of between 225 — 300 Chinese characters in response to an essay topic which is referenced to one of the literary or cinematic works as prescribed in Appendix 2 of the Specification. Guidance is provided in the form of 3 bullet points which lay out suggestions for the content of the essay.

Candidates are required to choose to answer 1 question only from either Section B or Section C. The resulting essay is assessed for the quality of written Chinese through the accuracy and articulate application of a range of complex grammatical structures and vocabulary as well as the ability of the candidate to respond critically to a literary or cinematic work through the construction of a cogent argument which is well-justified and consistently evidenced by reference to the work. Whole responses are marked regardless of length.

Question 1

This question consisted of a short English text to be translated into Chinese. The English text was divided into 20 discrete language elements each worth one mark to give an overall mark out of 20.

The lexis was relatively straightforward. Although most candidates did not struggle with vocabulary, some basic phrases seemed to present difficulties for a few candidates. These included "愿意", "帮助" and "所以".

Character formation was usually satisfactory, although certain characters proved to be problematic, for example "候" "帮" "忙" etc.

A range of features from grammar lists were tested. These ranged from the relatively straightforward "和" "都" "也" to the more sophisticated conjunctions, such as "但是" "因为" "如果.....就.....". As a result, candidates scored across the whole mark range.

Overall, the performance was encouraging and most candidates showed that they could transfer the meaning of a piece of English with acceptable accuracy. It is necessary to draw attention to certain details as being essential if candidates are to score for every language element.

Examiners noted the following:

- The division of marks enabled most candidates to score at some point. Marks were awarded most often for translating '...', '...' and '...'.
- Marks were most often lost for language elements 6, 9, 18 and 20. Language elements 6, 18 and 20 presented a challenge to candidates because of the harder characters or vocabulary. Language element 9 was more difficult because of the Chinese word order.
- Many candidates had difficulty with the last sentence as they misunderstood the meaning of the English text.

This translation was acceptable and was awarded 14 out of 20 available marks.

SECTION A: TRANSLATION

		現	代	的	人	經	常	都	減	很	繁	忙	的	做	15	
工	作	。													30	
		但	是	，	有	些	書	父	母	會	減	小	工		45	
作	時	間	來	陪	她	家	人	。							60	
		他	們	喜	歡	跟	子	女	吃	飯	。	因	為	他	們	75
他	們	相	信	這	樣	做	會	幫	助	孩	子	開	心		90	
的	長	大	。												105	
															120	
															135	
															150	
															165	
															180	
															195	
															210	
															225	



The first language element was not awarded a mark as “现在” is not equivalent to “现代”. Element 6 was not awarded a mark because the key character “減” is missing. Language elements 8 □9 and 14 were omitted from the candidate’s translation. Element 10 is not awarded a mark because “希望” is distinct from “喜欢”.



This is a good example of how easy it is to lose marks by being careless. Proof reading would have helped.

This is an example of translation where the candidate attempted the whole transfer of meaning, but it scored 1 out of 20 only.

SECTION A: TRANSLATION

生	活	kin	在	很	多	的	作	做									15
			很	多	家	人	让	作	做	的	小	时	一	下	了		30
最	近		所	以	得	在	家	陪	得	多	十	时	在	家	人		45
面	前																60
			他	们	sian	要	geng	孩	吃	他	们	的	孩	子	的		75
童	很	幸	福	和	孩	子	的	辛	苦	福	很	幸	福		ya		90
年																	105
																	120
																	135
																	150
																	165
																	180
																	195
																	210
																	225



The translation was not understandable to a sympathetic native speaker. The only mark awarded in this case was for “他们的孩子”.



This is a good example of a candidate who has tried but has been hampered by their limited Chinese character formation. In order to succeed, candidates must learn to write some Chinese characters at this level.

Question 2

Question 2 was the least popular of the literary response questions. The best essays managed to develop and examine the change in Xia Wang, discussing why and how this happened. Many essays were often heavy on narrative and light on analysis and argument, meaning, and range of language ability.

This response achieved 40 out of 40.

在夏望发生变故之前，夏望还是
 是高贵、骄傲的，从文中的一些细
 节描写可以体现出来。比如“夏望
 明明比秋虎矮半个头，但他站在秋
 虎面前时却比秋虎高出一头。”可
 以体现出，~~对比~~秋虎与夏望的对比，
 一个是自卑一个显高贵，骄傲。
 起初夏望得到凤的原因还要联系
 到秋虎的家庭。因为秋虎父亲是个
 赌徒，偷偷地将凤卖给了夏望的
 父亲。夏望的父亲还为凤做了一个
 鸽舍，并且交给夏望看管。这里是
 夏望刚得到^{把凤}凤，夏望依然是小城最
 富有的，所以并没有改变，~~在~~得到凤
 也使得夏望觉得意外。
~~夏望家庭变故是因为~~
~~夏望的家庭发生变故，夏望~~
 夏望的父亲想用高利息骗人

15
30
45
60
75
90
105
120
135
150
165
180
195
210
225
240
255

钱财使得被抓进牢里，家里也^{的财产}被债主们抢个精光，夏望从小城首富变得一贫如洗。这使得夏望没有脸面去面对自己的朋友们，或许是来自他人的嘲笑，说他父亲进了监狱里而使他开始自卑低落。文中也有一段是描写夏望与秋虎对比的，但是是当变故发生之后。“秋虎终于发现自己比夏望高出一头，而现在的夏望变的灰土土，眼里没了神采。”体现了变故给夏望带来的~~影响~~^{影响}和改变。秋虎与夏望的笑容有了变化，因为家庭变故，秋虎^也为夏望感到难过。在一次放飞比赛中，A没有回到夏望家而是去了秋虎家，秋虎没有私自去领奖金而是跑去叫上夏望一同前行。这里体现了秋虎与夏望之间纯洁的友谊，从不^{两从来}搭理，变成朋友。^{到最后}

270

285

300

315

330

345

360

375

390

405

420

435

450

465

480

495

510

525



This response was well-tailored to the question and the candidate has managed to achieve the appropriate level of analysis, avoiding simply describing the change in Xia Wang's character. Furthermore, the argument is well-evidenced by quotation from the text.

Question 3

This question was by far the most popular of the literary response section and there was a greater range of the quality of responses. Many candidates needed to read the question more carefully as well as focusing on the bullet points. The question asked about a specific aspect of the text, and weaker candidates failed to identify that focus. A minority also seemed to make use of plot elements which were not present in the literary text. Weaker essays tended merely to narrate the whole story in chronological order, only addressing the argument in the last sentence.

This response achieved 27 out of 40. 12 marks for Critical response and 15 marks for Accuracy and range of grammatical structures and vocabulary.

Chosen question number:

Question 2 Question 3 Question 4 Question 5

	城	南	舊	事	里	的	爸	爸	的	花	兒	落	了	是	15
關	於	一	個	小	女	孩	跟	她	爸	爸	的	驚	事	。	30
															45
故	事	中	，	英	子	的	小	學	畢	業	禮	快	要	關	60
幕	落	來	了	。	英	子	會	在	畢	業	禮	上	代	表	75
她	的	班	去	台	上	說	話	。	英	子	想	念	當	年	90
小	學	一	年	級	的	時	候	因	為	下	雨	而	不	想	105
回	學	，	英	子	的	爸	爸	就	很	生	氣	，	一	時	120
過	氣	就	把	英	子	拉	下	床	，	爸	爸	說	一	定	135
要	上	學	，	也	不	看	官	英	子	有	沒	有		到	150
，	英	子	很	快	穿	好	衣	服	就	齋	出	門	了	。	165
英	子	的	媽	媽	看	因	為	下	雨	就	跟	英	子	乘	180
洋	車	回	學	校	了	。	回	到	學	校	時	，	老	師	195
沒	有	跟	英	子	生	氣	，	而	說	了	一	些	非	常	210
令	人	翻	心	的	東	西	，	這	個	時	候	英	子		225
的	爸	爸	來	了	英	子	的	班	房	外	，	英	子	非	240
常	驚	驚	害	怕	，	但	她	爸	爸	因	為	怕	英	子	255

下雨天的時候冷到身體，所以爸爸

270

就來了學校。

285

英子問爸爸可不可以參加她學校的

300

畢業禮，當時英子的爸爸生病了，

315

所以沒法出席英子的畢業禮。也

330

跟英子說：“如果爸爸不在了，如何

345

~~一~~看舅舅和妹妹看弟弟和

360

妹妹。這時候英子學會獨立而慢慢

375

開始明白到和懂得父親的愛。

390

405

420

435

450

465

480

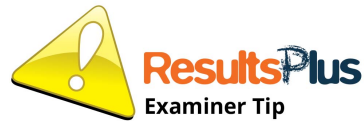
495

510

525



This response has not shown the candidate's ability to respond critically to the text or to present and justify their points of view. The response is too descriptive. There is also a limited ability to form an argument about the question. As far as language is concerned, the use of language throughout most of the essay is accurate. A variety of vocabulary and grammatical structures are used.



The lack of critical response affected the candidate's marks. In order to achieve higher marks candidates should present and justify their points of view and develop an argument and draw conclusions based on the book.

Question 4

This question had mixed responses. Candidates who read the question properly and followed the bullet points, generally did very well. However, some candidates who did not stick to the bullet points did not do well. A common problem was failing to realise that the question demanded a focus on Luo Lei and his parents, leading to essays which weighted all three class president nominees equally. Discussion of the other two nominees were mostly irrelevant to the question at hand.

This response achieved 15 out of 40. 6 marks for Critical response and 9 marks for Accuracy and a range of grammatical structures and vocabulary.

请	投	我	一	票	是	一	部	小	学	生	竞	选	班	长	15
为	题	材	的	电	影。										30
		影	片	中	有	三	个	参	选	者	第	一	是	许	45
晓	菲	因	为	她	没	有	自	信	心	不	上	于	表	达	60
所	以	在	对	手	的	破	坏	下	最	后					75
		第	二	是	成	成	很	有	心	计	的	他	在	父	90
母	的	支	持	下	去	写	下	对	手	的	缺	点	并	且	105
用	小	手	投	来	打	击	对	手	来	为	自	己			120
败	票。														135
		最	是	罗	雷	他	也	是	用	尽	方	法	在	选	150
举	中	胜	出	他	在	班	上	大	家	面	前	话	成	成	165
话	说	让	成	成	无	话	可	说。							180
		罗	雷	是	一	个	打	同	学	的	学	生。			195
		罗	雷	的	父	母	也	是	帮	他	(罗雷)	参	举		210
他	们	帮	罗	雷	去	写	对	手	的	缺	点	让	后	罗	225
雷	在	班	上	大	家	的	面	前	话	成	成	话	说	让	240
成	成	无	话	可	说。										255

		最	后	罗	雷	的	父	母	帮	罗	雷	能	当	上	270	
班	长	是	帮	罗	雷	教	罗	雷	怎	样	化	让	同	学	帮	285
他	收	票														300
		在	这	个	电	影	中	罗	雷	看	了	用	了	小		315
手	投	在	个	选	举	中	没	个	参	选	用	了	小	手		330
投	这	个	影	得	了	孩	子	的	童	年	最	后	罗	雷		345
当	上	了	班	长												360
																375
																390
																405
																420
																435
*	她	没	当	上	班	长										450
																465
																480
																495
																510
																525



The first bullet point covered concerns Luo Lei's personally, which is expanded on by the second bullet point. The third bullet point is not tackled properly. The answer seems to be lacking in substance although an attempt has been made to address some aspects of the question. A little bit more information and evaluation would have been appreciated.

This response was an example of excessive weight being placed onto the other 2 class president nominees when the question did not ask for a discussion of them, leading to some sections of the candidate's response being irrelevant.

Arguments are made with the occasional inconsistency and some conclusions are drawn but they can be unclear. Errors hinder clarity of communication.



In order to answer the question more fully, candidates should follow the rubric and the bullet points closely and add a greater level of their own analysis. This response is inadequate and displayed a lack of depth and content.

Question 5

Many candidates showed very good knowledge and understanding of the film and the attitude of Gui Jie. Fewer candidates attempted this question compared to question 4 and the quality of responses was generally higher. It is possible that the film being in Cantonese meant fewer learners were attracted to it.

This response achieved 33 out of 40. 16 marks for Critical Response and 17 marks for Accuracy and a range of grammatical structures and vocabulary.

This response is a good example of an essay with a reasonably good structure: points follow logically from one to another with a thread running through the work.

		贵	姐	是	一	个	热	情	太	有	的	人	,	她	15
照	顾	孤	独	的	阿	婆	,	陪	她	去	沙	田	,	因	30
阿	婆	而	哭	泣	。	她	细	心	且	耐	心	,	虽	然	45
并	未	频	繁	探	望	生	病	的	母	亲	,	却	对	她	60
的	要	求	有	求	必	应	,	给	她	做	燕	窝	。	她	75
很	尊	重	张	家	安	,	两	个	从	未	有	过	争	执	90
		贵	姐	对	生	活	咽	下	所	有	抱	怨	,	她	105
总	是	将	豁	达	的	一	面	展	现	出	来	,	说	"生	120
活	有	多	难	呀	"	,	只	在	母	亲	葬	礼	上	痛	135
哭	了	一	回	,	掩	藏	起	悲	伤	的	情	绪	。	她	150
她	将	凡	能	量	都	传	递	给	他	人	,	自	己	努	165
力	工	作	。												180
		贵	姐	的	母	亲	说	她	吃	苦	耐	劳	,	心	195
酸	从	不	讲	。	她	很	坚	强	,	独	自	供	两	个	210
弟	弟	去	国	外	读	书	,	也	很	平	和	,	绝	不	225
会	不	满	,	充	满	担	当	。	阿	婆	觉	得	她	人	240
好	心	善	,	十	分	感	激	她	。						255



It was pleasing to see a response which had been well structured in answering most aspects of the question. The candidate has clearly studied the film and is able to use his/her knowledge to form an argument. The language flows nicely and both aspects of the change in attitudes and lives are addressed and exemplified. However, though an attempt has been made, more in-depth analysis would have been appreciated, as the response was still a little narrative in places.



Greater focus on analysing the film in order to evidence the arguments made is needed here.

Paper Summary

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

- Question 1 comprises twenty separate scoring units, candidates should put down every element they can. Candidates should ensure they do not lose credit because of a careless lack of attention to detail.
- In order to write the essay more fully, candidates should refer closely to the rubric and the bullet points. Candidates should proofread their essays carefully and ensure that they have addressed all the bullet points.
- Essays need to show candidates' ability to respond critically to the text or to present and justify their points of view. Essays shouldn't be descriptive. It is recommended that candidates add their own analysis and make sure that it is adequate and displays the suitable depth at this level.
- Candidates are reminded to use good essay writing techniques - points should follow logically from one to another with a thread running through the work.
- When deciding on works to be studied for Sections B and C, candidates and teachers should carefully consider whether candidates are able to access enough materials to cover all potential questions independently.

Grade Boundaries

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