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Examiner's Report
Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE
In Chinese (4CN0) Paper 2R

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This paper was composed of six questions. Candidates were allowed one hour and thirty minutes to complete the tasks.

Question 1, 2, 3a and 4

The aim of this part was to assess candidates' abilities to comprehend and utilise information from a range of texts which included matching basic vocabulary to pictures, selecting the correct answers to multiple choice questions and answering comprehension on a passage. Answers were only assessed for communication. Grammatical accuracy was not assessed in this part of the paper.

Overall, candidates performed very well in these questions with many scoring full marks, showing their ability to recognise some basic vocabulary within the syllabus as well as identify and note main points.

Question 3(b)

Candidates were required to write about 50 characters on the topic, which was related to Question 3(a) reading passage. In addition, candidates were given some ideas in both English and Chinese in the text boxes. This response was assessed for communication and language.

As the question was linked to question 3(a) and also the ideas were given in the text boxes, it became more accessible for the candidates. Most candidates answered the question very well, which showed their ability to write about their homework. Even the weaker candidates performed reasonable well due to the fact they could get some support from the reading passage and English supporting questions. However, very few candidates did not attempt the question and left their paper blank.

The main problem for some able candidates was that they didn't cover all the bullet points.

Question 5

Candidates were expected to read a longer passage and to respond to a series of questions. The candidates were required to show the ability to manipulate the language of the original text and to use their own words and phrases to express ideas from the text.

The nature of open questions offered optimum opportunity for candidates to show what they had understood from the text and reiterate the answers in their own words. We did come across some candidates who answered the questions with full sentences with no grammatical mistakes at all. The questions also served as good discriminators between candidates of different abilities. Quality of Language is not assessed in this question.

Question (a) was generally well handled by candidates. Many candidates managed to get full marks.

Question (b) was well handled. However, few candidates lifted the whole paragraph, which didn't show their comprehension of the text.

Question (c) was managed well by majority of the candidates.

Question (d) was managed well by majority of the candidates. However, some candidates gave one answer only.

Question (e) many candidates managed to get full marks. However, some candidates answered "上网的时候", "在北京".

Question (f) many candidates managed to get full marks, but a few candidates answered "学中文", "练习中文", "说中文".

Question (g) the questions were handled well in general, but few candidates answered "中国歌赛", "唱歌赛".

Question (h) many candidates managed to get full marks, but some candidates answered "方便"; few candidates copied the whole paragraph.

Section C

Candidates could select one writing task from a choice of three. Candidates were expected to write a continuous response of between 100 and 150 characters. The three tasks were equally favoured by the candidates. Most candidates did well, responding fully to all the first three bullet points. They completed the bullet points, employing a wide variety of vocabulary and sentence structures in terms of language. Even less able candidates tried to put down some details. Very few candidates turned the bullet points into questions and answers rather than linking their writing into a continuous piece of composition. The fourth bullet point carried more content marks which allowed candidates to express their opinions and points of view. There were number of mistakes in characters, but mostly they were still recognisable. Few students did not attempt the question at all and left their paper blank.

Task (a)

The bullet points differentiated the writing abilities of candidates. The able candidates managed to give a detailed description of their favourite festivals. Many candidates wrote about Chinese traditional festivals and developed their opinions. While few weak candidates just managed to write a few simple sentences about their birthday celebration, the typical phrases used were still "有趣", "有意思" which appeared to not be very productive responses as they did not lead onto writing which could demonstrate candidates' ability.

The main problem for some able candidates was that they didn't respond to the last bullet points properly. They wrote about the importance of celebrating the festival they liked instead of the importance of celebrating festivals in general.

Task (b)

As task (a), the bullet points also discriminated between the writing abilities of candidates. The strong candidates responded to the bullet points with detailed information about a school trip. The responses were creative and original. However, few candidates gave a detailed and interesting account of the trip but missed the last bullet point. Also, the main problem for some able candidates was that they didn't respond to the last bullet points properly. They wrote about their best trip instead of the school trip in general.

Task (c)

Most candidates performed well on this task with full responses to the bullet points. However, a few candidates forgot to mention about whether the job is easy and hence dropped some marks in terms of their content score for the last bullet point.

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