



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE

In Chinese (1CN0)

Paper 3H: Reading and understanding in Chinese
Higher Tier

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Introduction

This is the second examination of GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese) Specification.

In Paper 3H: Reading and understanding in Chinese (Higher Tier), students are assessed on their understanding of written Chinese across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper has a total of 50 marks and consists of 10 questions. This paper comprises two sections. Students must answer all questions from each of the two sections. Section A has nine questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English. Section B contains one translation passage from Chinese into English. The instructions to students are in English.

The assessment is available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters. Students select the most appropriate version, but not both.

Four of the questions are common to both Foundation and Higher tiers.

The use of dictionaries is not permitted.

The total assessment time is 1 hour 5 minutes in length.

Overall performance

Most students responded very well to all questions in Section A and Section B. They were able to identify the overall message, key points, details and opinions in texts; they were able to deduce meaning and recognise and respond to key information and important ideas in more extended written texts.

Individual Questions

This report will provide exemplification of candidates' work, together with tips and/or comments on candidate performance, for a selection of questions. The exemplification will come from questions which appeared to be challenging to many students.

Question 1

Nearly all the students answered all the items correctly. A couple of students appeared to have difficulty recognising professions or hobbies.

Question 2

Nearly all students answered all the items correctly. Several students appeared to have difficulty processing information. For example, 1(a), the text reads baba mama (dad and mum), and some students failed to select 'parents' as the correct answer.

Question 3

Most students answered all the items correctly. Several students appeared to be guessing rather than answer the questions using information provided in the text. For example, 3(c) requires students to name an item that can be found in every classroom, some students wrote down desks/windows/boards instead of 'air conditioning/air conditioner'. Another issue appears to be that students did not read the question carefully before providing the answer. 3(b) is a typical example:

(b) What facilities are specifically provided for senior students? Give **one** detail.

They're ~~can~~ ^{allow to} play table tennis together. (1)

Question 4

Nearly all students answered all the items correctly. Several students appeared to have difficulties with the following: 1) words for different colours; 2) they were unable to recognise vocabulary items such as magazines and washing machines.

Question 5

Overall, the students did well. However, many students appeared to find this question challenging. Many students failed to provide the correct answers for 5(b) and 5(c). The issues could be related to 1) they did not read the questions carefully or misunderstood the questions; 2) unable to process the information provided in the text.

(b) What are **two** tasks stated in the passage that could be seen as forms of exercise?

(2)

1. Every minute, walk 100-120 steps. 2. Walk 3 to 5 minutes.
Everyday walks are half hour.

Sometimes some students' misspelling of a certain key word changes the meaning completely. For example, while 'slim' is a correct response to Q5(d), 'slimy' is incorrect. Although there is only a one-letter difference between 'slim' and 'slimy', the meanings conveyed by these two words are completely different.

Question 6

Nearly all students answered all the items correctly. Several students seemed to have difficulty answering 6(c). They appeared to be unable to connect the word 'pianyi/cheap' with 'affordable'. Some students were unable to recognise 'chuzuche/taxi' for 6(d) and 'feijichang/airport' for 6(e).

Question 7

Overall, the students answered most of the items correctly. Some students found it difficult to work out the commonality between two people regarding payment for 7(e). Some students seemed to find 7(f) challenging. This could be because 1) they failed to read the question correctly; 2) they were unable to process the information and deduce meaning from context.

Question 8

Overall, the students did well. However, many students appeared to find this question challenging. Some students appeared to have difficulty recognising activity words such as 'learn to cook' (8a) and 'washing the dishes/bowls' (8b). Many students failed to answer 8(c) correctly, and this could be because students were unable to recognise 'xiao zu'.

Question 9

Overall, the students answered most of the items correctly. The biggest difficulty appears to be that some students found it difficult to understand the details in the text. In addition, some students added details which did not appear nor were they implied in the text. For example, some students said that Long Jingjing was an 'exchange student'. The text did not say, nor did it imply, that she was doing an 'exchange'.

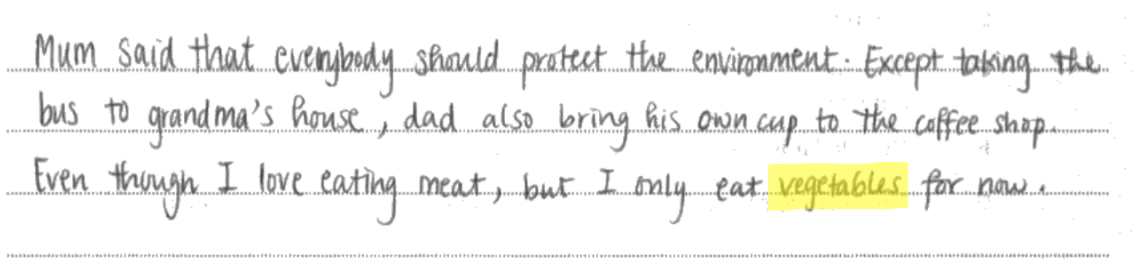
(b) What did Long Jingjing do in 2010?

She started as a exchange student in America in 2010

Question 10

Overall, the students performed well in this translation question. There appears to be a divide between those students who chose Traditional characters and those who chose Simplified characters. While 80% of the students who chose the Simplified version scored 6 and above, only 44% of those who chose the Traditional version scored 6 and above.

Many students mistranslated 'gonggong qiche' as 'public transport' rather than 'bus', 'su shi' as 'vegetables' rather than 'vegetarian food'. These errors apply to most students, irrespective of whether they were sitting the Simplified Characters or the Traditional Characters version.



Mum said that everybody should protect the environment. Except taking the bus to grandma's house, dad also bring his own cup to the coffee shop. Even though I love eating meat, but I only eat vegetables for now.

Summary

Based on the students' performance on this paper, students are offered the following advice:

- read the questions carefully
- base all replies on the information provided in the text
- make sure that spelling is correct
- use good English and ensure that the meaning of the original text is not distorted when translating