

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
in Chinese(4CN0/02R)
Paper 2R: Reading and Writing

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International GCSE Chinese Paper 2R Reading and Writing Examiner Report

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 these questions 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 specification as well as identify and note main points.

Question 3b

Candidates were required to write about 50 characters on the topic, which was related to the question 3a 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 topic of the question was linked to 3a and as ideas were given in the text boxes, this writing task was accessible for the candidates. Most candidates answered the question very well, which showed their ability to write about the trip they would like to take. 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, a couple of students failed to give any full sentences in their writing. They merely copied the questions out and answered the questions in note form. Several students did not attempt the question at all and left the page blank.

The main problem for the able candidates was that they simply forgot to answer one of the bullet points such as "How will you get there?"

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 5(a) was generally well handled by candidates although a few candidates answered “ 中国” instead of “中国杭州/杭州”.

Question (b) was also well handled.

Question (c) (i) (ii) carried two marks. They were managed well by majority of the candidates. However, several students lost marks by failing to provide more detailed information’ 金牌’ rather than ‘

Question (d) (i) (ii) carried two marks. They were managed well by majority of the candidates.

Question (e) Candidates generally managed to get full marks.

Question (f) carried two marks. The questions were handled well in general but some candidates lost marks on Question (f) (ii).

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 the activities they did last weekend and why they enjoyed doing them. Several students wrote about their normal weekend rather than last weekend. While a few weak candidates just managed to write some simple sentences; for the response to the reasons, the typical phrases used were “有趣”, “有意思” which appeared to not be very productive responses.

Task (b)

As in 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 their school. However, a few candidates neglected the third bullet point. They simply wrote
' 学校有各种各样的课外活动'.

Task (c)

Most candidates performed well on this task with full responses to the bullet points. Candidates were allowed to express their ideas with various writing skills; even the weak candidates were also able to respond to the bullet points with simple sentences. However, a few candidates forgot to mention their reasons why they enjoyed doing housework, and hence dropped marks in terms of their content score for the fourth bullet point.

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