Examiners' Report/
Principal Examiner Feedback

Summer 2016

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

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## 4CN0/02 Paper 2: Reading and Writing

## Principal Examiner's Report 2016

This paper was composed of six questions in a timed examination of 1 hour and 30 minutes.

### Questions 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 these parts 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 identifying and noting main points.

### Question 3b

Candidates were required to write about 50 characters on the topic, which was related to the reading passage in Question 3a. 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 3a, with some ideas given in the text boxes, it became more accessible for candidates. Most candidates answered the question very well, which showed their ability to describe one of their favourite subjects. Even weaker candidates performed reasonably well due to the fact they could get some support from the reading passage and English supporting questions. However, the main problem for some able candidates was that they simply failed to respond to 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 5(a) was generally well handled by candidates although a few candidates answered " 网站" or " 在网站工作"instead of "記者".

Question 5(b) was also generally well handled. Some candidates did not quite understand "忙" and gave answers such as "着采访"， "写文章".

Question 5(c) was managed well by majority of the candidates, but some candidates still gave wrong answers such as "老师", "同学".
Question 5(d) was managed well by the majority of the candidates with many scoring full marks.

Question 5(e) was very well handled by many candidates, gaining full marks.

Question 5(f) was answered well in general, but few candidates lifted the characters "...物给家人".

Question 5(g) was handled very well. Many candidates scored full marks.

Question 5(h) was answered well.

Question 5(i) was answered well.

**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, using 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 a number of mistakes in characters, but mostly they were still recognisable.

**Task (a)**

The bullet points helped to differentiate the writing abilities of candidates. The able candidates managed to give a detailed description of the present they would like to buy and whom they would like to give it to, as well as their feelings and opinions as reasons to support where they would like to buy and why they choose the present. While a few weaker candidates just managed to write some simple characters such as "礼物"， "我喜欢" etc for the response to the reasons, the typical phrases used were "因为我喜欢/他喜欢/她喜欢", "因为有意思", "因为好" which appeared to not be very productive responses.
**Task (b)**

As for task (a), the bullet points also discriminated between the writing abilities of candidates. Strong candidates responded to the bullet points with detailed information about their pet. Some good answers explained why it is good or bad to have a pet which is both creative and original. However, a few candidates misunderstood the third bullet point. They wrote about their family activities instead of the activities they normally do with their pets.

**Task (c)**

Most candidates performed very well on this task with full responses to the bullet points. Candidates were allowed to express their ideas with various writing skills; even the weaker candidates were also able to respond to the bullet points with simple sentences.  However, few candidates forgot to mention about 'how they got there', and hence dropped marks in terms of their content score for the bullet point. In addition, very few candidates wrote about their previous holiday.

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