Examiners' Report
Principal Examiner Feedback

Summer 2017

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 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.

Most candidates answered the question very well, which showed their ability to write about their favourite sport. Even the weaker candidates performed reasonably well due to the fact they could get some support from the reading passage and English supporting questions. However, some candidates only answered the questions in note form. Very few candidates did not attempt the question at all and left their paper blank.

The main problem for some able candidates was that they didn't expand but instead gave very simple answers.

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 although a few candidates answered " 裏

Question (b) was well handled.

Question (c) was managed well by the majority of the candidates. However, several students gave wrong answers such as "裏裏吾

Question (d) was managed well by the majority of the candidates. However, some candidates answered "旅"only.

Question (e) Many candidates managed to get full marks.

Question (f) Many candidates managed to get full marks, but a few candidates copied the second paragraph verbatim.

Question (g) The questions were handled well in general.

Question (h) Many candidates managed to get full marks.

Question (i) Many candidates managed to get full marks.

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. The less able candidates even 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 foreign language learning experience. Many students wrote about their teachers and developed their opinions about learning a foreign language. While a few weak candidates just managed to write some simple sentences; when asked for justification, the typical phrases used were still "趣"惠"which appeared to not be very productive responses as they did not lead onto writing which could demonstrate candidates' ability.

Task (b)
As task (a), the bullet points also differentiated between the writing abilities of candidates. The strong candidates responded to the bullet points with detailed information about a present they were given. The responses were creative and original. However, a couple of candidates gave a detailed and interesting account how they found a present for their friends but missed the second and the third bullet points. A few candidates failed to expand and express opinions, and only wrote one simple sentence such as "擺"

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 about the family member's hobby and hence dropped marks in terms of their content score for the third bullet point.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html