Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE
In Chinese (4CN1/02)

Unit 2: Reading and Writing

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Introduction

This paper consisted of two sections: A and B. Section A was composed of 5 questions. Section B was composed of 3 questions. Students were allotted one hour and forty-five minutes to complete the questions.

Q1, Q2, Q3, Q4 and Q5 were designed to assess students' abilities to comprehend and utilise information from a range of texts which included multiple choice questions, word drop questions, multiple matching questions, note-taking questions and short answer questions. All the questions were set in English and students had to answer questions in English. English grammatical accuracy was not assessed in this part of the paper. Q6 and Q7 were writing questions. Q8 was the translation question.

Students' Performances

Question 1
There were six multiple choice questions. Each question had four options. The vast majority of students responded very well in this question with individual students making mistakes in the questions.

Question 2
This was a word drop question. Students were provided with twelve words in a box (plus an example) which they must drop in to complete a correct statement about the stimulus text. The vast majority of students showed a good understanding of the text and they were able to give at least five correct answers out of six. A few students made mistakes in Q2 (a), Q2(e) and Q2(f).

Question 3
This was a multiple matching question. Students were presented with three paragraphs, each spoken by a different person, and a grid with statements in each row which apply to one or more of the speakers. Students were expected to mark which speaker each statement applied to. Students were expected to identify eight correct answers. The performance in this question was good. However, some students lost one or two marks because they had ticked either 7 or 9 answers. This suggests that they might have had less practice with examination technique and were not familiar with the question type.

Question 4
This is a note-taking question. Students were expected to read a piece of text and were provided with a short set of notes about the text with 10 gaps to fill. The performance on this question was

generally good. Some students understood the text very well but were not able to gain marks because of serious spelling mistakes. Some students lost marks in 4(d) unexpectedly because they didn't know how to write "when he/she was young" in English. Some students failed to gain marks in Question 4 (e) because they didn't know the word "Mid-autumn Festival" in English, which is included in the Minimum Core Vocabulary List. Some students lost marks in (g) because they gave extra information, which was not mentioned in the text. Very few students scored very low marks because they were not able to answer questions in English.

The following component piece of reading comprehension was awarded 7 out of 10 available marks.

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Examiner comments

Q4(e) lost 1 mark because the answer should be "one week before Mid-Autumn Festival", not "Lunar New Year". Q4 (g) lost 1 mark because in the text, it says "by the door", not "in front of the door".

Q4 (i) contains a spelling mistake" spilt", which did not mean "break into pieces".

Examiner tips

This example demonstrated good comprehension of the text. However, in order to achieve higher marks, students have to pay attention to the actual words in English and make sure language errors do not hinder clarity or convey the wrong message.

The following component piece of reading comprehension was awarded 6 out of 10 available marks.

SIMPLIFIED CHARACTERS

Make notes on the text. Write **in English** or using numbers.

Example: The place where I bought mooncakes today: _a supermarket_

(a) The container for the mooncakes was made out of: _plastic_ (1)

(b) The cost of the mooncakes: _Expensive_ (1)

(c) My opinion on how they tasted: _not very good_ (1)

(d) When I lived opposite a bakery: _as a child_ (1)

(e) When exactly people could start to buy mooncakes from the bakery:
The week of Mid Autumn festival (1)

(f) How mooncakes in the bakery were displayed: _In an iron box_ (1)

(g) Where exactly I could smell these mooncakes: _outside the door_ (1)

(h) How many mooncakes I was given: _two_ (1)

(i) How I used to eat my mooncakes (give **two** details): _Eat one quickly_
eat one slowly (2)

(Total for Question 4 = 10 marks)

Examiner comments

Q4(a) lost 1 mark because the answer should be "paper", not "plastic". Q4(e) lost 1 mark because the answer should be "one week before Mid-Autumn Festival", not "the week of Mid-autumn Festival". Q4 (i) lost 2 marks because the correct answers should be "break into small pieces", "eat slowly".

Examiner tips

This example demonstrated some comprehension of the text. However, in order to achieve higher marks, students have to pay attention to the actual words in English and make sure spelling errors do not hinder clarity or convey the wrong message.

Question 5

Students are expected to read a longer passage and to respond to a series of questions in English. The students were required to understand the language of the original text and to use English to show their understanding. Some students lost marks in Question 5(c) as expected because of the harder Chinese characters for "slippery". Some students didn't know the English word "be careful". So, they used word-for-word translation, "small heart".   Very few students scored very low marks because they were not able to answer questions in English.

The following component piece of reading comprehension was awarded 8 out of 10 available marks.

TRADITIONAL/FULL CHARACTERS

(a) What time did I get up? (1)

I got up in ~~pth to the~~ 6am

(b) How did I describe what I saw outside? Give **one** detail. (1)

The outside is a beautiful white world.

(c) Why did my father say he could not drive us to school? Give **two** details. (2)

Because the snow is to much and the floor is a slum.

(d) How long had my father owned a car? (1)

My father owned the car half year.

(e) What had my father never done before? (1)

He didn't drive in winter.

(f) What did we find on one of our car windows? Give **one** detail. (1)

We found a word "I low"

(g) What was written on the blue car? (1)

It ~~wit~~ writed ~~the~~ "Be careful"

(h) What was drawn on the red car? Give **one** detail. (1)

I was drawn a big heart.

(i) How did I feel at the end of the text? (1)

I felt ~~or~~ my heart is warm.

(Total for Question 5 = 10 marks)

TOTAL FOR SECTION A = 40 MARKS

Examiner comments

Q5(c) lost 1 mark because the last word was not legible so that the question was not answered. Q5(h) lost 1 mark because the sentence conveyed a different meaning to the text.

Examiner tips

This example demonstrated some comprehension of the text. In order to gain the marks, students should pay attention to the accuracy of English and make sure errors do not hinder clarity or convey the wrong message.

The following component piece of reading comprehension was awarded 7 out of 10 available marks.

TRADITIONAL/FULL CHARACTERS

(a) What time did I get up?

(1)

six

(b) How did I describe what I saw outside? Give **one** detail.

(1)

white

(c) Why did my father say he could not drive us to school? Give **two** details.

(2)

~~it now driver~~ too much snow

~~never drive cars in winter~~ road is wet

(d) How long had my father owned a car?

(1)

6 months

(e) What had my father never done before?

(1)

drive cars in winter

(f) What did we find on one of our car windows? Give **one** detail.

(1)

some words

(g) What was written on the blue car?

(1)

be careful

(h) What was drawn on the red car? Give **one** detail.

(1)

a heart and a small child

(i) How did I feel at the end of the text?

(1)

feel warm

(Total for Question 5 = 10 marks)

TOTAL FOR SECTION A = 40 MARKS

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Examiner comments

Q5(a) lost 1 mark because it was a question that asked for time. The correct answer should be " 6 am". Q5(c) lost 1 mark because the correct answer should be "slippery" not "wet". Q5(f) lost 1 mark because students were expected to give specific information, the actual Chinese words "slow" or "a house".

Examiner tips

This example demonstrated comprehension of the text. In order to gain the marks, students should read question words, "when", "where", "what" etc carefully and provide exact information from the text.

Question 6
Students were required to write 60-75 characters on a topic. Students were aided by four bullet points in both English and Chinese, to which they had to refer in their answer. This response was assessed for Communication and Content, Linguistic knowledge and Accuracy. The majority of students answered the question quite well, which showed their ability to focus on the questions asked, and ensured that they gave clear answers to each of the questions posed by the bullet points when they wrote about their dream job, even if some responses were quite short and basic. A couple of very weak students struggled to respond to the question.

The following response was awarded 6 marks, 3 marks for Communication and content; 3 marks for Linguistic knowledge and accuracy.

SECTION B

Answer ALL of the questions.

My dream job

6

是…… is...	容易 easy
能学习 can learn	做过 did

用 60–75 个**中文字**介绍你最想做的一个工作。你**必须**用上面格子里所有的汉字。

Describe your dream job. Write approximately 60 to 75 characters **in Chinese**. You **must** use the Chinese characters given in all four boxes above.

(10)

我长大时最想做的工作是生意。我明白这不是一个容易的工作，但是我想跟我父母走做生意的路。

我父母两个已做过生意，所以我能学习他们的知识。

我最想做的工作是一个又长又以的路，但我觉得我可以成工。

做生意也可以让很多钱，那会帮我父母开心。

Examiner comments

The student used all the characters in the four boxes and began to show some ability to express ideas and justify opinions. The essay was overall coherent and comprehensible. However, some Pinyin were used. Also, there were errors in character formation such as "生意", and "成功" etc.

Examiner tips

In order to achieve higher marks, students were expected to be able to use some familiar and predictable vocabulary and sentence structures with accuracy. They have to be able to manipulate the language and generate some logical sentences.

The following response was awarded 8 marks, 4 marks for Communication and content; 4 marks for Linguistic knowledge and accuracy.

SIMPLIFIED CHARACTERS

SECTION B

Answer ALL of the questions.

My dream job

6

是……
is…

容易
easy

能学习
can learn

做过
did

用 60–75 个中文字介绍你最想做的一个工作。你必须用上面格子里所有的汉字。

Describe your dream job. Write approximately 60 to 75 characters in Chinese. You **must** use the Chinese characters given in all four boxes above.

(10)

我最想做的工作是画画老师。因为我很喜欢孩子。而且我不能学习我想在不同的国家做我的工作，因为我可能学习集团外语。现在十年辅导的时候，帮助在小学我做过我的社会实践，我非常喜欢这个工作！因为很容易！

Examiner comments

The student made sure that all the Chinese characters given were used to answer the question in some detail. The student has structured the response around the stimulus phrases and the structure was generally logical and sensible. The student demonstrated his / her ability to express some ideas and opinions, as appropriate to the task. The piece was generally coherent but there was a lapse in the second sentence. The student showed some evidence of manipulation of language and the use of some simple sentences. However, there were occasional errors in word order.

Examiner tips

To achieve higher marks, students should provide more details to support their points of view and make sure the writing is coherent and logical.

Question 7

Students could select one writing task from a choice of three. Students were expected to write a continuous response of 125 -150 characters. Students are also provided with four bullet points in both English and Chinese to help structure their answer, to which they must refer. This response was also assessed for Communication and Content, Linguistic knowledge and Accuracy.

The Task (a), (b) and (c) seemed to be equally favoured by students this year.

Task (a)
The differing complexity of the bullet points given differentiated the writing abilities of students. The performance in this task was generally good. Many able students managed to describe something they did with their family recently, expressed their opinions on doing housework and explained how they could make their parents happier. However, a few able students did not respond to the second and the third bullet points properly and lost marks. Some weaker students only managed to write some simple sentences. A couple of very weak students failed to attempt the question.

Task (b)
Students who chose to answer the question performed quite well in general. Many students responded to the bullet points with detailed information about their new hobby, described how they became

interested in the hobby and expressed their opinion on the hobby and what advantages of learning new things are for secondary students.

Task (c)

The majority of students performed well on this task with full responses to the bullet points. Strong students were able to describe their mobile, express their opinions on it and describe what they used it to do recently, then demonstrated what they could do to make life more interesting. Even some weaker students were also able to respond to the first three bullet points with some simple sentences.

The following response was awarded 10 marks, 5 marks for Communication and content; 5 marks for Linguistic knowledge and accuracy.

SIMPLIFIED CHARACTERS

(c) 给网站写一篇文章，说说你的手机。你必须包括以下几点：

Write an article for a website about your mobile phone. You **MUST** include the following points:

- 介绍你的手机
  Describe your mobile phone
- 你觉得它怎么样
  What you think about it
- 最近你用它做了什么
  What you recently used it to do
- 做什么事可以让你的生活更有意思
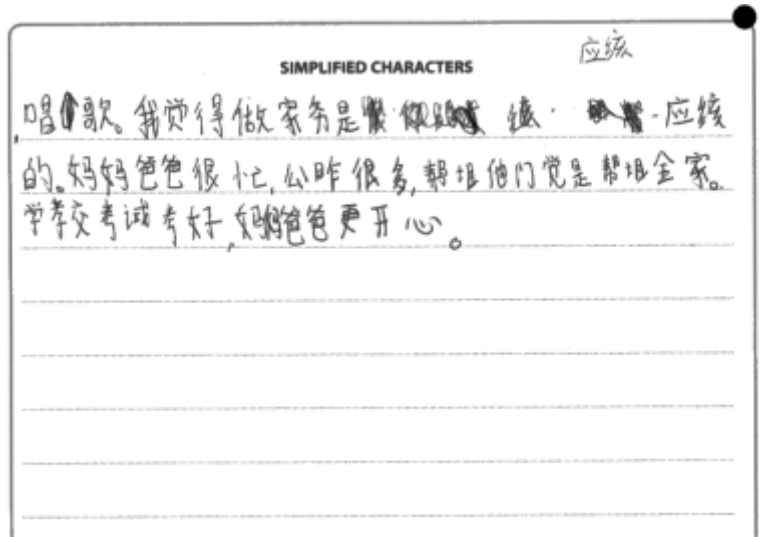 What you can do to make your life more interesting

(20)

Indicate with a cross ☒ the question that you have selected.

Question 7(a) ☒   Question 7(b) ☐   Question 7(c) ☐

你好笔友

我最近跟家人一起去体育馆去跳舞，唱歌，因为我的妈妈喜欢跳舞，爸爸喜欢唱流行歌曲。我觉得我跳舞没有妈妈跳舞的好，唱得没有爸爸唱的好，但是我现在有一个新爱好，我很有兴趣，有一天能比妈妈跳的好，爸爸唱的好，我每个星期做一个小时练习跳舞

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SIMPLIFIED CHARACTERS　　　应该

唱歌。我觉得做家务是很值得做的。 帮 应该
的。妈妈爸爸很忙，工作很多，帮忙他们觉是帮忙全家。
学交考试考好，妈妈爸爸更开心。

Examiner comments

All four bullet points were tackled, using a logical sequence which was generally appropriate. The student showed moderate ability to organise his/ her response and developed points to the tasks. The response showed some ability to express ideas in a form that would be comprehensible to a sympathetic native speaker. There were some instances of unclear meaning as the student struggled with writing some Chinese characters. Overall, however, the answer was clear. A satisfactory range of vocabulary has been attempted. Although the sentence structures were simple, the student has used some nouns, verbs and adjectives with some success. There was certainly evidence of correct character formation and two timeframes.

Examiner tip

To achieve higher marks, students should address all the bullet points fully and make sure the essay is coherent and effective. In addition, students should avoid any noticeable repetition.

The following response was awarded 16 marks, 8 marks for Communication and content; 8 marks for Linguistic knowledge and accuracy.

SIMPLIFIED CHARACTERS

(c) 给网站写一篇文章，说说你的手机。你必须包括以下几点：

Write an article for a website about your mobile phone. You **MUST** include the following points:

- 介绍你的手机
  Describe your mobile phone
- 你觉得它怎么样
  What you think about it
- 最近你用它做了什么
  What you recently used it to do
- 做什么事可以让你的生活更有意思
  What you can do to make your life more interesting

(20)

Indicate with a cross ☒ the question that you have selected.

Question 7(a) ☒   Question 7(b) ☐   Question 7(c) ☐

小明：你好！

最近我和我的家人一起到公园踢足球，踢了三四个十时然后回家看英国的足球比赛，看对足球很有兴趣，所以我很觉开心。其实让常的中学生做运动是很好的，也非常有用。将来因为中学生只有五六年就是大人了，要离开家到外国学习和工作，不能一切都跟爸妈一起，所以要当自己一个人的时候怎样生活：纪律读书，纪录买菜，纪律打扫屋子……，我们也要让他们的父母更关心，要上学时要心听课，让到好成绩。

Examiner comments

The student has responded well to each bullet point. The points of view were addressed and expanded by adding some extra sentences. The student has shown a good ability to describe and express opinions logically. The response was coherent with minor ambiguity. The student used good range of grammar structures such as "只有"，"因为/因為……所以"， and "……的时候/的時候" etc.

Examiner tips

To achieve higher marks, students have to demonstrate very strong evidence of correct character formation and word order.

Question 8

Students were expected to translate four separate sentences from English to Chinese. The majority of students performed well in Q8(a) and Q8(b). A lot of students scored full marks. However, some students lost one mark as errors occurred in translating "live in" into Chinese. Many students scored full marks in Q8(c) and Q8(d). Many students used mostly accurate linguistic structures and vocabulary. However, the characters for "famous" and "different" seemed to be quite challenging for some students.

The following component piece of reading comprehension was awarded 7 out of 10 available marks (2+1+2+2).

On holiday

8 Translate the following sentences into **Chinese**.

(a) I am in Shanghai.

我在士海. 现在在上海.   (2)

(b) I am staying at my friend's house.

我在我的朋友家.   (2)

(c) We went to a famous park yesterday.

昨天, 我们去一个很好的公园.   (3)

(d) We are going to see many different places next week.

我 下个星期, 我们会去很多不 tong 的
地方.   (3)

(Total for Question 8 = 10 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

Examiner comments

Q8(b) lost 1 mark because the student was not able to write the Chinese word " 住在" for "live in". Q8(c) lost 1 mark because the correct translation for "famous" was "有名/著名". Q8(d) lost 1 mark because the characters for "different" was "不同".

Examiner tips

In order to gain the marks, students must familiarise themselves with the Minimum core vocabulary.

The following component piece of reading comprehension was awarded 7 out of 10 available marks (2+1+1+2).

SIMPLIFIED CHARACTERS

On holiday

8 Translate the following sentences into **Chinese**.

(a) I am in Shanghai.

我在上海。 (2)

(b) I am staying at my friend's house.

我在友朋的家会 stay. (2)

(c) We went to a famous park yesterday.

作天我们去了一 m zhu ming 个公西 (3)

(d) We are going to see many different places next week.

我 下个星瞭我们会看到很多的地方。 (3)

(Total for Question 8 = 10 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

Examiner comments

Q8(b) lost 1 mark because the meaning was only partially communicated. Q8(c) lost 2 marks because only some words were communicated but the overall meaning of the sentence was not communicated. Q8(d) lost 1 mark because the characters "期" was not correctly formed; "不同" was also missing.

Examiner tips

In order to gain the marks, students must familiarise themselves with the vocabulary in the Minimum Core vocabulary List.

Paper Summary

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

- In reading tasks, answers should be given to an appropriate level of detail. Marks can be lost for vague answers or answers which do not demonstrate complete understanding.
- In reading tasks, all answers should be based only on the information in the text – no additional information should be necessary.
- In the translation task, students should attempt to translate all characters, vocabulary or phrases in the translation task as leaving out any individual piece of meaning would result in loss of marks.
- Ensure the spellings are correct and syntax is accurate throughout.
- Check the marks available for each question to ensure the correct number of answers have been given and search for the most appropriate/related answers for the questions.
- Take care to read the instructions in the question and be mindful of the requirements in answering: eg give answers in the appropriate language.