

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Chinese (5CN01)
Paper 1H Listening and Understanding
in Chinese

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GCSE Chinese
Paper 1 Higher Tier
Listening and Understanding in Chinese
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Students generally performed well and most were appropriately entered at the correct level. The vast majority performed well in Q1-Q8. The last question requiring responses in English was the section that students found most challenging.

Students approached the crossover questions (Q1, Q2, Q5 and Q6) with more confidence on this higher paper. Many were able to score all points for at least 2 of these questions and a minimum of 12 from all four questions.

Q1 – “1:00 pm” (Q1 - iii) invited more incorrect answers with around 12% of the total number of students not scoring the 1 mark. Students are advised to listen to the full details of the question. As this is about time, the word ‘下午’ is equally crucial as the number ‘one’.

Q2(i) and Q2(ii) were very well answered. 82% of all students also scored full marks on Q2(iii) for both ‘easy’ and ‘useful’, showing evidence that the majority were equipped with adjectives to recognise opinions and express feelings.

Q5 Responses were mixed with fewer students scoring full marks compared to the other questions. However, it was well attempted and none of the four lexical items tested posed particular difficulty for students. These included ‘fast food restaurant’ Q5(iv) which is a concept understood to be familiar in daily activities and basic to all topic areas.

Q6 Posed no problem to the vast majority of students, though ‘ticket office’ Q6(iii) invited more incorrect answers, possibly because it was the first time it had been tested.

Students responded well to Q3, Q7 and Q8, showing good knowledge and understanding of comprehending longer sentences and extended dialogues. The question that invited incorrect answers was Q7(iii), where around one

third of students exhibited an indecision between 'water' and 'fizzy drink'.

Q4 Responses to this longer utterance with changes of situation were mixed but many students were able to demonstrate good concentration and recognise at least 2 correct statements. This question proved to be a good discriminator.

Q9 This question required students to listen to an extended dialogue and to provide answers in English.

Q9(a), Q9(c) and (d) These few questions were set to encourage all students to take part. They were either straightforward such as the name of a city Q9(a), or based on a familiar theme such as further education and dates that required only basic lexical items Q9(c) and Q9(d). Whilst Q9(a) was very well answered, responses to 9d were disappointing. A noticeable number of students were not able to score a mark for both parts. Q9(c) was in general answered well and the term 'after secondary school' was expected to be accessible to the majority of students, in terms of both lexis and syntax.

Q9(b) Performance in general was satisfactory. Some students suggested 3 'gold' or 'silver' medals which rendered the answer incorrect. Students are advised not to add extra details that negate the answer as this could be evidence of guesswork.

Q9(e) A sizeable number of students coped well with this question that tested their ability of listening to gist.

Q9(f) A fair number of students were able to answer this question correctly. Some lost the mark because they did not mention 'young people'. There were other less able students who mainly made up a variety of answers that were irrelevant.

As cues are not included in this test type, it is important that students read the questions to allow themselves some ideas of what to look for before listening to the dialogues. Teachers may find it useful to use past examination papers as a way of helping students to identify their weaknesses, to reinforce their knowledge of the vocabulary, as well as to get used to the format and examination skills.

Grade Boundaries

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

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