

Examiners' Report/ Principal Examiner Feedback

June 2011

GCSE Chinese (5CN03) Paper 3F

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Reading and Understanding in Chinese

This is the new syllabus paper to test candidates' reading comprehension through a variety of texts which included matching basic vocabulary to pictures, description of different careers, an invitation, a passage on weather, interpretation of a CV, passages on everyday activities and questions on a short passage with response in English.

The paper is targeted at candidates with a basic understanding of the Chinese language and takes the form of selecting the right answers to multiple choice questions, matching texts to pictures, filling in blanks and for the last question answering comprehension on a passage in English.

Q1 and Q2 tested basic vocabulary within the syllabus requiring candidates to match pictures to characters. Candidates responded reasonably well to these questions. Q2 part (ii), "clock", and part (iv), "television", proved to be more challenging.

Q3 required candidates to identify a career, based on a short phrase that described the associated activity. This proved to be more of a challenge to candidates particularly in relation to identification of the roles of a "journalist", part (iii), and a "singer", part (iv). This question was, however, handled well by stronger candidates taking this paper and proved to be one of the key differentiator questions.

Q4 required candidates to respond to questions on an invitation from a friend. Overall candidates responded well with the parts relating to identification of date and time of the event particularly well addressed.

Q5 provided a short passage describing a holiday and asked candidates to respond to a number of questions against the text. This was generally managed well by candidates, particularly with regard to questions on relationships and the weather.

Candidates generally performed well on Q6, Q7, Q8 and Q9. Within Q8, part (ii) appeared from results to be a key differentiator in relation to candidates' ability to correctly interpret the answer as "Chinese and computing".

Q10(b) and (d) generally elicited good response from most candidates. Part (a), which required candidates to identify the activity as "running" and part (c) requiring identification that the individual was "tired", proved to be most challenging.

Overall candidates performed reasonably well, exhibiting a reasonable level of reading comprehension.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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