

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Chinese (5CN03)
Paper 3F Reading and Understanding in
Chinese

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GCSE Chinese
Paper 3 Foundation Tier
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This is the third year of this paper that tests students' reading comprehension through a variety of texts that include matching pictures of every day items, understanding different forms of transportation, a passage on leisure activities, dealing with problems, accommodation and weather, food and questions on a short passage with response in English.

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

Q1 tested basic vocabulary within the syllabus requiring students to match pictures to characters. In general students performed well on this question, although the correct identification of "sweater" and "money" proved to be more challenging.

In Q2 students were asked to identify wording on signs that might be expected to be seen in an airport or other large public places. The ability to identify the characters for "car park" and "exit" provided a point of clear differentiation between candidate ability.

Q3 continued in the same style as the first two questions but focussed on leisure activities. The aspect that many students appear to have found challenging was the interpretation of phrases relating to "swimming" and "cycling" which proved to differentiate between candidate ability.

Q4 required students to respond to questions on a short text. This was generally managed well by students, although the identification of "football" as the response to Q4(ii) proved to be quite challenging for students.

Q5 continued the theme of responding to questions on a short passage in which an individual had written to complain about their stay at a hotel. An area of apparent challenge was students understanding that part of the problem was that the individual had been given the wrong drink requiring understanding of the terms for both "milk" and "fruit juice".

Q6 set out a series of pictures and required the students to match the appropriate character. Again, this question was generally well managed by students although the ability to identify correctly "friends" and "train" served as a differentiator for more able students.

Students generally performed well on Q7 and Q8. However, within Q7(ii) there appeared to have been quite a challenge for students in terms of correctly identifying that the river was "in front" of the house.

Q9 focussed on identifying different foods. Students appeared to find understanding "noodles" and "cake" to be the most challenging.

Q10 did not elicit good responses from students with a significant proportion finding this question as a whole very challenging. Q10(a) required students to identify which member of the family attended secondary school. While the

correct answer was "younger sister" (or equivalent) many students failed to gain marks by only writing "sister". Similarly for Q10(b) students had a tendency to give the answer as "brother" where the correct answer was "older brother". A number of students also seemed to have difficulty in understanding simple family relationships. With regard to occupation identification, the term for "nurse" was more widely understood than that for "doctor".

Grade Boundaries

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

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