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# Examiners' Report June 2010

# GCSE Chinese 5CN03 3H

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# Paper 3, higher tier (5CN03 3H): Reading and Understanding

This is the new syllabus paper to test candidates' reading comprehension through a variety of texts which included matching basic vocabulary to pictures, a birthday invitation, a short letter, personal information, an advertisement and questions on a short passage.

The paper is targeted at candidates with a higher level of understanding of the Chinese language. Overall candidates performed reasonably well, exhibiting a basic level of reading comprehension.

Q1 required candidates to respond to questions on a short passage. Candidates generally responded well to this question although part (iii), the ability to recognise the character for *park*, from a list of options that also included *zoo* and *cinema*, proved to be a challenge for some candidates.

Q2, where candidates were asked to match activities to a description, was also addressed well be most candidates. Recognition of *tennis*, proved the most challenging component of this question while the ability of candidates to correctly identify the terms for *kite* and *running* also serving to differentiate the stronger performing candidates.

Q3 was well handled by all candidates.

Q4 required candidates to demonstrate the ability to understand a short passage. Parts (v), requiring identification of an activity on a day in the week, was again a good differentiator for strong candidates. The ability to correctly respond to a question asking about a period of time also served to provide differentiation of candidates with a basic ability in the language.

Q5 proved generally to be one of the more challenging questions in the paper for all candidates across all its component parts.

Strong candidates generally performed well in Q6, where-as this question, and in particular the ability to determine the role of a *teacher* from the description provided served to differentiate candidates with a basic ability.

Performance in Q7 was again marred by poor spelling and presentation of answers. While parts (a) and (h) generally elicited good response from most candidates, in response to part (b) candidates provided a range of responses such as *North Africa*, *Asia* and *England*.

Many candidates failed to provide the full response required of for part (c) of *Beijing Olympics CIosing Ceremony*, often giving just a part response of *Olympics* despite the prompt in the question.

In relation to part (d), candidates failed to mention *London* in response, solely responding *UK* or another country name. In relation to responses to part (e) candidates failed to score by either omitting reference to *teacher* or qualifying the type of dance with detail which was not provided in the passage.

## Grade Boundaries

| Grade | Max Mark | A* | A | B | C | D | E | U |
|---|---|---|---|---|---|---|---|---|
| Raw mark boundary | 40 | 34 | 30 | 26 | 23 | 16 | 12 | 0 |
| Uniform mark scale boundary | 60 | 54 | 48 | 42 | 36 | 30 | 27 | 0 |

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