



**General Certificate of Secondary Education
June 2011**

Chinese (Mandarin)

46701F/H

(Specification 4670)

Unit 1: Listening

Report on the Examination

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General Comments

Most students attempted all the questions on the paper, though a minority failed to attempt Questions 28 and 29. Many students managed to gain some marks for each question, though there were few very high scores. Students should be encouraged to write their answers as clearly and as legibly as possible, otherwise they risk the unnecessary loss of marks. They must use capital letters in the multiple choice style tasks. If they amend an answer, the new response needs to be written clearly.

Foundation Tier

Question 1

This question was well done, as students were very familiar with numbers.

Questions 2 - 4

These questions were very well answered by most of the students.

Question 5

Some students failed to distinguish between 书架/书 and 沙发, and therefore chose D rather than B.

Question 6

This question caused some difficulties, when 没有 was not noticed, some students chose B rather than D.

Questions 7 - 9

All three of these questions were answered successfully.

Question 10

Most students understood the reference to go online but some did not fully grasp the significance of 上网.

Questions 11 - 14

The second question in this section about 历史 was answered well by the majority of students. However, many gave the wrong answers for 数学 and 汉语/中文 and found 科学 to be a challenging word.

Question 15

This question on transport was well done by most students. All students successfully scored at least one mark out of two and 飞机 appeared to be an accessible word.

Questions 16 - 19

The first question in this section about age was very well answered by most students. Most understood the family and personal information but failed to identify the father's job as 商人 in Question 17. The distracter in Question 17 about the mother's job also caused difficulties for less able students, with only 25% gaining the mark.

Questions 20 - 21

These questions proved straightforward for most, over half of the students scoring the mark for the first question, but many failed to spot both 不冷不热 and 很喜欢 in order to secure the mark in Question 21. Some students appear to have guessed a negative opinion about the British weather by selecting an unhappy face.

Questions 22 - 24

A full range of marks was observed in this multiple choice section. The first part relating to the food was more accessible but many students struggled with time expressions and some chose the wrong answers for frequency.

Questions 25 - 27

These questions proved straightforward but many students gave the wrong answers in Question 26 by failing to identify 美术馆, 艺术 and 画家; and in Question 27 by not being able to grasp 爱孩子, 数学 and 教师.

Questions 28 - 29

It was understood that home environment was the subject under discussion and Question 28 was better answered than Question 29. Many students failed to score for the advantage or disadvantage by giving insufficient details. A small number of students left one of the boxes blank.

Higher Tier

There were a large number of pleasing, high scoring scripts, although some students clearly struggled, especially with the later questions. A smaller number of scripts had a few blank spaces upon them. One worrying trend was the poor handwriting of some students. It was sometimes very difficult to decipher what had been written. In the multiple choice style questions it is essential that students write letters clearly. In the final section of questions, aimed at the higher grades, precision in answering is important and students need to give as much information as possible. Answers which are too brief run the risk of failing to score through lack of clarity or through ambiguity.

Questions 1 - 3

These were generally well answered by most students, especially the three food items to be identified. The time expressions caused occasional problems.

Question 4

This question was also well answered by most students, who were able to identify the different types of furniture quite easily.

Question 5

This was another straightforward question for most students and was very well answered.

Questions 6 - 7

These questions discriminated well. Able students scored well but some less able students appeared to be relying on guesswork. Some key items of vocabulary caused difficulties, such as 商店, 汽车站, 花园, 房子, 好玩儿, 游泳, 天气 and 有风. The vast majority of students scored one mark in each question. Overall, the response to the questions was much better compared with the Foundation Tier.

Questions 8 - 10

These questions were very well done, as students were very familiar with the key word, though some confused 教师.

Questions 11-14

These questions all met with a very good degree of success, with Question 14 proving to be the most challenging, as 一刻 appeared to be a difficult concept for some students. There was some evidence of guesswork in the answers to Question 12 and 13, as students assumed the mother referred to was human, whilst a few chose to leave these questions blank.

Questions 15 - 16

These questions on relationships and hobbies were well done by most students.

Question 17

This was answered well by most. A few students failed to make the link with *hardworking* whilst 漂亮 seemed a very familiar word.

Question 18

This was also well answered by most students. 飞机票 seemed a much more accessible word than 旅行袋 despite the further clue of 行李 being given.

Questions 19 - 22

The first two questions in this section were well answered by most students. Some struggled to pick out the distracter from the grandparents' favourite dumplings and wrongly chose C in Question 21 because of beef dumplings being mentioned.

Questions 23 - 25

These questions on environmental matters were well done by most students. The question type was challenging but, because of the clear rubrics, they were very well accessed by the students.

Questions 26 - 30

Blank spaces were rarely seen. Most students made an effort and picked up marks here. It was possible that some students might have produced imaginative responses or made up their own answers, perhaps from their general knowledge about school life in China, as many answers were worded unexpectedly, or appeared to be correlatives of what was supposed to be heard, such as *helped with lessons* in Question 27, *a lot of homework* for Question 28 or *get jobs* for Question 30. Question 26 appeared to be the most accessible and Questions 27 and 29 the most challenging. In Question 27, it was clear some students had misunderstood 外语 as *English language* and 帮助学校图书馆买了很多书 as *working in the library as a librarian*. In Question 28, some students failed to identify 九点多才回家 as *got back home after 9 o'clock* and responded incorrectly with 'got home at 9 o'clock'. In Question 29, some students struggled to pick up more than one mark and guessed 快乐 as *quiet learner* or *fast learner*. In Question 30, some students were unable to spell *university* and some used *go to big school* instead. Students should avoid making personal or political comments on their examination papers.

Mark Ranges and Award of Grades

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Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

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