



**General Certificate of Secondary Education  
June 2012**

**Chinese (Mandarin)**

**46702F/H**

**(Specification 4670)**

**Unit 2: Reading**

***Report on the Examination***

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## **General Comments**

In the 2012 Reading examination student performance was very pleasing. More able students successfully met the challenges of the test and there was evidence of a good effort from all students entered.

## **Foundation Tier**

Generally speaking, the performance on this year's Foundation Tier paper was pleasing. The lack of ability to recognise certain characters still forms the major obstacle to some students who should spend more time learning basic vocabulary to prepare for the examination.

Question 6 seemed to be the most demanding question. However, job titles such as doctor, engineer, businessman and actor are basic vocabulary and should not have prevented students from correctly responding to the questions.

### **Question 1**

This was a comfortable opening question with most students answering correctly, except for Question 1(b), where almost half chose 'chicken' for 鸡蛋 (chicken egg).

### **Question 2**

This was another accessible question, correctly answered by most students, showing a good understanding of countries vocabulary.

### **Question 3**

This question was answered correctly by the majority of students.

### **Question 4**

An average performance here: whilst students understood the word for sport, they were not sure about words such as 'watching TV' and 'music'.

### **Question 5**

Another very good performance on this topic, most answers displaying good comprehension.

### **Question 6**

Surprisingly, these questions targeted at the lower grades caused a lot of problems due to poor knowledge of vocabulary for basic words such as jobs, career, etc. There were some wild guesses for Question 6(d).

### **Question 7**

The performance was solid here. Students were much more confident in dealing with simple terms in this grade G question.

### **Question 8**

An excellent performance, particularly for Questions (b) and (c).

### **Question 9**

This was an overlap question, targeted at grade C, but the success rate here was much higher than for Question 6. The low score for Question (a) was caused by a misunderstanding of 数学 (mathematics).

### **Question 10**

All three questions were well answered, which is good to see in this grade D question. The challenging part of this set of questions was finding the sole correct answer from many choices available.

### **Question 11**

This was a grade C question and the general performance was satisfactory. Once again, relatively complex terms like 地铁 caused confusion, thus leading to wrong answers. Question (c) mentions 'park' but the correct answer was 'concert'. Students did not score here due to not reading the texts thoroughly enough.

## **Higher Tier**

General performance was very pleasing. Question 6 about Chinese festivals proved to be the most challenging.

### **Question 1**

The success rate for this question was high - 卧室 resulted in most incorrect answers.

### **Question 2**

Most students answered this question correctly and the difference between Higher Tier and Foundation Tier is clear. Question (a) had a good success rate. In Question (b) many students recognised the character 电 but not 电脑, thus wrong answers like TV, electrician and worker were given. Question (c) it is good to see students understand the term 商人, but unfortunately some translated it as 'shopkeeper' or 'sales person'. In Question (d), there were a lot of guesses as students did not recognise the meaning of 演员.

### **Question 3**

The number of correct answers was much higher than for Foundation Tier students.

### **Question 4**

The majority of students answered the question correctly, which was very pleasing.

### **Question 5**

Once again the success rate was high.

### **Question 6**

This was a very challenging grade A question. For Question (a), most students chose the correct answer 'interesting' but a number missed another one 'important'. For Question (b)

the majority gave ‘lion dance’ or ‘firework’, though quite a few chose to answer ‘dancing’ and therefore did not get the mark. Question (c) proved too demanding for most of the students, ‘热闹’ was not well known. Question (d) was the only question answered well – ‘红包’ was known by most students. ‘历史’ and ‘特别’ in Question (e) were once again challenging, many answered ‘boat race’, as they missed the latter word.

### **Question 7**

All five questions were well answered, showing students are comfortable with vocabulary on food and beverage.

### **Question 8**

Surprisingly, the success rate for this grade A\* question was quite high, even though the character 酷 is very challenging.

### **Question 9**

A superb performance for this grade B set of questions.

### **Question 10**

Good and encouraging results from this set of questions, showing students have been taught well regarding famous landmarks in China.

As before there were some wild guesses, from taking the Forbidden City as the ‘best place in China’, to ‘visiting the zoo (to see pandas)’. One issue emerging here is to improve the students’ ability to express themselves in English, as quite a few students translated ‘the Great Wall’ as ‘the long town’. As the paper demands that students answer questions in English, there is a pressing need for this issue to be addressed in order to improve this particular group of students’ performance.

### **Question 11**

A set of challenging tasks but the performance was promisingly strong.

Common mistakes were answers such as ‘tennis’ instead of ‘table tennis’, ‘400 years’ rather than ‘**over** 400 years’ or ‘400+’. Guesses such as ‘Chinese table tennis players work very hard/are the best’ also appeared too regularly.

It is hoped that the information contained in this report will help teachers better prepare their students for this component in the future.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available to the **Results Statistics** page of the AQA Website.

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

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)