

# GCSE CHINESE

Unit 1 Listening  
Report on the Examination

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## Foundation Tier

### General Comments

Students had no difficulty in following the rubric and were comfortable with the question styles. The paper proved to be accessible for the vast majority of students, many of whom were able to gain some marks for each question and there were quite a few who achieved high scores. It should once again be stressed that students need to write their answers clearly in the spaces provided in black ink. Lack of legibility can lead to loss of marks.

### Question 1

This section was generally answered well, with the exception of Question 1(a) where many students were unfamiliar with the key word 电影院.

### Question 2

The vast majority of students scored at least two marks out of the three questions, with all students very familiar with the drink 咖啡.

### Question 3

These questions were all well done as students were familiar with the countries, 法国 and 美国, though the activity 滑雪 caused some problems, with confusion over the meaning of 画画, leading to incorrect answers such as visiting an art gallery.

### Question 4

Generally, all four questions were well answered, with most errors occurring in Question 4(d) where only half scored a mark. Key words which caused problems here were 打电话, 见他, 售货员, 三个月.

### Question 5

This section about weather proved quite challenging for a number of students, especially Question 5(a) and 5(c) where 有雨 and 下雪 were not recognised. 热 was better known but 大风 proved less accessible.

### Questions 6

Question 6(a) was well done, The majority of students gained a mark, due to recognition of the word 看电视. Question 6(c) was not so well done, only half achieved the mark, since 手机 was not well known. Question 6(b) was answered correctly by the majority of students.

### Question 7

Generally, this section proved straightforward with many accurate answers. All students scored a mark in Question 7(b) with 老师 being very familiar but there were high scores for the other two questions as well.

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**Question 8**

The opinions were fairly easy to identify in this section. Nearly all students scored at least two marks for Questions 8(a) and 8(c). The question which presented the greatest challenge was Question 8(d), where the negative 不太友好 was not recognised.

**Question 9**

There were some variations in performance in this section. The most successfully answered question was 9(c), where the word 巧克力 was well understood. The least well answered question was 9(b), where 银行 was not well known.

**Higher Tier****General Comments**

There were a good number of pleasing, high scoring scripts and students coped more effectively with the later questions requiring answers in English than in past series. Fewer scripts had blank spaces for the questions requiring written answers in English. It was once again a concern that some native Chinese students struggled with questions requiring written answers in English. The writing of a minority of students was illegible and some continue to write over an incorrect answer e.g. they changed a D into a G, and it was sometimes difficult to work out the final answer.

**Question 1**

These two questions were well answered and most students made a positive start to the paper.

**Question 2**

Although Higher Tier students answered this section more successfully than the Foundation Tier cohort, a similar pattern emerged, with 2(c) being the most successfully answered part.

**Question 3**

The vast majority of students scored all four marks available for this section. As on Foundation Tier, choosing the positive and negative attitude proved to be challenging. Question 3(a) and 3(c) were the most successfully answered parts and 3(d) the least.

**Question 4**

This section was well done and students coped well with the vocabulary and the topic of healthy eating, with the majority scoring at least one mark on Question 4(a) and 4(b). While 'cold' and 'no meat' were recognised by many students for each of the soups that Mingming and Shasha cooked, 'spicy' chicken and 'too much egg' in the noodles often negated the mark. Most attempted the reason for the speaker not liking the chicken but with a variety of seemingly guessed answers eg raw, tasteless, overcooked and bland.

**Question 5**

As one would expect, for a cross over question that appears on both Foundation Tier and Higher Tier, this section was well answered by many Higher Tier students, particularly Question 5(c), where almost all gained a mark, as 巧克力 was recognised by most.

### **Question 6**

Although this section was well handled on the whole, there was a variation between the two parts of the questions; the part about Xiaohong was more accessible than the part about Dashan, with the majority scoring at least one mark about Xiaohong, while fewer students scored on questions about Dashan.

### **Question 7**

This section discriminated well, with students having to use inference to gain the marks. Question 7(b) proved challenging; vocabulary items such as 很忙, 没有时间 and 不安全 were not well known.

### **Question 8**

Question 8(b) was more accessible than 8(a). In multiple choice tasks such as this one, there is always the danger of students choosing distractors. This was especially true in Question 8(a), where many wrongly chose A, when 四月 was mistaken for 'four months'.

### **Question 9**

The different parts to this question met with varying degrees of success for an A\* targeted section, particularly Question 9(a-ii) where 太安静了 and 不好玩儿 were well known by the majority of students. Question 9(c) was less well done. Some did not pick out the verb 住 before 饭店 and instead, having heard the word 饭店, many answered 'go to restaurants'. Once again, this type of question requiring written answers in English appeared to be challenging for some native Chinese students who struggled to find or spell the words appropriately or correctly, including basic words such as 'quiet', 'climb mountains' and 'earn money'. A small number of students left some of these questions blank.

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

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

### **Converting Marks into UMS marks**

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)