

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

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**GCSE Chinese**  
**Paper 3 Higher Tier**  
**Reading and Understanding in Chinese**  
**Examiner Report**

This is the third year of the paper to test students' reading comprehension through a variety of texts that included understanding activities, answering questions on passages dealing with personal information, a complaint about service, identifying places of interest to a tourist, a job application, a holiday and questions on a passage with response in English.

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

Q1 required students to answer questions on a short passage representing a telephone message. Students generally responded well to this question with the exception of identifying the date on which the message was left. Responses to Q1(iv) thus helped to differentiate between more and less able students.

In Q2 students were asked to answer questions on a short passage describing a complaint following a stay in a hotel. The main challenge to students appeared to be Q2(iv) that required the correct identification of two types of drink – "milk" and "fruit juice" – enabling determination that the wrong drink was served. This proved to be clear differentiator of student ability.

Q3 required interpretation of a series of statements reflecting where someone wished to go and matching the request to the correct place. Again students responded well to this question, although Q3(i), involving understanding of the requirement to go to the "post office" served to differentiate more able students.

Q4 was well handled by most students.

Q5 was based on an example of a job advertisement and proved to be one of the more challenging questions on the paper. The ability to correctly identify the role being advertised as a "chef" proved to be a strong differentiator for more able students, while being able to identify that interviews would take place on 17 April proved particularly challenging for students.

Q6 required an understanding of a description of the location of a house. Both the ability to identify relative direction of object, "in front", "behind" etc, and what the place was like proved challenging for students and served as a strong differentiator for more able candidates.

Q7 and Q8 were generally well handled by most students with the exception of Q8(iii) where the ability to understand the term for "engineer" helped to differentiate stronger students.

In Q9 students were asked to provide responses in English to a series of questions on a short passage. This question proved to be a strong differentiator between students of different levels of ability, in particular in relation to Q9(c) and Q9(g). Q9(a), asking for details on where the individual in the text about

was born, commonly led to answers on when she was born, or responses that were not as specific as the information provided in the passage. Similarly in Q9(c) the question asked "why" did the individual go abroad, but responses mainly focussed on "where". These might suggest that students could benefit from paying closer attention to the wording of questions.

**Grade Boundaries**

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

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