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GCSE Chinese (2016)
Unit 3F Reading and Understanding in Chinese
Examiner's Report

This paper is to test candidates' reading comprehension through a variety of texts that included matching pictures of items of food, understanding directions/ local amenities, identifying different locations, a passage on a school announcement about a presentation, personal items, hobbies, a passage about a day at work, school subjects, matching pictures of items seen in a classroom, and questions on a short passage with responses in English.

The paper is targeted at candidates with a basic understanding of the Chinese language and takes the form of selecting the right answers to multiple choice questions, matching texts to pictures and, for the final question, answering in English comprehension questions on a passage written in Chinese.

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

Question 1 tested basic vocabulary within the syllabus requiring candidates to match pictures to items of food. In general candidates performed well on this question, although the correct identification of 'noodles' proved to be more challenging.

In **Question 2**, candidates were asked to identify places to where individuals were looking to go by interpreting short descriptive sentences in Chinese. This provided a point of clear differentiation between candidates of different abilities. Specifically, the ability to interpret sentences (ii) and (iv) (individuals wishing to go to the supermarket to buy a birthday cake and to the post office to buy stamps, respectively) proved more challenging, while identification of a desire to go to the cinema appeared to be more readily understood.

Question 3 asked candidates to identify where individuals lived given a short description of each area. This was generally answered well by candidates, although the ability to interpret sentence B to identify that the individual lived by a mountain seemed to prove more challenging, except for the more able candidates.

In **Question 4,** candidates were asked to respond to multiple choice questions on a short passage. This question was generally answered well by candidates, particularly in relation to identification of the correct day and who had written the announcement.

Question 5 asked candidates to identify personal belongings that had been lost. This question appears to have been quite challenging for candidates particularly in relation to identifying the terms for 'money' and 'younger sister'.

Question 6 focused on the identification of hobbies and served to provide a good differentiation between candidates.

Question 7 returned to asking candidates to respond to questions on a short passage. This question was generally answered well by most candidates.

Question 8 provided a series of statements from individuals about which subject they liked at school. The ability to correctly identify Music as the individual's favourite subject proved the most challenging. However, the ability to identify correctly both Mathematics and Geography also served to differentiate between candidates.

Question 9 set out a series of pictures and required the candidates to match these with the appropriate character/s. This, again, was generally answered well by most candidates with the exception of the ability to identify 'computer'.

Question 10 elicited a better response from candidates than in previous years. Part (b) required candidates to identify an occupation ('teacher'). This proved particularly challenging to candidates. Part (d) then asked about a favourite colour. This elicited a wide range of responses, many of which were not colours within the standard vocabulary list. Responses to this question also helped to differentiate between candidates.

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