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GCSE

**MANDARIN**

8673/RH: Reading (Higher)  
Report on the Examination

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8673  
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## General Comments

This is the first reading comprehension of the new specification, covering a wide range of topics. The mean mark on the paper was around 45 out of 60. The majority of students responded well to the questions and very few students left unattempted questions. Many of the questions mirrored those in Specimen Assessment Materials and students were well prepared.

### Question 1

This was an overlap question. Most of the students provided correct responses to 01.2, 01.3 and 01.4. Only around 27% of students found 01.1 challenging and did not understand 水村. 水 describing 村 as an adjective.

### Question 2

The question was answered extremely well by the vast majority of students.

### Question 3

Students mostly gave appropriate responses but some were struggling to convey the key idea in sub-question 03.1 and 03.3. Only half of the students scored correctly with the recognition of the word 餐馆 and 热闹.

### Question 4

Students were comfortable with this text which related to their everyday lives. Over 66% of students gained full marks. Some students answered incorrectly on 04.1 as they were confused by the distractors 天坛 and 长城. 04.2 demanded a full understanding of the whole text without relying on a partial understanding which some found challenging.

### Question 5

This question was answered extremely well by most students with around 95% of students giving the correct response for 05.1, and approximately 82% for 05.2, 79% for 05.3, 75% for 05.4, 91% for 05.5.

### Question 6

Again, this question was answered very well by students with over 70% gaining 4 marks. Students had to demonstrate an ability to scan the extended texts for particular details. For example, the use of the patterns 又古老又美丽, 坐飞机两个多小时, 在网上订了.

### Question 7

It was very pleasing to see that students were able to deal with the letter style well. Many students deduced the meaning from complex grammar, which led to over 60% of students scoring 3 marks. Students should be prepared to be familiar with the use of 得 after a verb.

### Question 8

This multiple-choice question was answered extremely successfully by a majority of students. Only around 6% of students failed to answer 08.3---and seemed to guess option C (a distractor) from their own experience.

### Question 9

This was another overlap question. This passage was based on an adapted literacy text ‘论语’ and proved challenging both conceptually and linguistically for many Higher tier students and most of Foundation tier. About 41% of students gave a correct response to sub-question 09.1 and seemed to not understand 多 precisely, with many students answering three thousand students instead of more than three thousand students. More than half of the students found 09.3 difficult as they did not recognise the words 应该 and 东西. A mark was not gained if students did not understand the superlative expressions 更好 in sub-question 09.4. The mark scheme was rigorous and insisted on a level of detail, it would be good to remind students of this need for detail and precision. It is recommended that centres focus on establishing a good foundation in the reading of characters to be able to cope with this type of question.

### Question 10

The majority of students scored correctly in all of the sub-questions. Some students could not draw an inference from the text 看很多病人 in sub-question 10.1 and this caused one fifth of the students to answer sub-question 10.1 incorrectly.

### Question 11

More than half of the students gained the marks for 11.1, 11.2 and 11.3. A small number of students fell for the distractors 飞机, 火车 in 11.3. For 11.4, less than half of the students did not understand advanced expressions like 说自己的故事, 希望学习进步. Some students appeared to guess the answer ‘gave the red envelope to their friends/family’ from their general knowledge, but did not gain the mark without recognising the additional detail 给孩子.

### Question 12

In 12.1, 12.2, 12.4 and 12.5, students gave some brilliant attempts at sensible answers; many students were able to scan the extended text for particular information. Over 40% of students did not recognise the connecting words 无聊 and 没有意思 for 12.3.

### Question 13 (Translation)

The final question on the paper required students to translate a short text into English. This question differentiates students by ability. It was pleasing to see that students were prepared very well with 36% of students achieving full marks. Only 3% of students failed to score any marks on this question. Some students wrote their answers with extremely tiny handwriting, which made marking challenging. It is very important that students write their answers clearly in the spaces provided.

Many students were able to score the first mark. Some students who translated the second sentence with only future or present tense did not gain the marks as past tense and future were required in the mark scheme.

The mark scheme clarifies that key points, for example, 拍照片给朋友看, 用, 美丽 must be translated accurately, in order to obtain the marks.

There were many impressive and precise translations and it was noticeable that students have practised this skill very well.

### **Advice to the students**

- Look through the paper thoroughly and organise your time in the exam.
- Answer the questions with clear handwriting.
- Build a strong foundation on reading core characters.
- Be aware of the three time frames and be precise in the Translation section.
- Answer every question. If in doubt, make a guess.
- Don't panic when you see some unfamiliar question types. Apply your language skill to the question.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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

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