

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/11
Listening

Question Number	Key
1	B
2	A
3	D
4	D
5	C
6	B
7	D
8	A
9	C
10	A

Question Number	Key
11	C
12	F
13	A
14	B
15	E
16	C
17	A
18	C
19	B
20	A

Question Number	Key
21	A
22	D
23	A
24	B
25	C
26	C
27	A
28	B
29	A
30	B

General comments

The June 2024 Listening paper consisted of 30 multiple-choice questions. Overall, candidates performed very well and most candidates attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only.

The Mandarin extracts heard by candidates gradually increased in terms of length and complexity. They featured simple exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts.

Comments on specific questions

Questions 1–5

Overall, candidates performed well in this exercise. The extracts were straightforward and short.

Question 1: 98 per cent of the candidates answered this question correctly.

Question 2: A good number of candidates chose option **C** instead of the correct answer **A**. Perhaps they heard the word **场** and guessed **市场** while the correct answer is **机场**.

Question 3: The majority of mistakes made was choosing option **B** 裙子 instead of **D** 裤子. Perhaps an element of guessing played a role here.

Question 4: This proves to be the most challenging question in this exercise, with 63 per cent of the candidates answering it correctly.

Questions 6–10

In this exercise, candidates heard a longer extract, which was about what Wang Shan did yesterday. Candidates performed very well in this exercise.

Ninety-six percent or more candidates answered **Questions 6, 8 and 9** correctly.

Question 7 proved to be the most challenging in this exercise. The majority of the mistakes made was choosing option **C** instead of **D**.

Questions 11–15

This was a matching exercise in which candidates heard five individuals talking about what they plan to do after graduating from high school. Overall, candidates performed well in this exercise.

83 per cent or more of the candidates answered **Questions 11, 12, 14 and 15** correctly. Only 62 per cent of the candidates answered **Question 13** correctly, while 34 per cent made the same mistake by choosing option **D**, which is the text-based distractor, instead of the correct answer **A**.

Questions 16–20

In this exercise, candidates heard a conversation in two parts with a short pause. In the dialog, Li Ming talked to his friend about his visit to a shopping center. Candidates are requested to tell if Li Ming's opinion of different aspects of his experience positive, negative or both positive and negative. The exercise represented a step up in the incline of difficulty of the test.

Candidates generally performed well in this exercise. **Question 18** proved to be the most challenging in the exercise. 16 per cent of the candidates chose option **B** instead of option **C**. It is possible that they heard the word 贵 but didn't catch or understand the words 舒适 and 时尚.

Questions 21–25

Candidates heard an introduction by Ma Ying about a hotel. There was a longer pause in the two-part introduction. This was an appropriately demanding exercise at this stage of the paper.

Question 21 proved to be challenging, with 23 per cent of the candidates incorrectly choosing option **B** 'postcard' or option **C** 'postal stamp'. It showed a lack of understanding of the text and possibly candidates making guesses.

Question 22: 25 per cent of the candidates incorrectly chose option **A**, which is text-based distractor.

The majority of the candidates answered **Questions 23, 24 and 25** correctly. Mistakes made indicate a lack of understanding of the texts.

Questions 26–30

Candidates heard an interview with Zhang Yue, who won the National Secondary School Piano Competition. This was an appropriately challenging exercise, but candidates performed very well.

In terms of the individual questions, 85 per cent or more of the candidates answered correctly. Candidates performed particularly well answering **Question 27** with 94 per cent of the candidates choosing option **A**, the correct answer.

Question 29: Out of the 11 per cent of the candidates who did not choose the correct answer, 10 per cent chose option **B** the text-based distractor.

Cambridge International General Certificate of Secondary Education
0547 Foreign Language Mandarin Chinese June 2024
Principal Examiner Report for Teachers

It is necessary that, particularly at the later part of the exam, candidates listen to whole chunks of the information before choosing their answers to questions. Just picking out phrases can lead to choosing incorrect options.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/12 Listening

Question Number	Key
1	D
2	B
3	C
4	A
5	B
6	B
7	A
8	D
9	A
10	C

Question Number	Key
11	D
12	E
13	B
14	F
15	A
16	C
17	A
18	C
19	B
20	B

Question Number	Key
21	D
22	A
23	D
24	B
25	C
26	C
27	B
28	B
29	C
30	A

General comments

The June 2024 Listening paper consisted of 30 multiple-choice questions. Overall, candidates performed very well and most candidates attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only.

The Mandarin extracts heard by candidates gradually increased in terms of length and complexity. They featured simple exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts.

Comments on specific questions

Questions 1–5

Candidates performed very well in this exercise. The extracts were straightforward and short.

For the individual questions, 94 per cent or more candidates gave correct answers to **Questions 1, 2, 3 and 4**.

89 per cent of the candidates answered **Question 5** correctly. 10 per cent of the incorrect answers chosen were option **A** 'cat' instead of **B** 'bird'.

Questions 6–10

In this exercise, candidates heard a longer extract, which was about what Wang Shan did yesterday. Candidates performed very well in this exercise.

For the individual questions, 93 per cent or more candidates gave correct answers.

Questions 11–15

This was a matching exercise in which candidates heard five individuals talking about what they plan to do this Sunday. Overall, candidates performed well in this exercise.

While 94 per cent or more of the candidates answered **Questions 11, 12, 14 and 15** correctly, 85 per cent of the candidates answered **Question 13** correctly with the majority of the mistake made by choosing option **C**, which is the text-based distractor, instead of the correct answer **B**.

Questions 16–20

In this exercise, candidates heard a conversation in two parts with a short pause. In the dialog, Li Ming talked to his friend about his summer holiday. Candidates are requested to tell if Li Ming's opinion of different aspects of his experience positive, negative or both positive and negative. The exercise represented a step up in the incline of difficulty of the test.

Candidates performed very well answering **Questions 16, 17, 18 and 19**.

Question 20 proved to be more challenging with 16 per cent of the candidates choosing option **A** instead of the correct answer **B**. It indicates a lack of understanding.

Questions 21–25

Candidates heard an introduction by Ma Ying about a famous street. There was a longer pause in the two-part introduction. This was an appropriately demanding exercise at this stage of the paper.

Question 21 proved to be challenging, with 16 per cent of the candidates incorrectly choosing option **B** instead of the correct answer **D**.

Question 24 proved to be challenging too, with 27 per cent of the candidates choosing various options other than the correct answer **B**, indicating a lack of understanding.

Questions 26–30

Candidates heard an interview with Zhang Yue, who won the National High School Students' Art Competition. This was an appropriately challenging exercise, but candidates performed very well.

For the individual questions, 91 per cent or more candidates gave correct answers.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/13
Listening

There were too few candidates for a meaningful report to be produced.

MANDARIN CHINESE

Paper 0547/21

Reading

Key messages

In order to perform well for this paper, learners should:

- study and consolidate the entire vocabulary list for defined content
- consolidate common key question words, time phrases, synonyms and antonyms
- have a plan on the timing for each question, depending on the complexity of the questions
- read the questions carefully and provide answers based on the texts in the paper rather than using own experiences or assumptions
- provide an answer for short-answer questions; brief answers with clear content are sufficient
- demonstrate genuine understanding of a passage. Random lifting cannot result in a mark
- attempt every question in the paper, even the questions they feel less confident about.

General comments

Learners, in general, performed well in this examination. Some excellent responses well seen and most learners attempted all questions.

There was evidence to show that more able learners performed better in **Question 10** and **Question 11**, where texts were longer. More learners this year were able to use the specific information from the text to answer the questions rather than excessive lifting, which was pleasing to see.

Comments on specific questions

Questions 1–5

Performances in this exercise was generally good, with most learners answering the majority of the questions correctly in **Question (2)**, **(4)** and **(5)**. Where the errors did occur, this was mostly in **Question (1)** where there was confusion between 豆角 (the correct answer – option A) and 葡萄 (option B). In **Question (3)**, quite a few learners struggled with the vocabulary 袜子 and went for option B or D.

Question 6

The response in this set of questions were the best on this paper, with many candidates gaining full marks which was evident of good teaching and learning. It would be good for learners to broaden their vocabulary in different topics as a few lower ability learners found hard to understand 流行歌曲 in **Question 6(c)** and 野餐 in **Question 6(d)**.

Question 7

Performance on this question was satisfactory. The vast majority of the learners demonstrated very good understanding of 酸奶, whilst a small number of learners chose other options. The vocabulary 书法 seemed to be unfamiliar to many learners who only recognised the character 书, leading them to choose option B 看书.

Question 8

The passage was about Xiao Yun's experience of being an overseas student in the UK. Many learners performed well in this exercise as the outcome was pleasing.

- (a) This was a straightforward question and performance was very good. As stated in the Mark Scheme, those learners who lifted the whole long sentence could not achieve the mark. Isolated answer like: 年七月、去年 or 七月 were not sufficient enough to secure a mark either.
- (b) The responses were a bit mixed on this sub-question. Whilst some excellent answers were in evidence, some learners offered inaccurate answers like 英文 or didn't respond using 英国, responding only with 文学.
- (c) The question was well answered. The majority of the candidates showed good understanding of the text. A few lower ability learners offered a partial answer, either missing 食物 or the negative word 不, resulting in a contradictory meaning.
- (d) There were lots of brief and accurate answers here. A common mistake was writing 城 instead of 成 or responding only with 中国.
- (e) Learners were mostly able to find required information correctly. To improve, more understanding of the phrase 什么都好, 就是 (everything is good except...) would secure the mark. Answers given were 冬天不好 or 这里什么都好. Learners are advised to check the characters as quite a few learners wrote 黑 incorrectly.
- (f) There were some excellent answers here, showing a thorough understanding the context. A few learners missed 法国 and responded only with 首都, leading to an incomplete meaning. Some learners wrote 法国的首, showing that the vocabulary 首都 was unfamiliar with them.
- (g) Learners answered well overall. A few lower ability learners missed the verb 在 for 一家银行 or 当 for 秘书.
- (h) The performance was excellent in this question with a large number of correct answers. Where the errors occurred, it was due to careless as a few learners wrote characters 参观 either partially or incorrectly, such as only writing 参 or writing 观 as 欢 in **Question (h)(i)**. For **Question (h)(ii)**, common mistakes included writing 术 as 木 or 看画 as 看书.

Question 9

The performance in this set of multiple matching exercise was very good. Most learners demonstrated a good level of understanding of the four pieces of short texts relating to parks. Learners demonstrated a very good command to the vocabulary used in the texts, but some were not sure about 去附近 and the sequencing word 然后 in **Question 9(b)** as they went for Option D, which is the wrong answer. Furthermore, the negative expressions in the text D, 没有科学方面的书 seemed to misread by some Learners, therefore, lost a mark in **Question 9(d)** as they chose option B instead.

To improve further, learners could try to highlight the key vocabulary in the text before answering the questions.

Question 10

The overall performance was good in this question, and some responses to certain questions were better than others.

Questions **Question (a)**, **(c)** and **(d)** were the best performed questions in this section. It was noticed that some learners may not understand the text on the whole and only tried to word spot, therefore, not always securing the marks. Many learners found **Question 10(b)** challenging to summarise the meaning of the long sentence containing the turning word 但. They simply selected C, locking onto the word 照顾. In

Question(e), Many learners were not sure about the vocabulary recognise 紧张 as a synonym of 担心 and incorrectly linked 生病 to 要看兽医.

Question 11

In this final exercise, learners were asked to read an extended passage about Wang Jing and her dance experience, and to demonstrate their understanding by answering short-answer questions referring to it. The questions were asked in the same order as the information was presented in the passage.

It was noticed that a small number of the learners left a few questions blank, such as **Questions (c), (d), (g) and (h)**. Learners would benefit from being advised to make an attempt at answering these questions rather than omitting them entirely. As this is the final exercise, both the passage and questions became more difficult. Even though there were some excellent responses, such as in **Question (a)**. Generally speaking, learners found this exercise challenging compared to the rest of the paper.

- (a) Many learners did well in this question. A few lower ability learners missed the use of 一个 with 半小时, causing a change in meaning. Some also provided unnecessary information like 挤时间 or 还.
- (b) Whilst a few concise good answers were seen, quite a few learners found this question challenging as many incomplete answers like 中国古典 or 古典舞跳 showed that 古典 is a challenging word for many learners.
- (c) This question discriminated learners' capability well as it required learners to understand the keywords 提高 and 水平, as well as to interpret complex information like 除了学习动作 and 不只是练习动作. Only those learners who fully digested this complex information secured the mark, those learners who only understood the sentence partially led to them giving inaccurate answers.
- (d) This question was well answered. The vocabulary used in the question 变化 was not explicit in the text, therefore, those learners who were not sure about 变化 found this question challenging.
- (e) Learners performed well in this question, showing a good understanding of the text and the vocabulary 医生. Only a few lower ability learners mistook 舞蹈演员 as the answer.
- (f) This question differentiated learners' ability very well as only higher ability learners managed to secure both marks. Only those learners who understood 爸爸同意妈妈的看法 as well secured the marks.
- (g) Performance was good. A small number of lower ability learners copied the sentence 他周末都不休息, 而是去打工. Learners are reminded to gain understanding of the passage rather than just look for identical vocabulary.
- (h) Some good responses were seen in this question. To improve, learners need to make sure they include the required information in full to secure the mark as the key verb 请 was often missing.

In conclusion, it is important that learners include key vocabulary such as the verb in their answers if required by the question. They should also read through their own responses again in the examination to double check.

MANDARIN CHINESE

Paper 0547/22

Reading

Key messages

In order to perform well for this paper, candidates should:

- study and consolidate the entire vocabulary list of the defined content
- consolidate common key question words, time phrases, synonyms and antonyms
- have a plan on managing the timing for each question depending on the complexity of the questions
- read the questions carefully and provide answers based on the texts in the paper rather than using their own experiences or assumptions
- provide an answer for short-answer questions; brief answers with clear content are sufficient
- demonstrate genuine understanding of a passage. Random lifting cannot result in any mark
- attempt every question in the paper, even the questions they feel less confident about.

General comments

Candidates generally performed well across all questions on this paper. Many responses were successful and clear, especially on multiple-choice questions. The majority of the responses demonstrated excellent understanding of the passages. The learners generally managed to respond to the questions with very focused and short answers either from the text or in their own words.

It was a delight to see a small percentage of learners achieving full marks, with a high quality of handwriting and responses generally. Fewer questions were not attempted compared to previous years.

For the future, it would be good for learners to be equipped with extensive and practical exposure to the various questioning methods in Chinese. This would ensure they can understand the information required in the examination, and effectively identify the key information needed based on context, in order to perform even better.

Comments on specific questions

Questions 1–5

Most candidates handled this question at ease, **Questions 2, 4 and 5** in particular were consistently accurate. In **Question 1**, some lower ability learners ticked other options rather than the correct option C 香蕉. A few learners found the vocabulary 短裤 a little unfamiliar for **Question 3**. In addition to that, there were learners who were not sure about 健身房 in **Question 4**.

Question 6

The following group of questions was the best performed out of the questions on the paper. Learners showed excellent understanding of the vocabulary tested in this question as they were able to match the pictures and key words correctly. Areas to pay attention to are the vocabulary 大提琴 and 实验室, as a few learners found this challenging.

Question 7

Overall, learners performed well in this set of questions though a few words tested in the question seemed to be unfamiliar to some. On **Question 7(a)**, quite a few learners were clearly unsure that character 会 also

means 'meeting' or 'conference', therefore, ticked other options instead of Option B. In **Question 7(b)**, it was common that those learners who chose Option A showed that 围巾 were challenging characters for them. In **Question 7(c)**, those learners who chose Option C showed that they were not familiar with the Chinese snack, 饼.

Question 8

The passage was about Xiao Yun's account of living in the States. Many candidates performed very well in this exercise.

- (a) Learners generally answered this question well. Lower ability learners missed the use of '多' to indicate 'more than' after a time duration. On occasion, some careless errors in character writing occurred, such as, '一年多子' which made no sense, therefore no credit could be awarded.
- (b) Most learners handled this question very well. Some lower ability learners responded to the question without the verb 开 before 中餐馆, which was regrettable.
- (c) The majority of the learners offered correct answers with ease, whilst some learners lost the mark is due to careless error in characters. It was quite common to see 亲 instead of 新 though the rest of the information was there. It is important that learners doublecheck their answers to secure the mark they deserve.
- (d) This was a well answered question in this set. The performance in (d)(i) was stronger than (d)(ii). For (d)(i), Answers like this 学课程很多/ 个大学课程很多 were quite common. For (d)(ii), some learners often answered the question without the verb '有' when referring to 课外活动 or missing '不少'.
- (e) The performance was strong in this question, showing a thorough understanding of the question word 'where'. Some learners did not secure the mark, as they largely lifted their response from the text, such as 市中心有一个很大的庆祝活动, without the location indicator, 在, so the meaning was unclear and had to be rejected as per the Mark Scheme.
- (f) Learners tackled this question with ease. Occasionally, the verb '骑' appeared in their responses, or they extracted the answer from the text incompletely, such as using '起骑自行车' instead of '一起骑自行车'.
- (g) Responses to this question were pleasing. It appeared that a small number of learners were unfamiliar with 饺子, resulting in many inaccurate responses to '包饺' .
- (h) The vast majority of the learners secured the mark easily, whilst a few lower ability learners struggled with the location 意大利.

Question 9

The performance in this set of multiple matching exercise was excellent. Most learners demonstrated solid understanding to the tasks and there were a lot very successful attempts at the exercise. **Question 9(a), (c) and (d)** were the best answered questions. For **Question 9(b)**, lower ability learners often chose Option D instead of the correct answer Option A. Those learners might have got mixed up with '花园广场', '不让人在这里跳广场舞' as both text A and D contain '广场舞'. **Question 9(d)** proved most challenging in this set of questions- many learners answered with the incorrect responses by ticking Option D, which indicates that these candidates were confused by Text A and D as they both containing the vocabulary '花' but were not sure what 花园广场 (garden square) meant.

Learners need to always read the text carefully, and anticipate distractors in the text. Furthermore, they could highlight the key vocabulary in the text before answering the questions to make it easier to identify the key vocabulary and therefore help with understanding.

Question 10

The examiners were pleased to note that all learners attempted this question despite the increase in difficulty in at this point in the paper and the increased level of challenge.

Questions 10(a) and 10(c) were the best performed, with many learners achieving both marks. Where the learners did not secure the marks, the answers were varied. For **Question 10(b)**, other options were picked as some learners were not sure **开心** and **高兴** were synonyms. For **Question 10(d)**, it was obvious that some learners were unfamiliar with the key concept **提高了表演水平** in the context so chose Option D, **认识更多朋友**. For **Question 10(e)**, whilst high ability learners secured the mark, quite a few learners struggled to identify the correct answer from the passage. Looking forward, it is important the learners read through the whole passage rather than just word spotting.

Question 11

In this final question, learners were asked to read longer passage about Li Yun and her experience in participating in Lion Dancing activity then demonstrate their understanding of the text by answering a set of questions in Chinese. Long lifting from the passage was not acceptable.

In this section in particular, the learners demonstrated a wide range of understanding. It required learners to truly understand the questions and the texts in order to gain marks, rather than allocating the answer easily around the keywords or guessing.

- (a) The performance was satisfactory compared to other questions in this task. A quarter of learners provided contradictory information regarding **有点吵**. It may be helpful to remind them focus on connectives that indicate the changing of the opinions or tones, such as **虽然…但是** or **尽管…但是** in order to tackle similar style questions in the future.
- (b) Most learners managed to identify the correct answer, whilst a few learners missed out the mark as answer like **三年** caused confusion.
- (c) Nearly two thirds of the learners gained this mark, showing their solid understanding of **的** in the sentence, therefore, they were able to locate the key concept **体育场**. Those lower ability learners mistook **学校** as the answer or simply lifted the whole sentence, which did not show genuine understanding.
- (d) The performance in this question is similar to **Question 11 (c)**. A small number of the learners left it blank and quite a few learners thought **很累** were the correct answer.
- (e) Many learners understood the required answer was duration **半年**, which was pleasing. A typical wrong answer was **六个女生**.
- (f) Whilst over two thirds of the learners secured the mark, it was apparent that some learners were unfamiliar with turning conjunction words such as **可** and **就**, providing unnecessary contradictory information or copying phrases like **可老板**, mistakenly taking **可** as a surname.
- (g) Most learners handled this question successfully and only lower ability learners copied out the sentence. This question required learners to summarise the key concept between the lines and only those learners who mastered comparison structures managed to gain the mark easily.
- (h) The performance in this last question was a bit mixed as this last question in the paper proved to be the most challenging to some learners. They struggled with the comparative word **更** in **Question (h)(i)** and the complement phrase **学会** in **Question (h)(ii)**. In addition to that, they also found **抱怨** challenging, leading to some contradictory responses.

In conclusion, it is important that learners have a thorough understanding of the structures required by this qualification. As mentioned earlier, allocating time to read through one's own responses again during the examination is likely to prove invaluable.

MANDARIN CHINESE

Paper 0547/23

Reading

Key messages

In order to perform well for this paper, candidates should:

- study and consolidate the entire vocabulary list for defined content
- consolidate common key question words, time phrases, synonyms and antonyms
- have a plan on timing for each question, depending on the complexity of the questions
- read the questions carefully and provide answers based on the texts in the paper rather than using own experiences or assumptions
- provide an answer for short-answer questions, brief answers with clear content are sufficient
- demonstrate genuine understanding of a passage. Random lifting cannot result in any mark
- attempt every question in the paper, even the questions they feel less confident about.

General comments

Candidates generally performed well across all questions on this paper despite the small entry this year. Some good answers were seen as the learners managed to respond to the questions with very focused and short answers either from the text or in learners' own words. A couple of learners left a few questions unattempted.

Looking forward, it would be good that learners to be equipped with extensive and practical exposure to various questioning methods in Chinese. This ensures they can understand the information required in the examination and effectively identify key information based on context, thus, to perform even better.

Comments on specific questions

Questions 1–5

Over two-thirds of the learners gained all 5 marks in this section. **Questions 2 and 3** were better performed than others. In **Question 1**, some lower ability learners ticked other options rather than the correct option D 西兰花. A couple of learners were not sure about the vocabulary 教室 in **Question 4**. In addition to that, there were learners who were not sure about the vocabulary 气球 in **Question 5** and chose Option A 大衣 or D 眼睛.

Question 6

This was the best performed set of questions on the paper. Learners showed very good understanding of the vocabulary tested in this question as they were able to match the pictures and key words correctly. Areas to pay attention to was vocabulary 表演 and 旱冰, as a few learners found this challenging. It was good to see that learners recognised the vocabulary 理发店 very well even though it is not commonly used nowadays.

Question 7

Learners did well in this set of questions in general. **7(a)** and **7(c)** were better performed than **7(b)**. 物理 in **7(b)** appeared to be challenging to some learners as the common wrong answer was Option C. In **7(c)**, typical wrong answer was Option D.

Question 8

The passage was about Xiao Huan's travel account in Hangzhou. Some excellent responses were seen in marking, whilst some learners found certain questions challenging as a few learners left questions unattempted.

- (a) The majority of learners handled this question at ease apart from a couple of lower ability learners who left this blank.
- (b) Most learners demonstrated good understanding of the question word 怎么, and as a consequence, the correct answer 坐高铁 was given. It is important the learners include the verb 坐 before the transport 高铁 to avoid losing the mark.
- (c) Excellent performance was seen. It was pleasing to see the learners have the knowledge of the scenery spot 西湖 secured.
- (d) It was noticed that learners found this set of questions challenging. Partial answers like 十分美丽 or 好玩的地方 did not represent genuine understanding as they were not precise enough.
- (e) Good responses were seen as most learners were able to locate the time 六点 from the passage.
- (f) It was pleasing to see that over half of the learners understood the vocabulary 打折, furthermore, the positive outcome reflected good understanding of 顾客 and 人.
- (g) A very strong performance as most learners gave the correct answer 姥爷.
- (h) The responses to this question were satisfactory as quite a few learners struggled with this question. This was probably due to the fact that 背包 and the key concept 时尚 were quite separated in the last sentence of the passage. Most learners knew it was the last sentence where the answer came from, but not be able to locate the key concept.

Question 9

In general, learners demonstrated good understanding of the passages in this set of questions. Amongst them, **Question 9 (a), (b) and (e)** were the better performed than **Question (c) and (d)**. It was clear that most learners had a good command of vocabulary, and more revision of the connectives and conjunctions required at this level would have helped to improve performance. The vocabulary 停车 and 开会 seemed to be less familiar to some learners.

Learners need to remember to read the text carefully, in particularly to pay attention on the purpose-designed distraction from the text. Furthermore, learners could try to highlight the key vocabulary in the text before answering the questions so it is easier to identify the relevant key vocabulary and structures during their reading.

Question 10

The level of difficulty has increased in this set of questions and some learners found this task challenging. Learners are reminded to attempt all questions which did not always happen, which was regrettable for these multiple choice responses.

Questions 10(a) has by far the largest number of positive responses in this task. **Question 10(d) and (e)** proven tricky to most learners. **Question 10(b)** required learners to understand 帮 and 己 as well as understanding of the phrases in the quotation marks. Those lower ability learners missed out the mark by choosing Option A or D. Similarly, for **Question 10(c)**, learners were expected to have a genuine understanding of the whole third paragraph in order to secure the mark. Those learners who succeeded in this question are to be congratulated.

Question 11

In this final question, learners were presented with a longer passage on people's views about a TV programme. Learners did not only need to understand the passage, but also understand the questions set for this level. Long lifting from the passage was not acceptable.

As in previous years, the questions reflected different levels of understanding from the learners. This required learners truly understand the questions and the texts in order to gain marks. The vast majority of the candidates found this task very challenging as the performance was very mixed.

- (a) Half the learners handled this question successfully.
- (b) The majority of the learners found this question challenging. A typical wrong answer was 星期六 and there were learners who simply lifted the whole sentence 节目每周六网上在电视上直播, 星期天就能在电视节目网站上找到了, which did not show genuine understanding.
- (c) Learners tackled **Question (c)(i)** better than **Question (c)(ii)**. Those learners who missed the mark did understand 很多同学和我一样, therefore they were not able to locate the correct answer 周六要做作业.
- (d) Those learners who understood the vocabulary 猜 succeeded in this question. However, almost two thirds of learners found this question challenging.
- (e) This question proved to be the most challenging in the whole paper as only a small number of learners scored a mark. A common wrong answer was 三年 as not all learners understood the question asked the time when Zhang Ping started to watch the programme rather than a duration.
- (f) One-third of learners gave a positive response, 没有什么特点 and some learners mistook 很有趣 as the answer, therefore, no credit was given.
- (g) Only a very small proportion of the learners secured a mark. It was clear in the responses that the learners were able to locate the sentence where they could extract the information, but quite a few learners wrote 看到很多名人 instead of 看到有自己最喜欢的明星.
- (h) It was good to see the high ability learners still managed to score a mark despite the level of difficulty required by this question. A typical wrong answer was 明星说的话都是安排好的. In the passage, the question was 为什么有的人不喜欢这个节目? The question was asking for personal opinions, therefore, people's views from the text needed to be reflected in the answer. Those learners who did not include 觉得 in the response needed to pay attention to questions like this.

In conclusion, it is important that learners have a thorough understanding of the structures required by this qualification, furthermore, reading through their own responses again in the examination to double check would be useful.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/03
Speaking

Key messages

- Centres had generally prepared candidates well for the speaking test.
- This year it was noted that most centres had used the randomisation grid on pages 14–15 of the *Instructions for Teachers/Examiners* so that candidate cards were correctly and fairly allocated.
- Most examiners understood the need to adhere precisely to the script in the *Instructions for Teachers/Examiners* and not to rephrase any questions. Centres are reminded that candidates must not have access to any of the questions or topics prior to the test being conducted.
- Role plays were conducted well by most examiners but please be reminded to read out the role play scenario first, ask both parts of the question where applicable, and to ask the questions exactly as printed.
- It is important to remind students that to gain high marks in the topic conversations, they need to frequently develop their ideas and opinions and showcase their knowledge of a wide range of structures and vocabulary listed in the syllabus. In the topic conversations section, some examiners need to make greater use of extension questions (e.g., 还有呢？ 你能多说一点吗？) to elicit fuller answers from candidates.
- Examiners are reminded to use the alternative questions provided in **Questions 3–5** of the topic conversations only if a candidate does not understand the first version (and repetition) of the question. The alternative questions should not be asked if the original questions have already been answered.
- It is important for examiners to give students time to finish their answers and not interrupt them too soon. If there are two parts to a question, examiners should pause and wait for a response to the first part before asking the second question.
- Most examiners understood the need to ask no more than two further questions of their own if timings were short on topic conversations.
- Clerical work was usually very good in centres. Please remember to use the most up-to-date working mark sheet (either the electronic version or the one on page 13 of the *Instructions for Teachers/Examiners*).
- The quality of recordings was usually very good.
- **It is important that Centre brief their examiners thoroughly before the test and share feedback from previous years so that candidates are given the best opportunity to showcase their speaking ability. All examiners should carefully read the Paper 3 (Speaking) *Instructions for Teachers/Examiners* that accompany the candidate cards each year so they are fully aware of the requirements of the test.**

General comments

The Speaking test is intended to be a test of spontaneous communicative ability; candidates should not know the content of the test beforehand. A wide range of performance was evident across the candidature with examples of performance at all levels of ability.

Most centres followed the instructions concerning the randomisation grid and understood the need to test candidates according to the prescribed order of the cards and conversation topics.

Centres had usually prepared candidates well and the large majority of examiners were aware of how to conduct the test efficiently and correctly. Examiners greeted candidates using the prompts provided and most examiners read the scenario for the role plays as instructed **in Chinese**. This is important to set the scene for candidates.

Role plays were generally conducted well. Examiners are reminded that questions can be repeated (but not rephrased) **once** only if the candidate does not answer a question or gives an ambiguous response. It is important for examiners to read the role play tasks exactly as printed to ensure that they are not changing the nature and level of difficulty of the tasks. Examiners are reminded to ask both parts of the question where applicable unless the candidate has already answered the second part naturally in their first answer.

For the **topic conversations**, timings were generally appropriate. However, in some centres, they were too short. Some examiners needed to ask more **extension questions** (e.g., 还有呢？你能多说一点吗？) to give candidates the opportunity to develop their answers and go beyond brief or incomplete answers which do not communicate fully. Candidates need to understand the wordings of these extension questions so that they know when they need to give more detail.

If a candidate does not understand **Questions 3, 4 or 5** in the topic conversations (and a repetition of these questions), examiners must ask the **alternative question**. These alternative questions give candidates another opportunity to understand the task. **Some examiners asked the alternative questions when the candidate had already answered the first question clearly, or used the alternative questions as extension questions. This should be avoided, as it can be confusing for candidates.** Some examiners went straight to the alternative questions without asking and repeating the original questions, which disadvantaged candidates, as they could not access the higher Communication bands.

When there was a PAUSE between two questions in the script, most examiners gave candidates the time to answer the first question before asking the second one.

Centres are reminded that if a topic conversation lasts three and a half minutes or less, even after asking extension questions, the examiner must ask **up to two further** questions of his/her choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. The further questions should be asked after each topic conversation not just at the end of both topic conversations. If the topic conversation still lasts three and a half minutes or less, the examiner must stop the conversation.

Examiners are reminded to introduce the topic area at the start of each topic conversation as well as the transition between each section with a phrase in Chinese e.g., 我们现在进行主题对话一，休闲时间。

Clerical checks and sample size

In most centres, the clerical work had usually been completed very efficiently and centres are thanked for this. It is essential that all clerical work is checked very carefully to ensure that candidates receive the correct mark. Centres generally understood the requirements of the sample size and samples were nearly always correct. Please also ensure the working mark sheet (WMS) is correctly completed by each examiner with the candidates' correct names and numbers, a record of the role play and topic conversation cards and that it is signed and dated by the examiner.

Recording quality

A high proportion of the recordings received were of a very good quality. Centres are thanked for this. Please check all recording equipment prior to the live exams and before despatching the sample. Please also try to ensure reasonably quiet conditions for recording to avoid background noise. If an external microphone has been used for recording, please make sure that it is nearer to the candidate than to the examiner. The

recording should not be stopped during the three parts of each candidate's speaking exam. The examiner, and not the candidate, must introduce the candidate by name and number.

Application of the mark scheme

In the **role plays**, marks can only be awarded for the **set questions**. To score 2 marks, an answer may be brief, but the language should be appropriate to the task, substantially accurate and not be ambiguous in terms of the message being communicated.

In the **topic conversations**, when applying the mark scheme for **Communication**, it is necessary to think carefully about how well the answers gave the required information and how consistently this was done across the two topics. Performances where answers convey most of the required information but are brief, sometimes irrelevant and with little development, would fall into the *Satisfactory* category. To score marks in the *Very Good* descriptor for Communication, candidates need to respond confidently to the original questions (they should not need the alternative questions), be able to offer consistently relevant information and to show that they can develop their ideas and opinions, adding relevant detail where necessary and justifying their answers. In the mark scheme for **Communication**, the word **rephrasing** means that the alternative question has been asked. It should be noted that if conversations are short, candidates could be disadvantaged as they may not have the opportunity to develop their material. When applying the mark scheme for **Quality of Language**, the key descriptors considered here are the ability to use a range of structures as listed in the syllabus, and the ability to use a range of appropriate vocabulary. Pronunciation is also a key descriptor. To score high marks for Quality of Language, candidates need to show control of a wide range of accurately used language and structures (this can include past and future time frames) as well as very good pronunciation, fluency, intonation and expression.

Comments on specific questions

Role plays

The situations at the start of each role-play should be read aloud in Chinese by the examiner before commencing the test. This is reassuring for the candidate, and establishes that he/she is playing a role, not merely answering for themselves. Most candidates approached the role-plays well with many scoring good marks. The weakest candidates also showed that they could score marks for partial communication on some tasks. The first two tasks on each card were of a very factual nature and gave candidates the opportunity to answer briefly. They did not require longer and more developed answers. Candidates mostly answered these two opening questions well. On each card, the last three tasks were more challenging and gave candidates the opportunity to develop their answers with opinions and simple explanations. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario.

This year the comprehension and responses to role play questions were generally very strong and most tasks were answered very well.

In Card 1, weaker candidates found it difficult to answer the second part of **task 4**, 在哪里上课? *where is your lesson*.

In Card 2, tasks 4 and 5, weaker candidates did not understand **过节** *celebrate festivals*, and **节日** *holiday*.

In Card 3, in **task 3** some forgot to add a unit of currency after the amount of money. In **task 5**, **现金** *cash* was not always understood

In Card 4, in **task 3**, some students found it hard to understand the key question word **什么样的饭馆?** *what type of restaurant?*

In Card 5, all tasks were generally answered well.

In Card 6, task 3, weaker candidates did not always understand the keyword **活动** *activity*.

In Card 7, task 4, weaker candidates were sometimes not able to give a correct answer for **几月几号?** *what date?*

In Card 8, task 3, weaker students found it hard to answer 上班时, 你最喜欢做什么? *What do you most like doing at work?* Additionally, in **task 4**, some students did not understand the word 经理 *manager*.

In Card 9, task 3, some students struggled with 在杭州, 你参观了哪些地方? *What places did you visit in Hangzhou?* and some did not understand Hangzhou was a city in itself. In **task 5**, weaker students found it difficult to understand the word 城市 *city*.

Topic conversations

Examiners are reminded to introduce the topic area in Chinese just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was seen with each conversation having its easier and more challenging questions. The first two questions in each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and develop where possible their reasons for their opinions.

Topic 1 Food and Drink In **Question 1 and 2**, weaker candidates did not really understand the word 蔬菜 *vegetables* or the question word 几种 *how many types?* In **Question 3**, weaker candidates often required the alternative question as they did not understand 吃素食 *vegetarianism* or 好处 / 坏处 *advantage/disadvantage*. In **Question 4**, weaker candidates were not able to produce a type of Chinese food so needed the alternative questions. **Question 5** was understood well but some weaker candidates were not able to grasp 为了身体健康 *for your health*.

Topic 2 Self, family and friends **Question 1** was answered well but **Question 2** proved challenging to weaker candidates who did not understand an age was required. In **Question 3** most candidates could give a physical description of their favourite person but weaker candidates were not always clear on the word 性格 *character* and needed the alternative question. **Question 4 and 5** were generally answered well by most candidates.

Topic 3 Your home **Question 1, 2 and 3** were generally answered well by most candidates. In **Question 4** some candidates did not understand the word 将来 *in the future* and that a future time frame was required. Additionally, weaker candidates did not have the vocabulary needed to describe the house they would like to live in and what furniture they would like. In **Question 5**, weaker candidates did not always understand the phrase 是怎么过的? *how did you spend (yesterday)?* and needed the alternative question.

Topic 4 Education **Question 1** was generally answered well by most candidates. In **Question 2**, weaker candidates did understand the word 文具 *stationery*. **Question 3 and 4** were answered well by most candidates. **Question 5** proved challenging to some students who did not understand 继续 *to continue (studying)*. Some candidates thought they were being asked what they were going to study after finishing school rather than if they would continue to study once they had started working.

Topic 5 Travel **Question 1, 2 and 5** were generally answered well by most candidates. In **Question 3** the phrase 名胜古迹, *places of interest* proved challenging to some candidates and they required the alternative question. In **Question 4** many candidates mistook the phrase 文化 *culture* for 外语 *foreign language* and so did not fully answer this question.

Topic 6 Work **Question 1, 2 and 3** were generally answered well by most candidates. In **Question 4**, weaker candidates did not always understand the word 科目 *subject*. **Question 5** proved challenging for several candidates; the key phrases 多大年纪? *what age?* and 退休 *retire* were not generally comprehended.

Topic 7 The living environment Candidates could generally answer **Question 1, 2 and 5** satisfactorily. In **Question 3**, weaker candidates did not understand the key words 市中心 *city centre* and 经历 *experience* In **Question 4**, weaker candidates were not able to answer 解决。。环境问题 *solve environmental problems*.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/41

Writing

Key messages

- Elaborate with detailed relevant information to achieve the top band marks for **Question 2** and **Question 3**.
- Using a significantly smaller number of characters than the recommended word count will affect **Question 2** and the completion of task for **Question 3**.
- Read the scenario carefully for **Question 1**, fill the gap accordingly. Avoid using pinyin or English.
- If a task is 'What is the advantages/disadvantages of eating fast food?' and the candidate answers 'There are many advantages/disadvantages of eating fast food' and nothing else, then this not count as detailed information for Task Completion.

General comments

This is the third year of the new syllabus and mark scheme and the majority of candidates were familiar with the question styles. There were a number of impressive performances from centres. Most of the candidates performed very well and showed their confidence and ability in using Chinese vocabulary and grammar. They understood the questions well and tried to write detailed information with conjunction words and complex sentences used correctly. Some candidates also used complex structures and difficult or unusual characters, even idioms, which demonstrated an improvement this year in their linguistic ability.

For **Question 1**, most of the candidates understood each part of the questions but some of them were not familiar with 城市(city) and answered with countries, number or dates. Unfortunately, some candidates used pinyin or English in their answers and some characters were not correctly written. All other gaps were well managed with proper words from the core vocabulary list due to the questions being common and familiar to candidates.

The number of candidates significantly increased this year and the overall quality of work from candidates on **Questions 2** and **3** improved from last year. It was pleasing to see that some candidates wrote notes either in English or Chinese next to each question to make sure communication marks were well achieved. The change in the mark scheme explicitly assesses the range of language applied in candidates' work and this was heavily reflected in this year's responses. It was wonderful to see a greater variety of expressions and structures attempted by most candidates although there is room for improvement in the accuracy of the usage.

Candidates were not penalised for writing too much. It should be remembered that a composition requires a certain number of words to address all the bullet points in the question with a level of detail, and variety in vocabulary and sentence structures is rewarded. Candidates are reminded that if they write significantly fewer than 80 characters for **Question 2** or 150 characters for **Question 3**, they will not produce enough evidence of their ability to gain access to the highest marks.

Centres should be aware answers have to be relevant to the questions, and all the bullet points need to be addressed with as much relevant information as possible. Since this is a writing exam, Chinese characters should be used as often as possible and English, pinyin, and numerical digits e.g. 6 点、3 个小时、5 月 8 日、星期 4 should be avoided.

Candidates did not need to copy out the questions, particularly for **Question 3**. Writing straight to the point and expanding accordingly without pre-setting sentences too much would have been a more efficient way to use the recommended word count. Letter or email format, long openings and ending greetings are not required and took up candidates' exam time unnecessarily.

Comments on specific questions

Question 1

Candidates were asked to fill in a form for applying for a Chinese visa. Most of the candidates were able to fill the gaps with ease. There were plenty of good and easy answers for all the gaps except gap 2 '要去的城市', possibly due to not knowing the word 城市, and writing countries or other cities which are not (in) China.

For gap 1 国籍, the majority of the candidates wrote nationalities without mistakes, e.g., 英国、日本、希腊、法国、意大利、西班牙、韩国、肯尼亚、俄国、泰国、印度 etc; but a few candidates wrote 英文 (人) as English person which cannot be awarded a mark. A handful of candidates also made careless mistakes and wrote 中国(China) which cannot be awarded a mark since the scenario was to apply a visa to China, therefore, centres should remind candidates to read questions carefully and double check the English translation underneath of the Chinese version as well.

Gap 2 要去的城市 seemed challenging to weaker candidates, though able candidates produced impressive answers, e.g., 上海、北京、香港、西安、大连 etc. However, 内罗毕、伦敦 could not gain a mark since they are not in China.

Compared to the two tasks above, gap 3 and 4 were well answered with different reasons. Most of the candidates provided different reasons like 去上大学、参观名胜古迹、体验农历新年、看风景、买衣服、见朋友、游玩上海、走亲访友、学习中国文化、看望家人、美、中餐好吃、出差、看亲戚、去旅游、吃美味的食物. Some were more interesting and sophisticated, e.g. 见朋友和父母、买小吃、买东西、学习中文、上中国大学、很多美食、天气很好、看北海公园、做义工、度假、工作、跟朋友玩、参加夏令营、旅游、打篮球、上班、参观、看天安门、我很喜欢这个城市、参加羽毛球比赛、去了解中国的科技发展、观光、中国很美、可以吃北京烤鸭、可以看万里长城、风景优美、看家人、交新朋友、看名胜古迹、去故宫、拜访朋友、有意思、留学、去看兵马俑、去游乐场、市场调研.

However, on the other end of the spectrum, some answers without verbs made the purpose unclear, so could not be awarded a mark, such as 篮球、妈妈.

For the last task, gap 5 打算住哪里 which tested places, the majority were able to write sensible places, e.g. 酒店、朋友家、亲戚家、朋友的家、家人的房子、公寓、宾馆、广州的郊区、楼房. Some interesting places, e.g., 长城、公园、山上、海边、飞机场 and cities like 北京、上海 etc, were accepted.

Accuracy of characters was generally good, however, there were several common mistakes. Candidates either added or missed a radical, wrote the character with a wrong radical, or used a character with a similar phonetic sound. Centres could train their students to avoid similar mistakes for future exams. The common mistakes were listed below:

1. misunderstanding rubrics:
 - many candidates did not understand question of 为什么去那里, but answered like 五点、九月、中学、五月十六日、他们好的
 - few candidates did not understand the key word 城市, answering with 18岁、日本、老师、开车、中国、四川
 - Misunderstanding rubrics:
Gap 1: 中国人, 女, 二月五日, 香港人
Gap 2: 中国, 老师, 十号, 书店, 去年, 十三, 一个星期, 杂志, 猫, 十八岁, 飞机
Gap 3 and Gap 4: 点五, 点八, 中人, 老师, 为田, 五月四手, 十一点
Gap 5: 五月, 公园, 开车, 妈妈和爸爸, 签证, 厨师工作, 看我的家人, 卖书, 打算
2. Homophone characters creating different meanings: 医远(院)、工坐(作)、房字(子)、气(汽)车

3. mis-formed characters creating different meanings: 老帅 (师) 、在比 (北) 京、表 (美) 国、日人国、白(日)本、海上 (上海) 、网体 (网球) 、汶来 (文莱) 、看我的分分 (爸爸) 、北兑 (京) 、作工、学汉吾(语)、想去元(玩)、有 (好) 玩、打 (踢) 走 (足) 球、日禾、生安、看电景 (影) 、文花 (化) 、日体 (本)
4. missing radicals: 央 (英) 国、去 (法) 语、上海 (海) 、文来 (文莱) 、去 (法) 国、
5. Candidates should be aware that answers written in Pinyin, in English or a combination, e.g., 中 guo, fan dian, jin ba bu wei, mei 国、上 hai, 北 jing, wen lai, lu xing, student, university, Air B & B, 看风 jing、住住 Paris, 上 hai, 看看 mingshanggu, kaiche, gongzuo, ba 里, jiu 点里, etc., have not been awarded marks so should be avoided.

Question 2

The question requires the candidates to write about their favourite sports. There are a number of great essays, following the bullet points well and using link words to structure the essays, writing clear words and sentences with different tenses. Most of the candidates fully understood the requirements of the question and responded very well to it. The best candidates were not only able to understand rubrics and to answer the bullet points to fulfil the communication aspect, but also were able to use their linguistic knowledge accurately on character writing, vocabulary, for both simple and complex sentence structures by using linking words. However, some answers missed one or two tasks, especially the task 3 运动多长时间.

Bullet point 1: the vast majority did very well and answers like 我最喜欢的运动是游泳 were good enough to qualify for a mark. Some candidates consistently provided extra information, e.g., 我从小就喜欢在水里玩, 所以妈妈决定给我上游泳课, 六岁就开始了 which pushed the marks to the top band.

The answers should use verb-object phrases; however, a few candidates used nouns instead e.g., 我喜欢足球 or wrote painting and singing as a sport.

Many candidates were able to write a length of time for bullet point 3, e.g., 两个小时、三十分钟、半天 etc. On the other end of the spectrum, a few candidates may have misunderstood the question word 多长时间 and wrote 三时间、四点、五长时间, so sadly lost marks.

Bullet point 4 was very well answered with adjectives and describing words e.g., 不但友好, 而且耐心、又善良又好笑、打篮球打得特别好 etc., were also often seen. Task 4 was to ask for comments, but some candidates described the teacher's appearance instead which should be 长什么样. Centres need to remind their candidates to be more vigilant when reading questions.

Bullet point 5 was not difficult, most of the candidates were familiar with the question word 哪儿 and wrote accurate answers for bullet point 5. However, some candidates focused on competition but carelessly did not answer the key question word of 'where'. In addition, some students incorrectly included '了' in sentences, which demonstrated they may have been confused with the time frame which was supposed to be in the future tense, e.g., 我下次去了北京参加比赛, thus, communication had not been clearly achieved.

Centres should advise students to be more vigilant to the tense in **Question 2**, where there is always a question in the future time frame. Candidates should distinguish between past time phrases, future time phrases, and particles, e.g., 会、想、打算 etc, also including them in their answers, e.g., 我下次会去大学参加比赛.

To score the top band for **Question 2**, candidates need to include details. Therefore, even though some candidates answered all the bullet points, they did not score the full mark as they needed to expand their answers and to provide a level of detail.

Candidates should be reminded that when they copy the characters or sentence structures from the bullet points, they should be more carefully looking at whether the characters were correctly written without missing any parts, or whether the question words have been removed from the answers. Also, they should check whether the answer words were in the correct place. There were some mistakes listed below which need to be improved.

Some candidates were restricted by the notion of 80–100 characters and did not really demonstrate their capabilities, which could be observed by crossed out sentences which could have made the essay much

more interesting and also fuller. A significantly smaller number of characters than the recommended word count will affect the marks even if all the questions have been answered.

There were plenty good examples for each task, e.g:

- 我常常会和我得弟弟妹妹一起去游泳池玩儿。因为我们三个都非常热爱这个运动
- 如果他很忙，我就会跟爸爸一起打羽毛球
- 我的体育老师是一个年轻的男老师，他教得很好，我很喜欢他
- 我的体育老师不但很友好，而且非常聪明
- 他非常友好，总是想帮助我们提高我们的排球水平
- 我们都不喜欢我们的体育老师，因为他很严格
- 我的老师虽然严格，但还是会常常关心我们，我们都对比赛特别有信心
- 我的体育老师很平易近人。虽然我笨手笨脚，既不会踢球，也不会打篮球，更不会跑步，但是他从来没骂过我
- 我有时候跟我的教练一起游泳，有时候跟我的朋友一起游泳
- 除此之外，她也非常友好，经常跟我聊天儿
- 我每次游一个小时到一个半小时
- bullet point 1:**
 - 我最喜欢的运动是篮球，我从小就爱上了篮球。
 - 我从小就最喜欢的运动是羽毛球，六年级时我爸爸就开始教我羽毛球。
 - 我最喜欢跑步，因为容易做到。
 - 我最喜欢的运动是网球，因为网球又好玩，又对身体好。
 - 我喜欢各种各样的运动，最喜欢的是游泳。
- bullet point 2:**
 - 我平常跟游泳队一起训练，但有时候和朋友在海里游。
 - 我经常跟爸爸和哥哥一起游泳，无论去旅游和去游泳池，我们都一起游泳。
 - 我常常跟学校的朋友们一起打篮球，有时候也会和我爸爸一起打篮球。
- bullet point 3:**
 - 我每次运动两个小时，如果累了，就运动三十分钟。
 - 我每次运动半个小时，但是每天都运动。
- bullet point 4:**
 - 我的体育老师很友好，很乐观。
 - 我的体育老师又善良，又好笑，他虽然很严格，但是很开朗的老师。
 - 体育老师人很好，很鼓励我们都做运动。
 - 我的体育老师不但友好，而且有耐心。
- bullet point 5:**
 - 我下次去美国比赛，我没去过美国，所以很开心。
 - 我下次去牛津的运动场参加比赛，我打算开车去，因为又快又舒服。
 - 我下次会去英国参加比赛，因为英国人打冰球很好，所以我觉得会很好玩。

In contrast, there were some areas which need to be improved.

Grammar:

- Wrong words order:**

我和我的朋友打在学校。他们是一个有名的老师在文来。我喜欢打网球 gen 我的朋友。我一起运动和我的朋友。我和我爸爸打乒乓球星期三。小画下午每天去我家。

我常常跟起做的爸爸和妈妈

我的体育老师友最好

我有篮球的比赛这个星期六

我也喜欢打网球跟爸爸妈妈

我下次去游泳参加比赛

我常常去公园跟他的小狗

我下次去篮球在北海公园参加比赛

每天两小时我们在公园打网球

我的老师很喜欢运动和学生们

我参加一个跑步比赛在我的学校

我一周三次跑步

我们的运动老师是我的中文老师在学校

我们一起做运动在星期三和星期天

我参加了很少比赛，左右二次，在上海

- Use of 是 with adjectives: 我的体育老师是漂亮；我不是高；我不喜欢踢足球因为是难；她是很好看
- Use of incorrect words or words missing: 这个是我的作做业，我工作我的中国；我常常去在家；我去了汽车

- Use of measure word: 每个星期我有两季跳舞课

- Use of verbs: 我不能做比赛；我从十岁做武术

- Misuse of 也 and 和: 也我喜欢打网球。

下个周末我和朋友一起去网球比赛，也网球比赛在体育馆

他三十六岁，有一点长的头发和大的眼睛

我的体育老师很有意思，他很高和专心

她有黑色的头发也她不高

我喜欢兰兰因为很有意思和美

我的体育老师很友好和很外向

我参加了网球队和我参加网球比赛

体育老师很高和很好

他很有意思和天天他很高兴。

- Misuse of 了：我每次会打了两个半小时；我下次去了北京参加比赛

- Mixed tenses: 上个星期天我想跟弟弟去这个公园；我下次去了中国；我们会玩了四十五分钟；我每次运动了三个小时多

- Use of 的：我的不喜欢运动是跑步。

- Use of verbs : 我爱听她说说（说话）。

Characters and words:

- Candidates should spend time practising simple common characters such as: 没、家、不、们、和、很、汉字、中文、东西、喜欢、有、朋友、友好 etc.

- Mixture of characters, Pinyin and English: paobu (跑步), 工 zuo, 朋后 (朋友), 卡卡求 (乒乓球), 下喜欢 (不喜欢), 因为很有 yisi, 不有 toufa, 完 (玩) 篮球

- 我喜欢得运动是 qi qi qia

因为我的体育老师不喜欢去新的 di fang

我家 li 公园很 yuan

又美又 fei 常大

我喜欢 da lan qiu 很好 waner

下次去我的学 xiao 参加比赛

我们 dou 喜欢篮球

我最喜欢的运动是跑 bu

教课的时候教得很清 chu

我很喜欢 yin 为我跟奶奶在一起

我的体育老师很高，有大大的 yanjing 和很多的 toufa

- Misspelled characters with the same phonetic sound character or similar shape: 我跟谁美天

我下次会跟同学一起去北京参加比赛，等不机了

我的运动老师也很有好

打篮球的时后很高兴

我每有体育老师

他每次都会表样我

我最喜欢的运动是风球

我跟朋友们一起跑的时候比交长时间

我的体育老师一直成赞我

他教得太一班了

我的体育老师很友好也很漂亮

出去跑大概十离

又有用又好元

他校体育校得很好

我跟我的朋友们一起去了公园踢足球
我的体育老师的性格十分好，一边开浪，一边有耐心
我一般化三个小时左右打网球
如果我有很多作业那我打网球三十分中

- Proper words not used despite meanings being understandable:
我很喜欢运动，因为我爸爸一起喜欢
他很种类
我老师也友大体，比如大眼睛，大头，大牙等等
我的网球老师很小也古老
我喜欢她 因为我好字。
我每次运动三时间。
我们 badminton 和我妈妈的朋友。
我下次去在学参加比赛。
- Careless mistakes and missing characters: 期天；我床十点；我会星期一去学

Question 3

There were two options for candidates to choose from: (a) to write a letter to a grandma talking about a wedding that you recently went to; (b) to write an article for a magazine, talking about your views on eating fast food. The option (b) was much popular than (a), around 72 per cent of the candidates opted for (b) since the fast food topic was much more familiar to candidates. The majority could respond to all the bullet points with a good level of detail and link ideas effectively with appropriate connectives. It was very impressive to see that there were so many detailed descriptions as well as rich and varied responses to the advantages and disadvantages of fast food. For 3(a), some candidates did not clearly answer the bullet point 3 of 什么表演 (what performance) .

(a) Wedding

Completion of the tasks

The majority covered the required information, also provided additional and detailed information which was relevant to the bullet points. The weight of Task Completion was 10, so candidates learnt experience from previous years and were aware that they should give detailed information, opinions/reactions and explanations to reach the top band.

Most of the candidates understood the questions in the tasks and completed tasks well when talking about their own experience or views. Some of them may not have been very sure about the meanings of 婚礼 and 结婚 so they found talking about the performances in task 3 a bit challenging. Centres should suggest candidates study all vocabulary on the core vocabulary list, including the newly added ones from 2022.

Question words for task 1 'who', task 2 'where', task 4 'how' and task 5 'why' were common question words and did not cause issues. 朋友、哥哥、酒店、北京、很好玩、有很多好吃的食物、有另一半分享我的生活、想要小孩 etc., were the most popular answers. However, some candidates did not understand 表演, so they could not use common words e.g., 唱歌、跳舞、弹钢琴、拉小提琴表演 etc., and simply wrote about what happened in the wedding, e.g., 有很多人参加、我吃了蛋糕、喝了汽水、新娘新郎说了话 etc.

Candidates who opted in to this option were relatively strong so there were almost no irrelevant essays for 3(a). There were a lot of good sentences and expressions in essays. Candidates brought lots of great ideas and descriptions on expanding their answers for each task. Some good examples are listed below.

- 他们把婚礼办在郊外的公园里，因为公园有一个大草地。
- 这个婚礼真热闹，人山人海，我觉得非常感人，我为表姐高兴。
- 在婚礼上，她请了著名的歌手来表演，唱了她最爱的歌。
- 到处都是鲜花，真是美不胜收了。
- 我的一个小弟弟一边弹钢琴，一边唱歌，真聪明。
- 我觉得这个婚礼会让很多人留下美丽的回忆。
- 我看了我朋友的姑姑和她老公这么开心，我也想长大后开心，所以我想结婚。
- 我想一个人住，所以我不想结婚。

Range

It was very pleasing to see some extended, well-linked sentences frequently appear in the candidates' work. This year it appeared common to see that some complex connectives had been used such as: 虽然...但是...; 不但...而且...; 因为...所以...; 除了...以外, 也/还..., 除此之外, 不仅如此, accurately used 都, 到, 还, 有没有 which again has shown their high linguistic ability.

A wide range of vocabulary appropriate to the tasks also have been seen frequently, e.g.:

- 当我长大以后, 我有可能会结婚, 但我首先要努力学习, 找一个好工作, 然后再去想结婚的事儿。
- 如果将来我能找到一个又美又爱我的人, 我就会跟她结婚。
- 我觉得结婚很累并且开销很大
- 我也发自内心地为他们感到开心

Accuracy of characters and grammar

The new mark scheme put more emphasis on accuracy compared with the previous year. Most candidates wrote very accurate characters, some candidates showed some errors in their writing, some even with Pinyin and English words which would affect the marks. Occasionally using Pinyin or wrong characters with the same phonetic sound for communication purpose could be accepted for task completion, but it was penalized in this category.

There were some areas for improvement e.g.:

Characters: 牛 (东) 西、衣 (礼) 物、氵果 (课) 、纟古 (结) 婚

Grammar:

- Mixed up words: 我觉得他很 re 心
- Use 和 to link adjectives or sentences: 这书很好和 fang bian
- Wrong measure words: 有一个书
- Wrong words order: 画画关于婚礼; 我想和我的新家一起住在家很大
- Use of 是 with adjectives: 我参加了的婚礼是很好; 我将来想结婚因为这是好, 是很有意思
- Misuses of verbs or function words: 我越来越有很朋友们; 做的很美; 很开心的在唱歌
- Misplace adverbial modifier and attributes: 我们吃了食物很好
- Misuse of adjectives: 婚礼很难; 很容易
- Misuse 了: 这个婚礼在上海举行了; 我们一共非常快乐了

(b) Fast food

Completion of the tasks

More than two thirds of the candidates opted in for this question which showed their confidence and familiarity of the topic.

Task 1 'how many times do you eat fast food' was answered very well since candidates only needed to replace the question word 几 to a number to get a mark for task completion. However, some candidates mistakenly wrote answers for 'when do you eat fast food' which cannot be awarded a mark for task 1. Most of the candidates recognised the question word in task 2 什么 and listed things they had had in a fast food restaurant. It is pleasing to see candidates followed the past time frame and sentence structures in the question. 汉堡包、比萨饼、三明治、热狗、牛肉、鸡肉面条、蛋炒饭 etc., were the popular answers.

For **Task 3**, 好处 has appeared in the past exams several times, so candidates were easily to write 好吃、便宜、不贵、方便、快、不花时间 etc., well known describing words. Some able candidates could use four words idioms e.g., 节省时间、味道可口、百食不厌、价格便宜 etc., to demonstrate their range of vocabulary.

Task 4 坏处 was answered equally well as **Task 3**. There were some interesting comments, the majority of them were not good for your health/body, e.g., 对身体不好、经常吃会很贵、不健康、变胖、花钱. Centres should advise their candidates to read the questions with more care and try to use the sentence patterns from the questions as a starting point.

Some candidates might not feel it was very easy to give reasons for **Task 5** due to the limitation of their vocabulary even though they understood the question. 可以做好吃的饭、帮助爸爸妈妈、让妈妈休息、以后有用、上大学需要、自己照顾自己、挣零花钱 etc., were perfect answers and the words are in the latest syllabus.

Centres should be aware that if the whole answer to **Question 3** was irrelevant (e.g., contains no evidence of being related to the bullet points set), *Task Completion, Range and Accuracy* would be awarded 0. However, if **Question 3** was attempted but communication was not achieved (e.g. the candidate misunderstood the question), a maximum of 8 for *Range* was awarded. If the word count was significantly less than the recommended length, the capping system would be applied. Therefore, reading the options and annotating the questions before writing out the essay are important stages in the exam.

There were almost no irrelevant essays for **3(b)** due to the familiarity of the topic. Elaborating and expanding the answers is important to achieve good marks. Some good examples are listed below.

- 我每两个星期最多吃一次快餐。
- 我不固定一周吃几次快餐，有时候吃两次，有时候一星期吃多过五次。
- 我平均一个星期吃一次快餐，因为我对炸的食物兴趣不大。
- 我吃了各种各样的东西，比如热狗、三明治、汉堡包等等。
- 我觉得吃快餐虽然好吃，但是对身体不好。
- 比如吃快餐，不但很美味可口，而且比在饭店吃更便宜。
- 但是吃快餐也有一些坏处，比如天天吃快餐会对身体不好。
- 因为做饭不但比去饭店更便宜，而且可以让我放松。
- 除了不健康以外，我还觉得快餐太贵了，快餐也可能让我胖。
- 我觉得中学生学做饭非常重要，因为将来他们上大学，他们的妈妈不会帮助做饭，而且学做饭会教学生做一个努力的人，也会节约很多钱。
- 如果天天吃快餐的话，不光要花很多钱，还对自己的身体不好。
- 我不觉得吃快餐有什么坏处。

Range

It was very pleasing to see some complex connectives have been used such as: 虽然……但是…; 不但……而且…; 只要; 的时候; 以后; 因为…所以……; 除了…以外, 也/还…; 比如; which again has shown candidates' high linguistic ability.

A wide range of vocabulary appropriate to the tasks also have been seen, e.g. 、 、 锻炼 etc. Some sentence structures were really impressive e.g:

- 坏处是虽然很好吃，但是对身体非常不好，很不健康。
- 我每个星期吃四或五次快餐。
- 不少学生或是年轻人都是因为觉得快餐上菜快，可以节省时间的理由而选择快餐；
- 在家做的饭比在快餐店买的饭好
- 自己做的饭比快餐更健康
- 这样他们才可能吃得健康，而且能锻炼自己的能力

Accuracy

Candidates who chose **3(b)** did well in grammar and structures which could be seen in the above examples. However, there were some areas to be improved:

Characters: 方便/便 (便) 、便易 (宜) 、更直 (便宜) 、便边 (宜) 、工 (作) 饭、不员 (贵) 、比夜 (毕业) 、成 (城) 市、目记 (自己) 、良 (很) 多、美 (没) 有、西 (四) 次、吃子 (了)

Grammar:

- Mixed tenses: 我下个星期吃了四次快餐
- Mixed Pinyin, English with characters: 中学生可以 aid 助他们的父母；很多学生 mang,so 以买快餐；因为快餐不好 shenti; 你 ziji 做饭很 shenti; 我会买一 ping 可乐和一个三明 zhi; 我吃很多包子, shala , bi sa bing; 要花很多 qian; 因为小 hai 子们很喜欢吃快餐；学生要学会做饭因为他们到时后会 mei qian 了；我喜

欢 fired 鸡（炸鸡）和可了（可乐）；如果你吃很多，你可以 become fat；我上次去快餐店吃 hanbaobao 和 shu five。

- Words order: 我三次一个星期吃快餐；我去左右两个次在一个星期
- Anglicised structures: 我做得又好又兴趣
- Use of 是 with adjectives: 因为是很快也不贵也附近他的学；是舒服
- Sentence structure- misplaced adverbial modifiers and attributes: 我觉得有更坏处比好处很多；中学生吃很大快餐
- Misuse 又: 餐又年轻又现代
- Misused verb: 这吃便宜；但是热狗是我最喜欢得吃饭；快餐有最好；快餐给我们的身体不好；我们变大的时候就需要东西吃
- Misuse of 很: 我觉得很对 shen 体好和很好吃。
- Misuse the conjunction words and linking words:
- The usage of ‘了’：所以我不可以了做饭。
- Misused measure words：我一个星期十五个次快餐；这个天我有很多作业；我一个星期吃一个天快餐
- Misuse of 没：因为我不有多钱
- Misuse of “和，也，的，得，是，比，把，多，着，左右，还是/或是， compliment of result: 我吃肉也汉堡包也喝水；因为是很快也不贵也附近他的学；快餐有很多胖和有的快餐很贵；快餐很好吃也我常常很好玩儿；他很喜欢做饭和这是他的爱好；快餐很容易做饭和便宜买

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/42
Writing

Key messages

- Avoid using pinyin or English for **Question 1**.
- Elaborate with detailed relevant information to achieve the top band marks for **Question 2**.
- Write dates in Chinese characters rather than numerical digits.
- Marks will not be penalised if essays are over the recommended words for **Question 2** and **Question 3**.
- Read the scenario carefully for **Question 2** and **Question 3** and write essays accordingly. Answer all the questions and pay attention to different time frames.
- If a task is 'What have you done in there?' and the candidate answers 'I have done a lot of things' without any details, then they do not meet the criteria for the top band of task completion.
- Similarly for **3(b)**, if a task is 'What have you done for him/her?' and the candidate answers 'I have done a lot', then they do not meet the criteria for the top band of task completion. The same principle for **3(b)** task 5, 'What changes have you had after looking after the elderly people?', if the answer is merely 'I have had many changes', then they do not meet the criteria of 'gives detailed information and explanations'.

General comments

This is the third year that the new syllabus and mark scheme are in place and candidates were mainly familiar with the style and questions and generally performed better than previously especially for **Question 2** and **3**. There were a number of excellent performances from centres in the South East Asian regions. Some candidates used complex structures and difficult or unusual characters, even idioms, which demonstrates their linguistic ability is higher than the level that this IGCSE requires.

Question 1 and **2** performed better than previous year and the overall quality of work from candidates on **Question 3** have been improved as well. It was wonderful to see a greater variety of expressions and structures attempted by most candidates although there is room for improvement in the accuracy of the usage.

Candidates were not penalised for writing too much. There was no need for candidates to count the number of characters written (after they have achieved the minimum required characters), since some candidates were restricted by the notion of 80–100 characters and did not really demonstrate their capabilities, which could be observed by crossed sentences which could have made the essay much more interesting and fuller. It should be remembered that a composition requires a certain number of words to address all the bullet points in the question, and variety in vocabulary and sentence structures is rewarded. Therefore, a long, but less varied essay will not be awarded as many marks as one with greater variety and interest. However, candidates should be reminded that if they write significantly fewer than 80 characters for **Question 2** or 150 characters for **Question 3**, they will not produce enough evidence of their ability to gain access to the highest marks.

Centres should be aware that answers have to be relevant to the questions, and that all the bullet points need to be addressed with as much relevant information as possible. Since this is a writing examination, Chinese characters should be used as often as possible and both English, numerical digits and pinyin should be avoided, e.g, a place name should be in Chinese characters.

To avoid missing any tasks, it is best to follow the bullet points and once one task is completed, tick and move on to the next task.

Candidates need to pay attention to the setting and scenario carefully and write essays accordingly. Inappropriate setting would not be awarded better marks for Task Completion, e.g., helping elderly people in a children activities centre or helping a child at home for **Question 3(a)**. Letter or email format with long openings and ending greetings was not required and took up candidates' time and the space and away from the recommended word counts.

Comments on specific questions

Question 1

Candidates were asked to fill in a form about a party invitation, in which they must provide information of dates, places, things to bring and what to wear. Most of the candidates were able to write correct dates in characters, e.g., 一月八日 and 星期五 was accepted. However, centres should encourage candidates to avoid using numerical numbers e.g., 2024 年 5 月 4 日 as answers. Date order should follow Chinese convention, e.g., 二零二四年五月二十日, not 四日六月二零二四年.

There were some good and appropriate places e.g., 餐馆、饭店、人民路十三号、游泳池、我的家、快餐店、小镇礼堂、我家附近的公园、学校体育馆、主题公园 etc., for gap 2; however, weaker candidates did not read 派对地点 carefully and wrongly assumed it is associated with a time 几点 or length of time 多长时间 rather than a place, so words like 三点、两个小时 etc. appeared in the answers.

Gap 3 and 4 responded well with correct nouns, e.g., 零食、礼物、手机、水瓶、零食、餐具、水瓶、雨伞、饼干、饮料、照相机、钱、生日卡、身份证、派对反光衣、花露水、水枪 etc, however, some candidates misunderstood it as activities and wrote verbs, e.g., 玩球、踢足球、打篮球、看电影、看电视、吃蛋糕 which were not able to get a mark.

For gap 5 要穿什么, many candidates responded very well with answers like 红色的衣服、裙子、西装、浅色套装、睡衣 or more impressive answers e.g., 自己喜欢的衣服、自由选择、随便、什么都可以 etc. However, a handful of candidates still wrote accessories to this question, thus, no mark was awarded.

Besides many positive performances, there were several common mistakes which were either adding or missing a radical or with a wrong radical or using a character with a similar phonetic sound. The examples were listed below and correct answers are in the brackets.

For example: 手几 (机)、可了 (乐)、咖啡 (啡)、午 (牛) 奶、气 (汽) 水、包了 (子)、库 (裤) 子、
祑 (礼) 物、工 (公) 园、眼镜 (镜)、万 (巧) 克力、冒 (帽) 子、饮斗 (料)、身份征 (证)、上依 (衣) etc.

Candidates should be aware that answers written in Pinyin, in English or a combination, e.g., 餐guan、fan 店、我的jia、外tao、衣fu etc., have not been awarded marks so should be avoided.

Question 2

The question requires the candidates to write about a walk they like which includes information about when do you go for a walk; with whom do you often go with; where do you like to go; what can you see over there and what activities are there next weekend. Most of the candidates fully understood the requirements of the question and responded very well to it, a better performance than last year. The best candidates were not only able to understand rubrics and to weave all the bullet points into the writing to fulfil the communication aspect, but also were able to use their linguistic knowledge accurately on character writing, vocabulary, for both simple and complex sentence structures. Candidates need to remember to answer the question first, then add more detailed information to support the answer.

On the other end of the spectrum, some candidates did not identify the words 那里 in bullet point 5 and did not write activities in the place mentioned in bullet point 3, therefore they could not gain marks for task 5 even with correct time frame and activities.

Candidates are reminded to read the scenario which has an English translation with more care in addition to the one with Chinese characters since some candidates wrote running instead of walking.

Candidates also need to be aware that the last bullet point is normally in a future tense frame, therefore, the answers need either future time phrases, e.g., 下个周末 or future time particles e.g., 会、要、将.

Bullet point 1: the vast majority did very well with answers like 每天早上七点半、周末的时候、吃完早饭以后、有时候周末 etc. Some were very impressive with extended sentences and info, e.g., 我一般下午五点以后去散步, 因为妈妈的身体不是很健康, 所以我得常常跟她一起去散步 etc. However, some candidates did not pay attention to the words 一般 which should be in present tense and wrote in a future time frame so sadly could not get a mark. Candidates were allowed to answer bullet point 1 and 2 in one sentence, e.g., 我一般喜欢早上跟爸爸妈妈一起去散步 which would enable them to add extended details to tasks.

The majority could respond to bullet point 2 and 3 and a variety of prepositions were applied: 旁边/对面/附近/后面; other words to indicate locations: 很近, 不远 also seen often. Opinions were introduced consistently, e.g. 我喜欢在我家附近的公园散步因为公园不但很大而且很漂亮; 我们喜欢在我家旁边的公园散步; 我最喜欢在我家小区后面散步, 因为那里空气清新。However, many still got the word order wrong, e.g, 我常常跟妈妈散步在公园 putting the place at the end of the sentence. Good details were 是星期六九点半才开始。

Centres should advise candidates to follow the sentence structures on the task rather than just extend their answers with detail to avoid missing points. For the bullet point 4 'what do you see in there', there were several impressive answers like 在山上我们常常看见鸟儿、我常常看见五颜六色的花、花草树木、小狗小猫 etc. Some just simply wrote 那里有山有水、有很多老人、学生 etc, without 看见, they were accepted but it would be better to follow the sentence structures on the task.

Some candidates did not understand that bullet points 3, 4 and 5 were referring to the same venue, especially bullet point 5; they talked about an activity held somewhere else instead of the place they like to have a walk. In addition, a small number of candidates confused 下个周末 with 上个周末 and wrote 下个周末那里有了踢足球活动 thus, communication had not been clearly achieved. Centres should advise candidates to follow the sentence structures on the tasks and pay attention to the future time frame word 下.

Candidates should be reminded when they copy the characters or sentence structures from the bullet points, they should be more careful of looking at whether the characters were correctly written without missing any parts or that the question words have been removed from the answers. Also, distinguishing 哪里 from 那里 is important.

Some candidates were restricted by the notion of 80–100 characters and had not really demonstrated their capabilities, which could be observed by crossed sentences which could have made the essay much more interesting and fuller. A significantly smaller number of characters than the recommended word count will affect the marks even if all the questions have been answered.

It is commendable this year that some students used excellent connective words to structure complex sentences, in addition to incorporating adjectives effectively. There were many good examples for each task, e.g:

Use of Conjunctions and conjunctive patterns/adverbial phrases

- 我不但喜欢早上去散步，我也喜欢吃了饭以后去散步。
- 除了跟朋友去散步以外，有时候我也会跟哥哥一起去散步。
- 我们常常去那儿一边散步一边吃早饭。
- 那里的花草树木非常美丽，而且我们也享受新鲜的空气。
- 妈妈喜欢在公园里散步是因为每个周末公园里会有活动。
- 我会先走到我同学的家门口，然后带着他去公园散步。
- 如果我爸爸有时间，我会跟他去散步。
- 那个公园又安静又有很多好吃的食物。
- 虽然我喜欢散步，但是我下个周末要去公园画画儿。
- 我喜欢在树林里散步，那里不冷也不热。
- 我非常喜欢晚上在那里散步，因为可以看到很多星星和明亮的月亮。
- 我一般吃完晚饭后和我的好朋友小美一起去星光沙滩散步。
- 我每次都去河边散步，因为那里有各种各样的小动物。比如：猫、狗、鱼等。
- 在公园常常可以看到野猫，非常可爱。

- 我常常和妈妈一起去我家附近的大公园散步，走路十分钟就到。
- 我喜欢散步，因为我觉得散步能帮助我放松心情，从而帮助我缓解压力。
- 每当我住在月牙海滩跑步时，我都会看到升起的太阳。
- 我常常看见被风吹得在那里摇摆的柳树。
- 我喜欢在山上散步，因为我觉得除了风景优美，空气也清新。

Good adjectives/describing words/idioms:

- 那里的空气清新、花草树木非常美丽、五颜六色的花、可爱的小动物、很高的树、公园里有很多漂亮的花草树木、看见一群意气风发的少年打篮球、在那里我常常看到花草树木和猴子、风景如画、引人入胜、人山人海、鸟语花香、谈天说地。

Detailed (extra) information:

- 我最喜欢散步，散步是我的爱好。
- 我常常和妈妈一起散步。如果妈妈很忙，我有时候和朋友去散步。
- 我喜欢去（离我家不远、在我家对面、美丽）的公园散步，因为很漂亮。
- 公园的环境和天气都很好，也适合让我们出来散步。
- 我喜欢去公园散步，那里空气清新。公园里有一个湖，里面有很多鱼。
- 在那里我常常都会看到各种各样的鸟儿和五颜六色的花朵。
- 这个公园里的空气又清新又凉快，很多野生动都喜欢在那里待着。
- 这是因为公园的环境优美，那里有很多花草树木，空气也很清新。
- 在那里我可以看到日落的过程。我非常享受一边散步一边看着日落的感觉，这会让我减少我学习上的压力。
- 公园的风景引人入胜。
- 那里风景宜人，有各种各样五颜六色的花朵。
- 早上散步能让我们提起精神不容易在上课时睡觉。
- 那里环境优美，绿树成荫，令人心旷神怡。
- 这个时候散步可以遇见一些邻居，可以一起谈天说地。
- 下个周末那里有一个二手集市，大家都可以到那里进行买卖。
- 下个周末，公园里有一个跑步比赛，赢的人可以拿到礼物，所以我想要参加。
- 下个周末，那里有保护环境的活动，所以我想和朋友一起参加。
- 下个周末在这个公园会有一场小型的篮球比赛。

In contrast, there were some areas for improvement:

Grammar:

- Wrong word order: 八点早上；我打算去公园跟我的朋友；有篮球比赛在这个公园；我散步五点；我喜欢和妈妈去散步在早上；我一般吃早饭在公园；我散步在公园；我和我的朋友打排球一起；我散步星期一；我常常散步跟我的妹妹；我们带很多食物吃在公园；那个花园在书店右边八点早上；有人画在公园里；常常一起跟爸爸散步；我要很多活动在朋友家；我常看见在我爸爸的车；我常常看见人在散步跟他们的猫；在那里我常常看见妹妹散步跟姐姐
- Use of 是 with adjectives: 弟弟是很平易近人；是好看；是很大；是漂亮；是人山人海
- Use 和 to link two sentences or clauses: 我在公园打乒乓球，因为很好和我喜欢跟朋友打
- Use 和 to link adjectives: 去公园散步很方便和有用
- Use of adverbs 也: 我一般十点去散步，也我周末去公园
- Misuse of direction words: 我家左右又大又干净公园有打篮球活动；公园在后边我的家
- Use of verbs: 看很多老人 without 到、我会看一个很大的猫、我看很多爷爷、我做足球、我喜欢学书
- Use of 了: 下个周末有了跑步比赛；我常常看见了很多小狗；这是以因会跟友好了的一起说话；后来她工作很忙，所以不能跟我了。
- Use of measure words: 三个狗吠四猫
- Misused idioms: 公园有很多意思

Characters and words:

- Mixture of characters, Pinyin and English: 地 fang、海 bien、lang fei 时间、很 fang bian, yin 为、散步
很 jian kang 和经常散步 shen ti 好、我喜欢散步在 park、在车里有各种各样漂亮的 flower、散步七点
until 三点半.
- Misspelled characters with the same phonetic sound character or similar shape, not proper words used
despite guessable meanings: 各种各羊(样), 犬(太)阳, 工(公)圆(园)、公国、风影(景)、中
(种)花、跳(跑)步、个(各)种(个)各样、坐(做)活动、母(每)天、青(清)新、花草树木
(木)、化(花)园、冈(风)和日丽、气(飞)来气(飞)去、东(动)物、很运(远)、溜(遛)
狗、马女(妈),下五(午),中上(午),春禾(天),工作(作),候(猴)子,海(每)天

Question 3

There were two options for candidates to choose from: **(a)** to write an email to a friend talking about helping at a children activities centre, **(b)** to write an article for a magazine, talking about looking after elderly people. Option **3(a)** was considerably popular, with the vast majority (75 per cent) attempting this, whereas **3(b)** was a less popular choice which may be due to less experience in their real life. However, candidates who chose **3(b)** normally showed very good language proficiency in content, range and accuracy.

Overall, most of the candidates have been able to understand rubrics properly and have completed tasks required. Same issue with **Question 2**, many candidates failed to reach full marks for task completion because of lacking detailed information, opinions/reactions and explanations, and irrelevance. A few candidates have not understood rubrics, thus could not complete the tasks required, and even fused both topics together.

Understanding tenses and vocabularies in the tasks was still preventing candidates from achieving high marks.

Question 3

(a) Helping at a children activities centre

Completion of the tasks

Candidates were more familiar with questions words this year. The majority did not only cover the required information, but also provided additional and detailed information which was relevant to the bullet points. Due to Task Completion being allocated 10 marks now, candidates were required to give detailed information, opinions, reactions and explanations to reach the top band. For example, for bullet point 2 'What have you done in there?' and the candidate answers '我做过很多东西/事情 I have done a lot of things' without any details, then they do not meet the criteria for the top band of Task Completion.

Centres should remind their candidates to include enough information or a wide range of sentence structures in their answers, not just merely answering the questions by replacing the question words in the tasks. Elaborating and expanding the answers is needed to achieve good marks.

In other aspects, there were some who misunderstood the setting in **Question 3(a)**. Some candidates wrote helping a pupil at home or school, or even in a sport day or helping in other countries in general which may be caused by higher level of vocabularies such as 儿童、帮忙 which are all in the syllabus. To broaden candidates' choices, centres should suggest candidates study all vocabulary on the core vocabulary list including the newly added ones from 2022.

A few candidates mixed up the bullet points in option **(a)** and **(b)**. For example, 我在儿童中心帮忙因为我想帮助老人; talking about the environment of the place where they look after the elderly, why they want to help the elderly, or next year where they want to be helping other elderly people. Centres should advise candidates to pay attention to details and circle which option they choose then noted down the question words or possible short phrases as answers to mitigate such mistakes.

Tenses were issues for some weak candidates since the answers showed they did not understand or not answer according to the tenses in the bullet point. For example, in option **(a)**, 你在那里做过什么 – they answered 我想在那里帮助儿童做作业 which cannot not get marks for task completion. Some responses demonstrated that some candidates did not understand certain words in the bullet points. For example, in

option (a) 明年你想去什么地方帮忙, a few candidates talked about where they want to go for holiday next year, instead of going somewhere to help.

For bullet point 1, it should be in past tense setting therefore, future time frame was not accepted. Apart from 上个星期、去年 etc, past time frame, exact time e.g, 从八点开始开始在那里帮忙 etc, were tolerated.

For bullet point 2, many activities were mentioned which is very pleasing, e.g, 帮忙打扫卫生、跟他们一起踢足球、给她们做午饭、教儿童看书 etc, but some candidates wrote what he/she did without helping people, e.g. 我去咖啡店喝咖啡、我在那里踢足球、我学习做饭 which cannot be awarded marks.

For bullet point 3, the majority could write describing words either for the physical environment or the atmosphere about working environment, e.g., 那里又大又美; 非常干净; 舒适优美; 工作人员很热情, 又友好又有耐心 etc.

For bullet point 4, 为什么 was a very familiar question word to candidates and many valid reasons were produced, e.g, 跟小孩子玩儿很开心; 儿童很可爱; 我喜欢跟小孩子一起学习; 我想认识新朋友和学新东西; 为社会做贡献; 帮助他人使我快乐 which showed their maturity.

For bullet point 5, question words 什么地方 were very straight forward, apart from common places like 学校、老人院、医院, countries or cities also mentioned in the answers, e.g., 去北京的老人院帮忙、去中国的饭店帮忙. The setting was still helping in a place, but a few candidates wrote their next year holiday plan instead of going to somewhere to help, thus losing marks in task completion. The same as **Question 2**, the last bullet point was in the future time frame, so either future time phrases or particles need to be embedded in the answers.

In **Question 3**, there were still a considerable number of candidates who wrote very long and elaborate introductions and endings to their emails. It is recommended to keep the greetings as short as possible which would leave more time to write more useful content in the examination. Writing general opening and ending formalities, e.g. ‘好久没有收到你的信了。你身体好吗？最近忙吗？’; ‘快给我写信好吗？祝你身体健康，万事如意！’ which could be pre-learnt and would not add much to the final scores.

Centres should be aware that if the whole answer to **Question 3** was Irrelevant (e.g. contains no evidence of being related to the bullet points set), Task Completion, Range and Accuracy would be awarded 0. However, if **Question 3** was attempted but communication was not achieved (e.g., the candidate misunderstood the question), a maximum of 8 for Range would be awarded. If the word count was significantly less than the recommended length, the capping system would be applied.

There were plenty of good examples for each task, e.g:

- 明年我想去医院帮忙, 因为我从小就想当医生, 帮助别人。
- 这样不仅可以帮忙他们, 也可以与儿童们互动。
- 我非常喜欢他们的性格, 非常开朗和善良。
- 正所谓“助人为快乐之本”
- 我之所以在那里帮忙是因为我想利用我的空闲时间来做有意义的事情。
- 小朋友也很听话, 他们一点儿都不会让我生气。
- 虽然有一些儿童经常哭, 但是我还是觉得他们非常可爱。
- 在那里帮忙是因为我想培养我的耐心和爱心。
- 我可以体验到帮助别人的快乐。
- 我的爸爸妈妈改变了很多人的生命, 我也想要像我的爸妈一样可以帮很多人。
- 我觉得我虽然很累, 但是我在那里可以学习很多新的东西, 我还喜欢帮人。
- 儿童活动中心里有各种各样的花草树木, 有一些是小朋友们亲手种的, 比如: 土豆。
- 那里的环境非常好因为空间又大又美, 也打扫得很干净, 让人感觉很舒服。
- 我觉得照顾老人很难, 但是我觉得照顾老人能增加很多耐心和知识。
- 我去那儿帮忙, 因为我在网上看到那的工作人员不够。
- 每当他们做对的时候, 我都会给他们很多的鼓励。
- 每个小朋友都玩得很入迷让我看得目不转睛, 我也感受到他们的童真。
- 明年, 我想在神庙帮忙。在神庙做义工能让我忘掉烦恼, 减轻压力。
- 这家儿童活动中心离我家很近, 我时常乘搭巴士前往那里。

Range

It was very pleasing to see some extended, well-linked sentences frequently appearing in the candidates' work. This year it was common to see that some complex connectives were used such as: 虽然.....但是...; 不但.....而且...; 因为...所以.....; 除了...以外, 也/还...; 不仅, 终于, 为了, 除此之外, 不仅如此, accurately used 都, 到, 还, 有没有, 通过, 经过 which again has shown their high linguistic ability. Some candidates even used some grammar structures in part 2 on the syllabus, such as 让、使、被、把、着 etc. advanced structures, e.g. 通过帮助儿童让我变得更有耐心和爱心 which moved them to the top band.

However, candidates should be reminded not over using 因为...所以.....structures too much which could not show the range. As well as that, the purpose of using the conjunctives is to make the essay more interesting and coherent, not just for the sake of its appearance in the essay. They also need to check the pairing of conjunctives is appropriate, for example, 不但.....而且..., not 虽然.....而且...

A wide range of vocabulary and idioms appropriate to the tasks also have been seen frequently, e.g., 有趣的故事、有意思的活动和方法、学习新知识、让我高兴、一心二用、一石两鸟、独一无二、人山人海、乐于助人、目不转睛 etc.

Some good examples were listed below:

- 他们不仅有人帮忙和说故事, 这样我们还可听他们年轻的故事。
- 除了这个以外, 我还会帮忙打扫教室和帮忙做饭, 因为做饭是我的爱好。
- 我会在这里帮忙是因为妈妈的朋友介绍给我去, 而且他们刚好缺人手。
- 我变得更加乐于助人, 不再像以前的我。
- 我觉得他们为我们这些新一代付出了很多, 现在我就用这个机会来报恩, 也算是做一件好事。
- 明年我想去医院帮忙, 因为我从小就想当医生, 帮助别人。
- 明年我想到离我学校不远的老人院帮忙做义工, 因为我觉得一些行动不便的老人令我很有成就感。
- 我在那个儿童中心帮忙打扫地和洗衣服。
- 此外, 那里的环境非常干净。
- 虽然那里不大, 但是有各种各样的花草树木, 真是风景宜人。
- 我在儿童中心帮忙, 因为我想跟孩子们分享世界上的知识。
- 明年, 我打算去海边帮忙, 因为海洋里有很多垃圾。
- 上个月是暑假, 我在家没有事做, 所以我就去儿童中心帮忙了。
- 我现在在那里陪孩子们, 还有就是帮大人煮食物给儿童们吃。
- 因为那个中心的工作人员很少, 很多儿童无法得到关心, 所以我和爸爸才打算去那里帮忙。
- 我在儿童活动中心的工作主要是跟他们互动。比如说, 教他们阅读、教他们唱歌、说故事给他们听和陪他们睡午觉。
- 首先, 我会教他们怎么用他们的手机, 所以他们可以用他们的手机看电影。如果他们对听音乐感兴趣, 我就会教他们怎么用他们的耳机。
- 我常常也会和他们一起喝茶、聊天。

Accuracy of characters and grammar

The new mark scheme put more emphasis on accuracy and although this was better compared with the previous year, there is still some room to improve especially for some basic and common words. Most candidates wrote very accurate characters, some candidates showed some errors in their writing and some even wrote Pinyin and English which affected the marks. Occasionally using Pinyin or wrong characters with the same phonetic sound for communication purposes could be accepted for task completion, but it would be penalised in this category.

There were some areas for improvement.

Characters:

Candidates should spend time practising simple common characters such as: 没、家、不、们、和、很、汉、字、中、文、东、西、喜、欢、有、朋、友、友、好 etc.

There were some other frequent mistakes: 干静(净)、安净(静)、许(需)要、环 境(境)、开郎(朗)、考(教)英、票(漂)亮、高心(兴)、作(昨)天、一(以)后、小孩(孩)子、上果(课)、我门(们)、东酉(西)、乞 (吃) 、时后

(侯)、不(下)一年、职(聪)明、斗(科)学、中语(文)、化(华)语、美(英)语、普通语(话)、考(老)师、高心(兴)、票(漂)亮、医(因)为、作(昨)天、方更(便)、文(问)题、数学果(课)、老(教)英语、考(教)英语、这(怎)么、医(因)为、一(以)为、花(化)学、容勿(易)、怒(努)力、方(面)、觉的(得)、很块(快)、东面(西)、学(校)、犬(太)累

Grammar:

- Missed past tense particle 了 or use of it in present tense sentences: 我觉得了很有意思
- Mixed tenses: 上个星期二我要开始帮忙；明年我去了北京照顾老人
- Wrong words order/anglicised sentence structures: 我开始帮忙十点半；我说一起跟他(我跟他一起聊天)；我想工作在中国；的时候我帮忙他们；我想当老师长大；我吃过包子在中国；有很多好肉吃在中国；我感开心帮忙；明年我想去园动帮忙；那里的环境我的朋友不又耐心；去英国地方帮忙
- Used 上 and 下 wrongly for time adverbs: e.g. 上年 instead of 去年, 下年 instead of 明年, 上个月/上星期 instead of 下个月/下星期 or vice versa, etc.
- Use of 是 with adjectives: 我是很好；他学得是很好
- Use of measure words: 我们一起读一个书
- Use 和 to link two sentences: 那里的环境很美丽和很好；那里很大和很多人可以去那里
- Use of verbs: 我在那里帮做了画画；我想是老师；环境是很多人
- Missing verbs: 我跟她们篮球
- Misused conjunction: 我觉得老师很好，但是很有趣
- Misuse of 比: 这个餐厅比以前的一样大；这个餐厅比以前的一样
- Misuse of 也: 明年我想去外国帮忙也我想去你的那里帮忙。

(b) Looking after elderly people

Task Completion

Candidates who chose 3(b) normally showed very good language proficiency in content, range and accuracy. However, this was the less popular choice than 3(a) which could mean that the scenario was not as familiar to candidates and that they had less experience and vocabulary to complete the tasks. Some candidates may feel 照顾 in the scenario and 变化 in task 5 were challenging. To broaden candidates' choices, centres should suggest candidates study all vocabulary on the core vocabulary list including the newly added ones from 2022.

Tenses were issues for some weak candidates since the answers showed they did not understand or not answer according to the tenses in the bullet point. A few candidates did not understand that 照顾过什么样的老人 and 你为他做了什么 were both in the past.

A few candidates did not include details in their answers so cannot be considered 'gives detailed information, opinions/reactions and explanations'. For example, 我在老人医院照顾老人。我照顾过很好的老人。我为她做了饭。我觉得照顾老人很有意思。照顾老人后我很喜欢老人。All the bullet points were answered, but there was a lack of detail.

For bullet point 1, almost all the candidates understood the question word 哪里 and wrote proper places which was very pleasing. The same as bullet point 1, most of the candidates understood task 2 你照顾过什么样的老人, and produced relevant descriptions, e.g. 高高的、年纪大的、不能走路的、性格开朗的 etc., which was good. For bullet point 3, 为他读报、一起走路、散步、打扫卫生 etc., were often seen.

For task 4, most of the candidates understood 你觉得照顾老人怎么样, and produced relevant opinions. Simple ones were 很好、有意思、有用, whereas able candidates wrote 我觉得照顾老人不简单, 但是我感到很快乐；我觉得照顾老人有好处，也有坏处；你帮助需要帮助的人，这是很好的。但是要花很长时间和精力照看他们 which reflected their proficiency of manipulating the language.

For task 5, it seemed challenging for weak candidates since they were unfamiliar with characters 变化, whereas the majority of the candidates understood the task and produced 照顾老人后, 我变得比较有耐心；我更加珍惜与我爷爷奶奶一起相处的时光 etc. Centres should encourage students to learn the vocabulary on the syllabus thoroughly to maximise opportunities to score marks.

However, there were some very good examples:

- 很多老人是很善良，也很幽默的人。
- 我在养老院也扩大我的社交圈和得到很多重要的工作经验。
- 在那里的老人挺孤独的，又许多行动不便，还有很多老人们说话不清楚。
- 林先生做的蛋炒饭十分美味可口，我们吃的津津有味。
- 我变成了一个既有耐心又有爱心的人。
- 他们的脸上又会带着灿烂的笑容，使我感觉特别开心。
- 最近我去了一个老人院照顾老人，所以我想说说关于学生对照顾老人的看法。
- 在老人院，我会帮他们穿衣，也会带她们出去散步。
- 我照顾过生病的奶奶和行动不便的老人。
- 我觉得虽然照顾老人家非常不容易，但是我感到开心也很有成就感。
- 照顾老人后，我变得比较有耐心。
- 我觉得照顾老人需要很多的爱心和耐心。
- 照顾老人后，我更加珍惜与我爷爷奶奶一起相处的时光。

Range

It was very pleasing to see some complex connectives being used such as: 虽然……但是…；不但……而且…；因为…所以……；除了…以外，也/还…；使、让、被、为了、除此之外、不仅如此、当然、以免 accurately used 都、到、还、有没有、通过、经过 which again has showed high linguistic ability.

Wide range of vocabulary appropriate to the tasks also have been seen, e.g.

- 我认为我变得更有耐心，也学会了怎么待人处事。
- 自从照顾那位老太太之后，我的情商变高了，更善于沟通了。
- 照顾老人之后我变得更有耐心和爱心了。
- 对我来说，照顾老人并非易事，也会有点累。
- 我在那儿照顾过行动困难和失忆的老人。虽然他们有些苦难，但是他们对人很有礼貌。
- 有些老人对人是很冷的，不喜欢和人说话，很难跟他们说话。
- 我为他们清理房间、准备食物、洗厕所等。
- 我通常会为老人们准备饭，有时会陪他们出去散步，为他们洗衣服。
- 照顾老人后，我不仅有很大的成就感，而且我还学会了我们应该爱我们漫长生命旅程的每一分每一秒。

Some idioms and proverbs were really impressive e.g. 性格活泼开朗；孤傲冷淡；形形色色；饮食起居；助人为乐是快乐之本。

Accuracy

Most candidates who chose 3(b) did well in Grammar and Structures. However, there are some areas to improve:

- Mixed tenses: 明年我想去老人院帮忙了
- Words order: 因为我爱的不得了我的爷爷；在对面的我家。
- Missing the key word of a phrases: 我喜去咖啡；我的爱好是足球。
- Negative for 有: 我不有做过
- Misuse 了: 我很喜欢都了；照顾老人后，我觉得是长大了
- Misuse of 是 with adjectives: 我觉得照顾老人是很好；是重要。
- Misuse 和 to link two sentences or clauses: 我去老人家和我帮助老人
- Sentence structure – misplace adverbial modifier and attribute: 在老人家我做了饭而也跟他们说话；我开始帮忙老人下个月；火车不 gui, 还是火车很 kuai；爸爸工作在照顾
- The usage of ‘了’ and ‘过’: 我必须很早去睡了；去那里很简单，因为不久了；我想来过这里又来帮忙；我在那里做过了很多。
- Misplaced adverbial modifiers and attributes: 上个月我去参加义工了和我的朋友一起去。/老人见到我都十分热情一点。/除了我们听音乐，以外我帮助她在公园散步。/我交新的朋友在老人院。/还有我做附斤我的家。

- **Misused words** : 不能做很多做物；我觉得那里的环境最好的，也有丰富多彩的人；你需要帮忙学校的学生人；我想做医生人；我很容幸在这里做护工；人们有各式各样的脾气；但是，每个老人园我浪费很多时间，太远了；老人院又大又新，人山人海的老人；处此之外；如里我做的木对的，那个平各的老人就生气了；我看到这个地方要亲员工人帮忙；我喜欢的小时是爷爷的生日；中心很美丽，每边都五颜六色的；认我们扩大视统；照顾老人让我觉得我变成一个善浪的人，对他们和爱好；我照顾过英文的老人；那里的环境很噪音，因为人山人每；我去帮忙因为我这几天每事做。
- **Use of verbs: wei wan** 的家不有塑料，因为塑料不有环境；我在那里会做各种各样的帮忙；那里的环境很好的，但是有一天有下雨；我非常喜这里的环境和员工；我让我的时间管理更好；照顾老人后，我打算工作变化；我的朋有的土房；她的笑容看起来也很有满足；我做这个照顾老人的活动；我在那里要朋友，他们叫我去帮忙；我觉得老人的心是很开心的；我喜欢做帮忙；我可以去到老人园照顾他们；在那里我做到很多东西；我这会说话和他们生活的事情；我会给他们图书和玩游戏；我见面各种各样的老人；补充我的空闲时间；我为他做了许多功，如洗衣服。
- **Misuse of '和、也、都、还、的、地、得、是、多、着、把、被, compliment of result and measure words** : 他们说活动中心要一个人可以说都英语和汉语；工作人员都勤力的打扫；还我们常常聊天；这间中心非常地大，好像我们的小学一样大；照顾老人后，我变得更有善的人；因为环境是很干净，所以我没做到什么；谢谢你看着我的文章；气有时候会热又下雨；那里的环境很好也美；我不但帮他洗澡，而且也和他读书；这里的环境是干净、平静；医生说老人应该多步；这里的环境很美和好；我在这里帮忙和看运动。
- **Accuracy of Characters:** 吃鸣（鸡）饭、见（现）在、字（学）校、建（健）康、友（又）很大、成（城）市、去商害（店）、由土（于）、人（八）点半、朋有（友）、我门（们）、人（认）为、朋友（友）、吃寸（过）了、老人门（们）、老人家（院）、优良美得（德）、比（开）始、没（每）天、母（每）天、美（每）天、海（每）天、一右（石）二鸟、三该（刻）、各种各样（禾+羊）、有（友）善、马来四（西）亚、拉（垃）圾、份（分）享、令（今）天、坏（环）境、告拆（诉）、美书（术）课、认（如）果、贝（见）她、昨（上个）月

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/43
Writing

Key messages

- Avoid using pinyin or English for **Question 1**.
- Elaborate with detailed relevant information to achieve the top band marks for **Question 2** and **Question 3**.
- Producing a significantly smaller number of characters than the recommended word count will affect **Question 2** and **Question 3** marks.
- Read the scenario carefully for **Question 3**, answer all the questions and pay attention to different time frames.
- Similarly, if a task is 'What is the disadvantage/advantage of running an online shop?' and the candidate answers 'there are many disadvantages/advantages of running an online shop' and nothing else, then he/she does not meet the criteria for the top band of Task Completion.

General comments

The numbers of candidates sitting the exam was quite small this year, about two dozen. This is the third year that the new syllabus and mark scheme are in place, therefore the majority of candidates were familiar with **Question 1**. There were a number of impressive performances from centres. Some candidates used complex structures and difficult or unusual characters, even idioms, which demonstrates their linguistic ability was improving.

The overall quality of work from candidates on **Questions 2** and **3** has not differed too much from last year. It was wonderful to see a greater variety of expressions and structures attempted by many candidates although there is room for improvement in the accuracy of the usage.

Centres should be aware answers have to be relevant to the questions, and that all the bullet points need to be addressed with as much relevant information as possible. Since this is a writing examination, Chinese characters should be used as often as possible and both English and pinyin should be avoided.

Candidates did not need to copy out the questions, particularly for **Question 3**. Writing straight to the point and expanding accordingly without pre-setting sentences would have been more efficient to make use of the recommended word count. Letter format, long openings and ending greetings were not required and took up extra time and space.

Comments on specific questions

Question 1

Candidates were asked to fill in a form for a club.

For gap 1 活动地点, a majority of the candidates wrote 运动场、教室、图书馆、学校 etc without mistakes, but a few confused the place with what time and wrote 七点 which cannot be awarded marks.

Candidates did really well on Gap 2 with success e.g., 十二年级、中文字学生、小学生 etc.

Gaps 3 and 4 were also very well answered with different activities, e.g. 游泳、打篮球、网球、画画、历史课 etc. However, a few candidates did not write verbs and wrote 历史、中文 and unfortunately no marks could be awarded.

Gap 5 was the most challenging one for candidates. Some candidates confused 东西 with places for sport activities and wrote 球场、运动场、运动 etc. They sometimes did not know how to write 球拍 and wrote pinyin instead of characters. Centres should advise candidates to revise the core vocabulary list in the syllabus before the exam since the characters in the questions and answers all come from it.

Candidates need to pay attention to accuracy of characters since there were several common mistakes. They were either adding or missing a radical, using a wrong radical, or using a character with a similar phonetic sound. Centres could train their students to avoid the similar mistakes for future exams.

Question 2

The question required the candidates to write about planting flowers. The question words should have been familiar, e.g. what kind, where, when, why and who, so candidates should have been equipped to provide some relevant information and opinions.

Most of the candidates were familiar with the question word 什么样 in bullet point 1, and 红色、大花、漂亮的花 etc. appeared in the answers. 哪里 in bullet point 2, 什么时候 in bullet point 3 and 为什么 in bullet point 4 had often appeared in previous years so the vast majority of candidates had no difficulties in writing something related to the questions and did very well.

It was very pleasing to see the vast majority did really well in bullet point 5 - the answers were in a future time frame and included with whom. Most popular answers were family members and friends but some used 我每个星期五跟妈妈种花 which was tolerated for referring to the future, but centres should remind their candidates that it would be better to follow the sentence structures in the tasks and to pay more attention to the future time frames and future particles.

To score in the top band, candidates needed to include details. Therefore, even though some candidates answered all the bullet points, they did not score the full mark as they needed to expand their answers and to provide a level of detail.

Candidates should be reminded that when they copy the characters or sentence structures from the bullet points, they should be more careful looking at whether the characters were correctly written without missing any parts or that the question words have been removed from the answers. Also, they should look for whether the answer words were in the correct place.

There were plenty of good examples for each task, e.g.

- 我明天种很多好看的花。
- 我有很多钱，我买很多花。
- 我每天放学以后回家种花。
- 我觉得这个爱好又好玩又有趣。

In contrast, there were some areas requiring improvement.

Grammar:

- Misused verbs: 我家可以看到很好
- Anglicised structures: 我喜欢种是红色和大的花
- Missing characters: 我喜欢这艺和草

Characters and words:

- Mixture of characters and Pinyin: 学校很 nan 种花 rang 我开心
- Misspelled characters with the same phonetic sound character or similar shape: 一（以）后、觉得（得）、红兔（色）、朋有（友）

Question 3

The styles of the questions did not change much this year and there were two options for candidates to choose from: **(a)** to write a letter to a pen pal talking about a weekend by the seaside; **(b)** to write an article for a magazine, talking about your views on running an online shop. **3(a)** was significantly popular than **3(b)** with 80 per cent of candidates opting for it, perhaps due to familiarising with the topic of travelling. They could respond to some of the bullet points with a good level of detail and link ideas effectively with appropriate connectives.

(a) Travelling 旅行

Completion of the tasks

The majority of the candidates who opted for this task covered the required information, they also provided additional and detailed information which was relevant to the bullet points. Candidates were aware this year that they should give detailed information, opinions/reactions, and explanations to reach the top band.

Question words for task 1 'how far', task 2 'how you went' and task 3 'why you went' were not unfamiliar to candidates so they completed the tasks well. However, some candidates might not have had enough vocabulary to answer task 4 about advantage/disadvantage and merely wrote 有很好处.

It was very encouraging to see that most of the candidates completed task 5 'where will you go next time' successfully with future time frame and proper places without English. Future tense particles were also frequently seen in the answers.

Candidates need to pay attention to the length of the essay. If the word count was significantly less than recommended length, the capping system was applied.

Good examples for each task are listed below.

- 海边离我家很远，所以我开车去，大概花了九个小时。
- 我有一些家人住在海边，所以我去看他们让我很开心。
- 海边有很多很严格的规定，关于垃圾
- 法国的音乐会让人觉得很有爱的感觉。

Range

It was very pleasing to see some extended, well-linked sentences frequently appearing in the candidates work. This year complex connectives were used frequently, such as: 虽然...但是...; 不但.....而且...; 因为...所以...; 除了...以外, 也/还... etc., which showcased high linguistic ability. However, there were some repetitions as well, especially for 因为.

A wide range of vocabulary appropriate to the tasks also have been seen frequently, e.g.:

- 自己旅行有很多好处。第一：不花很多钱；第二：一边看风景一边吃食品。
- 海边非常干净，比我家的城市美。
- 法国有很多地方可以看，很多东西可以做，食物看起来也很好吃

Accuracy of characters and grammar

Some candidates showed some errors in their writing, some even with Pinyin and English words which would affect the marks. Occasionally using Pinyin or wrong characters with the same phonetic sound for communication purposes could be accepted for Task Completion, but it would be penalised in this category.

There were some areas which could be improved, e.g.:

Characters: 坐末 (车) 、过子 (了) 、公气 (汽) 车、见 (现) 在、电京 (影)

Grammar:

- 也我的姐姐喜欢海边。
- 我的爸爸说说了很美
- 也要去公园在中国。
- 海边要多活动。
- 海边离我十二远
- 我的房子离海边九个离开
- 人们不太吵了
- 因为很多远我不常常去

(b) Online shop 开网店

Completion of the tasks

About 20 per cent of the candidates opted for this option and they had some idea on how to complete the tasks. Question words in task 1 'when', task 2 'what' were not unfamiliar to candidates, however, task 3 'what advantages' and task 4 'what disadvantages' were asking for opinions and it seemed to raise a challenge to candidates. Bullet point 5 about the plan for using the money that was earnt appeared the most challenging one to candidates, perhaps due to the characters 挣钱.

The evidence could be seen from some examples below:

- 我有一个朋友她开网店，她卖中国餐（包子和米饭）。
- 我在网上卖过笔和包，但是我不卖鱼和牛肉。
- 开网店有一点点坏处，很贵
- 我和我的家人喜欢网店因为我们爱买了东西

Range

It was pleasing to see some complex connectives have been used such as: 不但。。。而且； 所以； 因为

Some range of vocabulary appropriate to the tasks was also seen, e.g.

- 我在网上卖很多东西，不但衬衣和大衣或者毛衣，而且我的画画。

Accuracy

Candidates who chose **3(b)** seemed to struggle with character writing. There were some areas to be improved:

Characters: 车（东）西、工贝（资）、大（人）门（们）

Grammar:

- Mixed Pinyin and characters: 我的网店非 chang 好；不 nan；很 gui
- Wrong measure word: 一个年
- Misunderstanding questions and using incorrect words: 我开始在网上买东西因为我要了 yuan 去中国；有很多些好处；我打算会用最方便挣的钱
- Missing characters: 我不有时；这是很大好处
- Wrong sentence syntax: 你们什么觉得？人们可以卖东西网上