

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/11
Listening

Question Number	Key	Question Number	Key	Question Number	Key
1	C	11	C	21	C
2	D	12	F	22	B
3	B	13	E	23	A
4	A	14	A	24	B
5	B	15	B	25	D
6	B	16	A	26	C
7	A	17	A	27	B
8	D	18	C	28	C
9	C	19	C	29	A
10	C	20	B	30	B

General comments

The June 2025 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.

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 without proper understanding of the text can lead to choosing incorrect options.

Comments on specific questions

Questions 1–5

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

For the individual questions, 95% or more candidates gave correct answers to **Questions 1, 2, and 3**.

94 per cent of the candidates answered **Question 4** correctly. Mistakes made tend to be choosing option **C** 'hat' instead of the correct option **A** 'calligraphy brush'.

86 per cent of the candidates answered **Question 5** correctly. Mistakes made spread relatively evenly among the incorrect options.

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 to **Questions 6, 7, 8 and 10**.

Question 9 proved a little more challenging, with 88 per cent of the candidates answering correctly. Half of the mistakes made were choosing option **D** 'wardrobe' instead of the correct option **C** 'refrigerator'.

Questions 11–15

This was a matching exercise in which candidates heard five individuals talking about what they would usually do on Friday afternoons. Overall, candidates performed well in this exercise.

88 per cent or more of the candidates answered **Questions 11, 12, 13 and 14** correctly.

Question 15 proved to be more challenging with 76 per cent of the candidates answering it correctly. 18 per cent of the candidates made the mistake of choosing option **D**, which was a 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 Hua talked to her friend about her experience at a holiday resort. Candidates are requested to tell if Li Hua's opinion of different aspects of her experience was 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 20**.

Question 19 proved to be more challenging with 19 per cent of the candidates choosing option **A** and 17 per cent choosing option **B** instead of the correct answer **C**. It indicates a lack of understanding.

Questions 21–25

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

In **Question 21**, 10 per cent of the candidates made the mistake of choosing option **A** 'snow', which was a text-based distractor, indicating a lack of understanding or simple guessing.

Question 22 proved to be more challenging. 22 per cent of the candidates made the mistake of choosing option **C** 'Christmas tree', which was a text-based distractor, instead of the correct answer **B**, indicating a lack of understanding, simple guessing or not reading the question carefully.

Questions 26–30

Candidates heard an interview with Jack, an American working in Beijing. Candidates generally performed very well answering **Questions 27, 28, 29 and 30**.

Question 26 proved to be the most challenging question in this exercise and in this paper with only 45 per cent of the candidates answering it correctly. Of the rest of the candidates, instead of the correct answer **C** 'accountant', 10 per cent chose option **A** 'teacher', which was a text-based distractor, and 45 per cent chose options **B** 'architect', indicating a lack of understanding.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/12
Listening

Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	F	21	C
2	C	12	D	22	D
3	A	13	E	23	A
4	D	14	B	24	B
5	C	15	A	25	A
6	A	16	A	26	C
7	C	17	C	27	A
8	A	18	B	28	B
9	D	19	B	29	B
10	B	20	C	30	C

General comments

The June 2025 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.

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 without proper understanding of the text can lead to choosing incorrect options.

Comments on specific questions

Questions 1–5

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

For the individual questions, 99 per cent of the candidates gave correct answers to **Questions 2 and 3**.

93 per cent of the candidates answered **Questions 1 and 5** correctly while 96 per cent answered **Question 4** correctly. Mistakes made spread relatively evenly among the incorrect options.

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.

96 per cent or more candidates answered **Questions 6, 7, 8 and 10** correctly.

Question 9 proved to be relatively more challenging in this exercise. Over half of the mistakes made were choosing option **B**.

Questions 11–15

This was a matching exercise in which candidates heard five individuals talking about what they were planning to do on the last day of the term. Overall, candidates performed well in this exercise.

90 per cent or more of the candidates answered **Questions 11, 12, 13 and 14** correctly.

83 per cent of the candidates answered **Question 15** correctly, with 14 per cent made the same mistake by choosing option **C**, which was a text-based distractor.

Questions 16–20

In this exercise, candidates heard a conversation in two parts with a short pause. In the dialog, Li Hua talked to her friend about her visit to a church. Candidates are requested to tell if Li Hua's opinion of different aspects of her experience was 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 in this exercise. **Question 20** proved to be relatively more challenging in the exercise. Three quarters of the mistakes made were choosing option **A**.

Questions 21–25

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

Candidates performed very well in this exercise. 92 per cent or more candidates answered **Questions 22, 23 and 24** correctly.

Question 21 proved to be relatively more challenging, with 17 per cent of the candidates incorrectly choosing option **A**, which was a text-based distractor. It showed a lack of understanding of the text or possibly that the question was not read carefully.

Question 25: 13 per cent of the candidates incorrectly chose option **C**, which was a text-based distractor, indicating a lack of understanding of the text or possibly that the question wasn't read carefully.

Questions 26–30

Candidates heard an interview with Zhang Hai, a doctor of traditional Chinese medicine. This was an appropriately challenging exercise, but candidates performed very well.

93 per cent or more of the candidates answered **Questions 26, 27, 29 and 30** correctly.

Question 28 proved to be a little more challenging among the questions in this exercise. 9 per cent of the candidates chose option **A**, which was a text-based distractor, while 6 per cent chose option **C**. It showed a lack of understanding or possibly simple guesswork.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/13
Listening

Question Number	Key	Question Number	Key	Question Number	Key
1	C	11	C	21	C
2	D	12	F	22	B
3	B	13	E	23	A
4	A	14	A	24	B
5	B	15	B	25	D
6	B	16	A	26	C
7	A	17	A	27	B
8	D	18	C	28	C
9	C	19	C	29	A
10	C	20	B	30	B

General comments

The June 2025 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.

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 without proper understanding of the text can lead to choosing incorrect options.

Comments on specific questions

Questions 1–5

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

For the individual questions, many candidates gave correct answers to **Questions 1, 2, and 3**.

Many candidates answered **Question 4** correctly. Mistakes made tend to be choosing option **C** 'hat' instead of the correct option **A** 'calligraphy brush'.

Mistakes made on **Question 5** were spread relatively evenly among the incorrect options.

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, many candidates gave correct answers to **Questions 6, 7, 8 and 10**.

Question 9 proved a little more challenging. Half of the mistakes made were choosing option **D** 'wardrobe' instead of the correct option **C** 'refrigerator'.

Questions 11–15

This was a matching exercise in which candidates heard five individuals talking about what they would usually do on Friday afternoons. Overall, candidates performed well in this exercise.

Many candidates answered **Questions 11, 12, 13 and 14** correctly.

Question 15 proved to be more challenging. Some candidates made the mistake of choosing option **D**, which was a 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 Hua talked to her friend about her experience at a holiday resort. Candidates are requested to tell if Li Hua's opinion of different aspects of her experience was 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 20**.

Question 19 proved to be more challenging some candidates choosing option **A** or option **B** instead of the correct answer **C**. This indicated a lack of understanding.

Questions 21–25

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

In **Question 21**, a few candidates made the mistake of choosing option **A** 'snow', which was a text-based distractor, indicating a lack of understanding or simple guessing.

Question 22 proved to be more challenging. Some candidates made the mistake of choosing option **C** 'Christmas tree', which was a text-based distractor, instead of the correct answer **B**, indicating a lack of understanding, simple guessing or not reading the question carefully.

Questions 26–30

Candidates heard an interview with Jack, an American working in Beijing. Candidates generally performed very well answering **Questions 27, 28, 29 and 30**.

Question 26 proved to be the most challenging question in this exercise with very few candidates answering it correctly. Some candidates, instead of the correct answer **C** 'accountant', chose option **A** 'teacher', which was a text-based distractor, and others chose options **B** 'architect', indicating a lack of understanding.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/21
Reading

Key messages

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

- Study and consolidate the entire vocabulary list for defined content.
- Learn common key question words, time phrases, synonyms and antonyms.
- Have a plan on timing for each question, depending on the complexity of the questions.
- Consistently study and practise understanding questions and identifying key information.
- Provide an answer for short-answer questions – brief answers with clear content are sufficient.
- Attempt every question in the paper, even the questions they feel less confident about.

General comments

There were strong responses on across the whole paper. It was pleasing to see lots of candidates giving accurate answers with clear handwriting. There was only a small amount of lifting seen in this year's marking. Whilst it was pleasing to see some excellent responses, some candidates lost marks by including unnecessary or contradictory information, or by failing to identify key words that signal turning points or negative meanings, resulting in inaccurate or confusing responses.

In addition, accurate character writing is essential. Candidates should develop a clear understanding of structure of characters in order to improve accuracy especially when copying characters from the text. It was regrettable when Examiners came across answers with missing strokes or incorrect characters, which led to confusion and resulted in no given marks.

In future, more attention should be paid in learning the key question words, such as what, when, where, how, how long and why, as these will help candidates to understand the questions and locate answers correctly for **Question 8 and Question 11**.

Comments on specific questions

Questions 1 – 5

The first five questions were very well answered with exception of **Question 2**. **Question 1** and **5** were one of the best answered question on the whole paper with as vast majority of the candidates secured the mark. Quite a few candidates went with option C or D for **Question 2**, which showed the vocabulary 橄榄球 (rugby) was challenging for some candidates. On **Question 3** the performance was very strong. In **Question 4**, a common error was choosing option A, suggesting some confusion between 数学 (maths) and 化学 (chemistry).

Question 6

This section was proven the most successful section on the entire paper. Most candidates achieved full marks, with only occasional errors in **Question a** 滑雪 (skiing) or d 饼干 (biscuit), which weaker candidates found confusing. Candidates are encouraged to continue to work on practising and reinforcement of basic vocabulary, especially relating to hobbies, local area, and food and drinks.

Question 7

This section was generally very well answered, with most candidates accurately matching the pictures to the descriptions by understanding key vocabulary.

Most candidates answered **Question 7 (a)** well and a small portion of the candidates chose option A or C. For **Question 7 (b)**, the majority of the candidates answered this question correctly. However, a few selected option C, likely due to unfamiliarity with the culturally specific term 茶馆 (tea house), which may have led to misinterpretation of the context. **Question 7(c)** proved very challenging as only half of the candidates manage to secure the mark showing the vocabulary 乌龟 (turtle) was unfamiliar to them. The character 乌 and 鸟 look very alike each other, which contributed to the selection of incorrect answers. It was noted that a few candidates selected both options B and C, which resulted in no mark being awarded.

Question 8

The overall performance was very positive for this question, with the majority demonstrating a strong understanding of the material. While there were some common areas for improvement, these were generally minor and can be easily addressed in future practice.

- (a) Most candidate handled the question at ease. Very small number of the candidates wrote 八月底.
- (b) Again, one of the best answered questions in the section.
- (c) A few candidates had difficulty identifying the correct phrase 从上海来的, sometimes copying it as 上海来 or 从上海的, which showed lack of genuine understanding of the text.
- (d) Most candidates answered this well. Typical errors were like, some candidates omitted the verb 吃 when describing 吃午饭, leading to incomplete answers. Additionally, a small number miswrote 午 as 牛 or struggled with the less frequent term 散步. Focus on these details will help strengthen accuracy moving forward.
- (e) Very positive responses overall. Occasionally, some candidates omitted the verb 坐 before 地铁 (subway), resulting in incomplete answers.
- (f) More able candidates tackled this question successfully. One third of the candidates found this question challenging. As the question asked 做什么活动 (do what activity). Weaker candidates found tricky to rephrase the verb 做 (to do) with an appropriate verb depending on the activity, leading to inaccurate answers such as 做网球 or 做网球队.
- (g) Another well answered question as over three quarters of the candidates secured the mark.
- (h) Well done to those candidates who secured the mark as the question differentiated candidates' capability well. Those able candidates managed to extract the key concept 月饼 at ease, whilst some candidates wrote 买一些月饼 as answer, which was directly lifting from the text rather than have genuine understanding of the question, 带什么 (what to bring).

Question 9

The best-answered sections of the paper demonstrated strong understanding and accuracy. Candidates provided good responses overall, showcasing their solid grasp of the topics covered in the question. It was also a reflection of excellent teaching and learning in not only the topic areas but also examination techniques.

Question a, b and d well the best answered in the section. In **Question c**, it was obvious candidates understand the vocabulary 骑自行车 (to ride a bike) well, however, they were uncertain about the structure 让. a few candidates who selected option D overlooked the negative word 不让, which affected their understanding of the sentence. In **Question e**, similarly, many candidates who chose option C misunderstood the meaning of 忘了 in the text though they were able to identify the 拍照 (to take photos). Focusing on vocabulary in context will help strengthen comprehension further in future examination sessions.

Question 10

Overall, candidates approached this question set with reasonable success, though a few items proved more challenging due to the level of demand required in this section.

Questions a and c were the best performed questions in this section. Though there were different countries in the text in **Question a**, most candidates were able to find the correct answer 中国 (China), which showed excellent understanding of the text. In **Question b**, congratulations to those candidates who secured the mark as only two fifth of the cohort achieved this. The question required a considerable level of command in synonyms. For example, recognising that 校服 is not 民族特色服装; 带食物 is not the same as 做食物, and 母语 refers to one's native language (自己的语言). Similarly, the demand in **Question 10 d** was high as it tested implied meanings. Candidates were required to work out the link in between in order to secure the mark. For example, 食物很快卖完了 implies 很受欢迎, and while candidates correctly identified the verb 捐, they found hard to distinguish that the donation was money, not food, to the 俱乐部, as option D was one of the common wrong answers. Performance in **Question e** was very positive as almost three quarters of the candidates managed to secure the mark. It showed good understanding of the vocabulary 了解 as equivalent to 学到了.

In future, candidates need to pay more attention not only to the common question words, but also to expand vocabulary command in handling this type of question.

Question 11

This final set of questions presented the most challenging tasks, requiring candidates to understand specific information and respond precisely, without excessive lifting from the text. Most candidates demonstrated a strong grasp of the overall content and were able to locate short, accurate responses, showing clear improvement in this skill. While a few weaker candidates still struggled, the overall incidence of long text-lifting has significantly decreased compared to previous years, indicating positive progress in this area. It was noted that the handwriting had improved, which is always appreciated by Examiners.

- (a) Well done to those candidates who scored the mark! This appeared to be the most challenging question in the whole paper. 常生病 was the required answer and common wrong answer was 生病. The correct answer required candidates to understand the link between 能吃能睡, 却常生病, therefore 能吃能睡, 却常生病 was accepted in the mark scheme too. Those candidates who included 却 in their answer, did not show genuine understanding, therefore, 却常生病 was rejected.
- (b) Candidates often failed to produce the complete phrase 离...不远, instead giving ambiguous structures like 在...不远, which appear to follow the question pattern 在哪里. Some also miswrote 远 as 运.
- (c) This was generally well answered.
- (d) Most candidates answered correctly. At this level, it is essential candidate demonstrate genuine understanding including the pronouns as there were 艾伦 and 妈妈 in the question, therefore, those weaker candidates who wrote 她没有兄弟姐妹 just missed the mark.
- (e) Over two thirds of the cohort answered the question successfully. Some incomplete answers like 天气好 were seen, which did not fully address the question 什么时候.
- (f) Overall candidates performed well in this question compared to other questions in the section. Candidates were confused by the use of connectives 虽然 and 但, resulting in contradictory or overly long lifted responses such as 虽然天气不错, 但不是周末.
- (g) Mixed answers for this question. Just over half of the candidates found this accessible, whilst the other half found tricky. Typical wrong answers were: 艾伦 or 狗. There were some candidates simply copied 艾伦的狗也跟着他们跑 from the text.
- (h) Positive responses were seen in this last question. Over 50 per cent of the cohort secured both marks. Those candidates who were weaker in summarising the information to work out the

meaning included the connectives 虽然 and 不过 in their answers, which prevented them from scoring the marks.

In conclusion, centres should continue to support candidates in writing Chinese characters accurately and to remind candidates to give thorough answers directly relating to the questions.

FOREIGN LANGUAGE 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 for defined content.
- Learn common key question words, time phrases, synonyms and antonyms.
- Have a plan about timing for each question, depending on the complexity of the questions.
- Work on understanding question types and identifying key information required.
- Provide an answer for short-answer questions – brief answers with clear content are sufficient.
- Attempt every question in the paper, even the questions they are less confident about.

General comments

Candidates performed well across all questions, and the overall standard this year was comparable to that of the previous year. Many responses were successful and clearly expressed, particularly in the multiple-choice section. Performance in the multiple-choice questions, which assess vocabulary and comprehension, was particularly strong, with many candidates achieving full or near full marks.

The majority of candidates demonstrated a strong understanding of the reading texts and responded effectively to the questions. Most were able to provide focused and concise answers that accurately referenced information from the passages. The strongest candidates excelled in selecting specific details from the texts and conveyed their answers with clarity and precision.

For the future, more attention should be paid to learning key question words, such as what, when, where, how, how long and why, as these will help candidates to understand the questions and locate answers correctly for **Question 8** and **Question 11**.

Comments on specific questions

Questions 1 – 5

The questions in this exercise were generally well handled, with many candidates performing confidently, particularly on **Questions 1, 3** and **5**, which were largely answered correctly. Responses in **Question 2** were positive too and **Question 4** appeared to be challenging to some candidates.

Question 1 also presented difficulties for some, particularly those unfamiliar with 葡萄 (grapes), leading to a common selection of option D. In **Question 3**, while most responses were accurate, a few candidates chose option C instead of the correct answer, B. This was due to the candidates likely recognising the character 雨 (rain) but not 雨伞 (umbrella). Similarly, in **Question 5**, a small number of candidates selected A or B instead of the correct answer C, possibly due to unfamiliarity with the word 桌子 (table). **Question 4** proved more challenging in this section, especially for candidates less familiar with 化学 (chemistry), with some opting for B or C instead of the correct answer A.

Question 6

This section was the strongest area of candidates' performance, with many achieving full marks and demonstrating a solid grasp of the task requirements. Candidates were generally able to understand the meaning of the sentences and match them accurately with the corresponding pictures. In some cases, identifying just a single key word was enough to arrive at the correct answer, highlighting their familiarity with basic vocabulary.

However, a common error was noted in **Question 6(d)**, where some candidates did not recognise 兵马俑 (Terracotta Army) and instead selected option B based on the word 参观 (to visit). To improve accuracy in the future, candidates should continue to practice and reinforce their understanding of basic vocabulary. This should include cultural references including historical sites.

Question 7

This section was generally very well answered, with most candidates accurately matching the pictures to the descriptions by understanding key vocabulary.

In **Question 7(a)**, although 兽医 (veterinarian) is less common, most candidates identified it correctly, likely using the familiar character 医 (as in 医生) to help infer the meaning. A few weaker candidates guessed this. For **Question 7(b)**, a small number of candidates did not recognise 网吧 (internet café) or 玩游戏 (play games) and selected distractors based on typical weekend activities. However, the majority used the contextual clues effectively. In **Question 7(c)**, most candidates correctly identified 旅游 (travel) and 看风景 (sightseeing), and even partial understanding often helped them choose the right answer.

Question 8

It was pleasing to see most candidates performed very well. They were able to locate and extract accurate, concise answers without excessive lifting from the text. Additionally, the majority demonstrated correct pronoun usage, successfully replacing the first person 我 with appropriate third-person references such as 小云 or 他, 她. This marks a significant improvement in pronoun use compared to previous years.

- (a) Most candidates demonstrated a good understanding of expressing durations, though a few weaker candidates missed the use of '多' to indicate 'more than' after a time period. Some character spelling errors, such as writing '一个多月子' or extracting information incorrectly like '经一个多月', affected the accuracy and clarity of the answer, resulting in no credit for those responses.
- (b) The majority of candidates answered this question correctly. A small number responded with 春天特别, which altered the intended meaning and thus did not earn marks. It is worth noting that no candidates referenced other seasons in their answers.
- (c) Most candidates correctly identified the answer. However, a few responded with 一位农民 instead of 农民的家里, missing key details needed for full credit. Additionally, a small number of lower-ability candidates provided incomplete extracts such as 位农民的家里, which could not be rewarded.
- (d) Most candidates answered well, though some weaker candidates selected 又舒服又有趣 for 8d(i) instead of the correct response (学会了)钓鱼, which resulted in no marks awarded. For 8d(ii), a few candidates included the extra word 和 in their answers (和做菜), which altered the meaning and lost marks.
- (e) While many candidates correctly identified the mode of transport, some missed the key words 坐 or 租车, instead writing 出租车 or 坐车, which was not given full credit. A small number of candidates misspelled 租 as 组, resulting in no marks awarded.
- (f) Most candidates responded correctly; however, some failed to score by providing 讲故事 or 看表演 instead of the full correct phrase (听人)讲故事. Occasional misspellings or typos, such as 听人进故事, also led to marks being withheld.

- (g) Most candidates answered this question well. A few made minor errors by omitting key words such as ‘去’ or ‘家’, and some had occasional careless typos in writing ‘家’.
- (h) The majority of candidates demonstrated a good understanding of the unit word usage. A small number responded with ‘个导游’, indicating some uncertainty with the measure word. Additionally, a few candidates misspelled the character ‘游’, but overall performance was strong.

Question 9

Overall, candidates performed very well on this multiple matching exercise. Most demonstrated a solid understanding of the task and successfully selected the correct options across this section. Many candidates earned full or high marks, showing confidence in navigating and interpreting the information.

Questions a, b and c were generally well handled, though some candidates overlooked negative words like 没有 or key details such as 里面, leading to occasional errors despite identifying the correct locations.

Questions d and e were more challenging for weaker candidates, as they required close reading of similar information related to libraries, such as facilities, languages, and resources. In **Question e**, for example, some candidates missed 不同语言, focusing only on 中文书 or 书. The choice of option D in **Question d** was common, though the reasoning behind it was unclear.

Question 10

Overall, candidates approached this question set with reasonable success, though a few items proved more challenging due to the level of demand required in this section.

Questions a and e were the best performed questions in the section. In **Question a**, some candidates selected option C, focusing on the word 住, but missed the more important phrase 一直生活, which was key to identifying the correct answer. In **Question b**, a number of candidates struggled to connect the word 经历 in the text with 参加活动. Instead, they were distracted by options containing 不 or 运动, leading to incorrect choices. In **Question c**, strong candidates handled well by selecting the correct answer B, whilst a large number of candidates made common error by selecting option A or C. This indicated that these candidates could not recognise the key information of 爸妈还送我去...青年合唱团, as well as connecting its meaning with the keyword 安排 in the correct choice B, so they played guessing games to tick the answer. The performance was a rather mixed in **Question d**. In **Question 10 e**, the phrase 住在旁边 was not widely understood as referring to 邻居. The word 邻居 itself may have been unfamiliar to some candidates, contributing to misunderstanding.

Question 11

This final set of questions presented the most challenging tasks, requiring candidates to understand specific information and respond precisely, without excessive lifting from the text. Most candidates demonstrated a strong grasp of the overall content and were able to locate short, accurate responses, showing clear improvement in this skill. While a few weaker candidates still struggled, the overall incidence of long text-lifting has significantly decreased compared to previous years, indicating positive progress in this area. Overall, long lifting was seen less frequently compared to previous years.

- (a) Many candidates attempted this question well, though some interpreted 会 as ‘will’ rather than ‘association’ in this context. A few also missed key elements such as 在 from 在当地 or 举行 from 举行春节庆祝活动. The character 春 was sometimes miswritten, with 目 replacing 日.
- (b) Most candidates showed an understanding of the general context, though some missed grammatical elements like 过了 or 了, which affected the accuracy of the tense. The term 往常 was occasionally misinterpreted, and 圣诞节 (Christmas) was not widely recognised.
- (c) While many candidates located the relevant sentence, some copied 提早的原因是今年可以卖食物, which did not directly answer the question about the *difference*.
- (d) Most candidates engaged well with the text. However, a few candidates focused on broader phrases like 为了让更多的市民和游客了解中国文化, which led to error.

- (e) While many candidates identified the correct location, some responses were incomplete, mentioning only 市中心 or 广场 without including the full phrase i.e. 在...举行.
- (f) This question required candidates to filter the distractor 中小學生 from the correct answer 退休老人. Overall, attempts reflected growing familiarity with complex sentence patterns. Occasionally, careless errors in character writing 退休 occurred, which led to no credit.
- (g) Most candidates understood the context well, though some added unnecessary elements like 除了. Character errors like 节目 instead of 节日 could have been avoided.
- (h) This was the best answered question in this section. Only a small number of candidates found this challenging. In conclusion, centres should continue to support candidates in writing Chinese characters accurately and to remind candidates to give thorough answers directly relating to the questions.

FOREIGN LANGUAGE 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.
- Learn common key question words, time phrases, synonyms and antonyms.
- Have a plan on timing for each question, depending on the complexity of the questions.
- Consistently study and practise understanding questions and identifying key information.
- Provide an answer for short-answer questions – brief answers with clear content are sufficient.
- Attempt every question in the paper, even the questions they feel less confident about.

General comments

There were strong responses on across the whole paper. It was pleasing to see lots of candidates giving accurate answers with clear handwriting. There was only a small amount of lifting seen in this year's marking. Whilst it was pleasing to see some excellent responses, some candidates lost marks by including unnecessary or contradictory information, or by failing to identify key words that signal turning points or negative meanings, resulting in inaccurate or confusing responses.

In addition, accurate character writing is essential. Candidates should develop a clear understanding of structure of characters in order to improve accuracy especially when copying characters from the text. It was regrettable when Examiners came across answers with missing strokes or incorrect characters, which led to confusion and resulted in no given marks.

In future, more attention should be paid in learning the key question words, such as what, when, where, how, how long and why, as these will help candidates to understand the questions and locate answers correctly for **Question 8 and Question 11**.

Comments on specific questions

Questions 1 – 5

The first five questions were very well answered with exception of **Question 2**. **Question 1** and **5** were one of the best answered question on the whole paper with as vast majority of the candidates secured the mark. Quite a few candidates went with option C or D for **Question 2**, which showed the vocabulary 橄榄球 (rugby) was challenging for some candidates. On **Question 3** the performance was very strong. In **Question 4**, a common error was choosing option A, suggesting some confusion between 数学 (maths) and 化学 (chemistry).

Question 6

This section was proven the most successful section on the entire paper. Most candidates achieved full marks, with only occasional errors in **Question a** 滑雪 (skiing) or d 饼干 (biscuit), which weaker candidates found confusing. Candidates are encouraged to continue to work on practising and reinforcement of basic vocabulary, especially relating to hobbies, local area, and food and drinks.

Question 7

This section was generally very well answered, with most candidates accurately matching the pictures to the descriptions by understanding key vocabulary.

Most candidates answered **Question 7 (a)** well and a small portion of the candidates chose option A or C. For **Question 7 (b)**, the majority of the candidates answered this question correctly. However, a few selected option C, likely due to unfamiliarity with the culturally specific term 茶馆 (tea house), which may have led to misinterpretation of the context. **Question 7(c)** proved very challenging as only half of the candidates manage to secure the mark showing the vocabulary 乌龟 (turtle) was unfamiliar to them. The character 乌 and 鸟 look very alike each other, which contributed to the selection of incorrect answers. It was noted that a few candidates selected both options B and C, which resulted in no mark being awarded.

Question 8

The overall performance was very positive for this question, with the majority demonstrating a strong understanding of the material. While there were some common areas for improvement, these were generally minor and can be easily addressed in future practice.

- (a) Most candidate handled the question at ease. Very small number of the candidates wrote 八月底.
- (b) Again, one of the best answered questions in the section.
- (c) A few candidates had difficulty identifying the correct phrase 从上海来的, sometimes copying it as 上海来 or 从上海的, which showed lack of genuine understanding of the text.
- (d) Most candidates answered this well. Typical errors were like, some candidates omitted the verb 吃 when describing 吃午饭, leading to incomplete answers. Additionally, a small number miswrote 午 as 牛 or struggled with the less frequent term 散步. Focus on these details will help strengthen accuracy moving forward.
- (e) Very positive responses overall. Occasionally, some candidates omitted the verb 坐 before 地铁 (subway), resulting in incomplete answers.
- (f) More able candidates tackled this question successfully. One third of the candidates found this question challenging. As the question asked 做什么活动 (do what activity). Weaker candidates found tricky to rephrase the verb 做 (to do) with an appropriate verb depending on the activity, leading to inaccurate answers such as 做网球 or 做网球队.
- (g) Another well answered question as over three quarters of the candidates secured the mark.
- (h) Well done to those candidates who secured the mark as the question differentiated candidates' capability well. Those able candidates managed to extract the key concept 月饼 at ease, whilst some candidates wrote 买一些月饼 as answer, which was directly lifting from the text rather than have genuine understanding of the question, 带什么 (what to bring).

Question 9

The best-answered sections of the paper demonstrated strong understanding and accuracy. Candidates provided good responses overall, showcasing their solid grasp of the topics covered in the question. It was also a reflection of excellent teaching and learning in not only the topic areas but also examination techniques.

Question a, b and d well the best answered in the section. In **Question c**, it was obvious candidates understand the vocabulary 骑自行车 (to ride a bike) well, however, they were uncertain about the structure 让. a few candidates who selected option D overlooked the negative word 不让, which affected their understanding of the sentence. In **Question e**, similarly, many candidates who chose option C misunderstood the meaning of 忘了 in the text though they were able to identify the 拍照 (to take photos). Focusing on vocabulary in context will help strengthen comprehension further in future examination sessions.

Question 10

Overall, candidates approached this question set with reasonable success, though a few items proved more challenging due to the level of demand required in this section.

Questions a and c were the best performed questions in this section. Though there were different countries in the text in **Question a**, most candidates were able to find the correct answer 中国 (China), which showed excellent understanding of the text. In **Question b**, congratulations to those candidates who secured the mark as only two fifth of the cohort achieved this. The question required a considerable level of command in synonyms. For example, recognising that 校服 is not 民族特色服装; 带食物 is not the same as 做食物, and 母语 refers to one's native language (自己的语言). Similarly, the demand in **Question 10 d** was high as it tested implied meanings. Candidates were required to work out the link in between in order to secure the mark. For example, 食物很快卖完了 implies 很受欢迎, and while candidates correctly identified the verb 捐, they found hard to distinguish that the donation was money, not food, to the 俱乐部, as option D was one of the common wrong answers. Performance in **Question e** was very positive as almost three quarters of the candidates managed to secure the mark. It showed good understanding of the vocabulary 了解 as equivalent to 学到了.

In future, candidates need to pay more attention not only to the common question words, but also to expand vocabulary command in handling this type of question.

Question 11

This final set of questions presented the most challenging tasks, requiring candidates to understand specific information and respond precisely, without excessive lifting from the text. Most candidates demonstrated a strong grasp of the overall content and were able to locate short, accurate responses, showing clear improvement in this skill. While a few weaker candidates still struggled, the overall incidence of long text-lifting has significantly decreased compared to previous years, indicating positive progress in this area. It was noted that the handwriting had improved, which is always appreciated by Examiners.

- (a) Well done to those candidates who scored the mark! This appeared to be the most challenging question in the whole paper. 常生病 was the required answer and common wrong answer was 生病. The correct answer required candidates to understand the link between 能吃能睡, 却常生病, therefore 能吃能睡, 却常生病 was accepted in the mark scheme too. Those candidates who included 却 in their answer, did not show genuine understanding, therefore, 却常生病 was rejected.
- (b) Candidates often failed to produce the complete phrase 离...不远, instead giving ambiguous structures like 在...不远, which appear to follow the question pattern 在哪里. Some also miswrote 远 as 运.
- (c) This was generally well answered.
- (d) Most candidates answered correctly. At this level, it is essential candidate demonstrate genuine understanding including the pronouns as there were 艾伦 and 妈妈 in the question, therefore, those weaker candidates who wrote 她没有兄弟姐妹 just missed the mark.
- (e) Over two thirds of the cohort answered the question successfully. Some incomplete answers like 天气好 were seen, which did not fully address the question 什么时候.
- (f) Overall candidates performed well in this question compared to other questions in the section. Candidates were confused by the use of connectives 虽然 and 但, resulting in contradictory or overly long lifted responses such as 虽然天气不错, 但不是周末.
- (g) Mixed answers for this question. Just over half of the candidates found this accessible, whilst the other half found tricky. Typical wrong answers were: 艾伦 or 狗. There were some candidates simply copied 艾伦的狗也跟着他们跑 from the text.

- (h) Positive responses were seen in this last question. Over 50 per cent of the cohort secured both marks. Those candidates who were weaker in summarising the information to work out the meaning included the connectives 虽然 and 不过 in their answers, which prevented them from scoring the marks.

In conclusion, centres should continue to support candidates in writing Chinese characters accurately and to remind candidates to give thorough answers directly relating to the questions.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/03
Speaking

Key messages

- It is important that Centres 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. It is also advised that examiners watch the online CIE training video.
- Examiners are reminded 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 ask the questions exactly as printed.
- 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.
- Examiners are reminded not to go straight to the alternative questions without asking and repeating the original questions, as this can disadvantage candidates and prevent them from accessing the higher Communication bands.
- Most examiners understood the need to ask no more than two further questions of their own if timings were short on topic conversations. These two further questions must only be asked at the end of each topic conversation.
- 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.
- Please note that in the mark scheme for Communication, the word *rephrasing* means that the alternative question has been asked.

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 and examples of performance at all levels of ability were heard.

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 3½ 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 3½ 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. It is essential that all clerical work is checked very carefully to ensure that candidates receive the correct mark. 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. 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. The weakest candidates also showed that they could demonstrate 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 strong and most tasks were answered very well.

In Card 1, task 3, some candidates found it hard to understand the key question word 多长时间? *How long?* In **task 4**, some candidates were not able to explain what they thought of Beijing and why.

In Card 2, task 2, weaker candidates were sometimes not able to give a correct answer for 你以前做过什么工作? *What work have you done in the past?*

In Card 3, task 4, some candidates found it hard to answer the key question word 哪一年? *In which year?* In task 5 weaker candidates were unsure how to answer 我们怎么找你? *How do we reach you?*

In Card 4, task 3, weaker candidates found it hard to understand the key question word 什么样的? *what type of?* In task 4, the following vocabulary proved challenging for some candidates: 送 *to send (present)* and 地方 *place*.

In Card 5, task 4, weaker candidates found it hard to answer: 你对大学的哪些课程感兴趣? *what university courses are you interested in?* In **task 5**, the word 宿舍 *hostel/dormitory* was not always understood.

In Card 6, task 3, not all candidates were able to answer 我们怎么买门票? *how shall we buy the tickets?*

In Card 7, task 3, weaker candidates were sometimes not able to provide vocabulary for household tasks and some struggled with the question word 多久? *how long?* in the second part of the question.

In Card 8, task 2, some candidates found it hard to answer 山上有什么有趣的地方? *What interesting places are there on the mountain?* In the second part of **task 4**, weaker candidates did not always understand the verb 带 *take/bring*.

In Card 9, task 5 some candidates did not understand 上次 *last time* and the need to provide a past time frame.

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. 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. It was noted this year that weaker candidates were not always aware when questions required a past time frame. Each topic conversation also gave candidates the opportunity to express opinions and develop where possible their reasons for their opinions.

Topic 1 Daily Life Questions 1 and 2, were generally answered well. In **Question 3**, candidates often needed to expand their answers more to the question 说说上个星期五你放学回家后做了些什么? Some candidates did not understand that a past time frame was needed here, and some mistook *last* (上个) for *next*. In **Question 4**, some candidates required the alternative question as they did not understand 好处 / 坏处 *advantage/disadvantage*. In addition, some candidates mistook the noun 电视 *television* for 电影 *film*. In **Question 5**, weaker candidates did not understand the word 将来 *in the future* and that a future time frame was required. Additionally, some candidates mistook the word 花园 *garden* for 公园 *park*.

Topic 2 Family Life Questions 1 and 2, were generally answered well. In **Question 3** weaker candidates did not always understand the phrase 养宠物 *to raise pets* and needed the alternative question. In **Question 4**, some candidates required the alternative question as they did not understand the key word 零花钱 *pocket money* or 好处 / 坏处 *advantage/disadvantage*. In **Question 5**, the key word 交通方式 *mode of transport* proved a challenge for some so they needed the alternative question.

Topic 3 Healthy Living Questions 1 and 2 were generally answered well by most candidates. In **Question 3**, some candidates did not pick up on the phrase 为了身体健康 *for your health* but focused more on food they liked. **Question 4** was generally answered well but weaker candidates did not pick up on the question asking a past time frame. In **Question 5**, weaker candidates did not always understand the phrase 睡觉睡得够不够 *enough sleep* and needed the alternative question.

Topic 4 Living Environment Question 1 was generally answered well by most candidates. In **Question 2**, weaker candidates did not understand the key question word 多长时间? *How long?* In **Question 3**, the key word 塑料袋, *plastic bags* proved challenging to some candidates, and they required the alternative question. Even then, they did not always comprehend 袋子 *bag*. In **Question 4**, weaker candidates needed the alternative question and even then, did not always have the vocabulary needed to describe what they had done at school to help the environment. **Question 5** was generally answered well.

Topic 5 Technology Questions 1 and 2 were generally answered well by most candidates. In **Question 3**, the phrase 什么样的网站? *what types of websites* proved challenging to some candidates, and they required the alternative question. In **Question 4**, weaker candidates did not always understand the word 合适 *suitable/appropriate*. In **Question 5**, the phrase 新的知识 *new knowledge* was not always comprehended and the alternative question was needed.

Topic 6 Countries and Festivals Questions 1 and 2 were generally answered well by most candidates. In **Question 3**, some candidates did not pick up on the fact that they should be recommending what places the teacher/examiner should visit but instead talked about where they had visited. In **Question 4**, the phrase 一个中国的传统节日 *a traditional Chinese festival* was not always understood. Additionally, some candidates did not have the vocabulary needed to talk about a Chinese festival. Similarly in **Question 5**, the phrase 过节 *to celebrate a festival* proved challenging to some candidates who needed the alternative question.

Topic 7 Education Candidates could generally answer **Questions 1 and 2** successfully. In **Question 3**, weaker candidates did not understand the word 经历 *experience* and needed the alternative question. In **Question 4**, weaker candidates found it hard to understand the key word 家长会 *parents' meeting* or 好处 / 坏处 *advantage/disadvantage*. In **Question 5**, the phrase 夏令营 *summer camp* proved challenging to some candidates who needed the alternative question.

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/41
Writing

Key messages

- Avoid using pinyin or English for **Question 1**.
- Elaborate with detailed relevant information for **Question 2** and **Question 3**.
- A significantly smaller number of characters than the recommended word count will affect **Question 2** and **Question 3** marks.
- Pay attention to negative words in the bullet point, e.g., **Question 3(a)** bullet point 4 没意思.

General comments

Most of the candidates have done really well and shown 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 demonstrates their linguistic ability.

The number of candidates were similar as last year and the overall quality of work from candidates stayed around the same level. Some candidates wrote notes either in English or Chinese next to each question to make sure communication marks were well achieved.

Most of the candidates understood each part of the question for **Question 1** but some of them were confused with key words like 设施、多久 and 城市. A handful candidates answered the question of 家具 with book or rooms. Pinyin or English were sometimes used which is not accepted. All other gaps were well managed with proper words from the core vocabulary list.

Most of the candidates did really well in **Question 2** and provided detailed answers with extra information. All bullet points in questions have been answered well and many answers showed good content of personal life. 多长时间 seemed to be a challenging question to many candidates. Many candidates answered with 三时间 or 两点三十分.

There were a lot of good answers for both of **3(a)** and **3(b)**. Most of the candidates chose **3(a)** and wrote about their work. Candidates developed essays with detailed facts and feelings or comments for the job. Most of the essays were structured well, following the bullet points of the questions. However, some of the candidates were not very clear about the bullet point of 怎么找到这个工作的. A number of essays did not provide related information on how to find the job but answered with how to get to the workplace.

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. 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.

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、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 essential which could take up candidates' exam time and the space for recommended word counts.

Comments on specific questions

Question 1

Candidates were asked to fill in a form for renting a house when travelling in Chinese. Most of the candidates were able to fill the gaps e.g., 北京 and 上海 for gap 1 城市, but some candidates used wrong characters or made up a name of 城市 in China and some candidates mistakenly answered with countries or cities in other countries like 巴黎、中国、中市、兆京、美国人、法国.

Gap 2 and 3: 家具 seemed challenging to weaker candidates though able candidates produced many impressive answers, e.g., 床、桌子、沙发、电视、洗衣机、电脑、衣柜、灯、椅子、台灯、冰箱、茶几、床头柜、书桌、书架、大床、柜子、单人床 etc. However, some candidates answered with rooms in a house, like 卧室、客厅、床房、房子、一个游戏间, or some other incorrect answers such as 很多书、很大、操场、泳衣服、家人、公司、果子 etc.

For gap 4 设施 candidates did well, answering with 网球场、房子、电话、公车站、学校、小公园、面包店、餐厅、书店、地铁站、饭店、健身房、小店、体育馆、图书馆、商场、停车场、秋千. However some answers were not acceptable, for example 十五、游 yongchi、很小、没有人、沙发.

For the last task, gap 5 多久, the majority were able to write sensible length of time, e.g., 四天, 一周、一个周末、一个星期、两个星期、三个星期、一个月、五个月 etc. It must be a duration of time, some words were not accepted e.g., 三久、四月、十、两个、三个号、我的朋友、十五久、二百、三个人、打算住五个.

Accuracy of characters generally was good, however, there were several common mistakes. They either added or missed a radical, wrote the character with a wrong radical, or used a character with a similar phonetic sound. Candidates should be aware that answers written in Pinyin, in English or a combination have not been awarded marks so it should be avoided.

The common mistakes were listed below:

1. written in Pinyin or in English 使用拼音或英文: Beijing、上 hai、chesuo、keting
2. miss-formed characters creating different meanings: 花园、汶来人、大方间
3. missing strokes or misunderstanding radicals: 么园、上每、文来、昔色设施、衣具、电式、因完、花点、奇子、百色、书方
4. misunderstanding rubrics e.g., 设施, answered like 看书、玩来玩去、电脑、不有人、元国
5. misunderstanding rubrics:
 - answers for gap 1: 中文、市中心、中国、美国、东京、纽约、天安门、游戏
 - answers for gap 2 & gap 3: 花园、哥哥、姐姐、书、中文书、客厅、房间、红色的、蓝色的、手机、工作、行在、表格、卧室、近城市心、厕所、厨房、美丽、小家、一房、高、好看、日本文、中文、爸爸、妈妈、很方便、红色的车、朋友、卫生间、漂亮
 - answers for gap 4: 衣服、2008 年 7 月 11 日、汉语、安静、日本、华元、画画、三大
 - answers for gap 5: 很大、四个人、网球、男、十五久、三久、十五号、三口人、医生、一百钱

Question 2

The question requires the candidates to write about their favourite computer games. Candidates were well understood the question and confidently talked about the game that they played. Most of the candidates covered all bullet points of this question and gave two or more extra information points for each bullet point. Answers in the essay were relevant to the question with some explanation of the game and the reason of why to play with the person and the place. However, some candidates did not answer each bullet point clearly or omitted some point especially the last one.

Candidates were very familiar with question words who 谁 and where 哪里 in bullet point 1 and 2. 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.

Bullet point 4 was very well answered with adjectives and describing words, e.g., 觉得它特别有趣; 它能给我们带来很多乐趣而且在网上可以交朋友; 因为游戏的画风和它的情节出名; 因为是很好的娱乐; 玩游戏让我开心; 因为它不难, 我也很喜欢这个游戏的人物; 又有意思又有趣; 不但可以训练脑袋而且能够放松; 让我交到很多朋友, 度过无聊的时光.

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 and 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., 我打算明天再玩这个游戏; 这个星期六再跟小明一起玩这个游戏; 这个周末再玩; 打算明天再玩; 打算下午五点再玩这个游戏; 明天放学以后; 明天晚上; 星期三下午会跟朋友再玩这个游戏.

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 careful looking at whether the characters were correctly written without missing any parts or whether the questions 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.

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

bullet point 1:

- 我最喜欢的电脑游戏是一个学习语言的游戏。我爱和我的弟弟玩这个游戏。因为我们共同的兴趣是学习各种外语。
- 我平时和我姐姐玩儿我最喜欢的游戏。有时候我也会跟我的朋友一起玩。
- 我每天都会跟哥哥一起玩这个电脑游戏, 而且周末的时候我的父母也会跟我们一起玩。
- 我喜欢和我的姐姐一起玩游戏。因为他很厉害, 而且很有耐心。

bullet point 2:

- 我的家在他家的附近。所以放学后我会骑自行车去他的家跟他一起玩。
- 有时候在客厅里玩, 有时候在我的房间里玩。
- 我的朋友会来到我的家中玩游戏, 有时候, 我也会去朋友家玩。
- 我在我的卧室玩儿这个游戏因为我的房间里有一个大电脑。
- 如果我跟我朋友玩。我们会去他家玩。

bullet point 3:

- 如果那天。我们有短训班或课外活动, 我们只会玩大概两个小时, 但是如果没的话, 我们会玩三个小时左右。
- 每天都玩一个小时的电脑游戏。但是妈妈总是说: 少玩, 多做作业。
- 由于每天。我需要写作业。所以我们每次只能在一起玩 45 分钟。
- 每次玩半个小时到一个小时, 我认为玩太久会伤害眼睛。
- 我每次玩三个小时, 但是我每个星期六玩四个小时。
- 放学以后。我每天都玩儿这个游戏。我每次玩一个小时。

bullet point 4:

- 我喜欢这个游戏的原因是, 因为平时学习压力很大。而玩游戏能让我放松。所以我做完功课后玩。
- 最重要的是我可以和我的朋友一起玩。
- 我喜欢这个游戏, 因为它又简单又好玩。我也很喜欢, 因为我可以跟我弟弟一起玩。
- 我喜欢这个游戏, 因为它是一个语言电脑游戏。我什么语言都能学, 也可以学其他国家的文化。
- 如果有空的话。我玩这个游戏来休息。

bullet point 5:

- 我打算后天再玩这个游戏, 因为我明天会有一场非常重要的考试, 所以我要专心准备。
- 如果我今天做完我的作业的话我打算今天也在玩一次。
- 我打算明年再玩这个游戏, 因为学习会有更多压力。

In contrast, there were some areas which could be improved.

Grammar:

- not proper words used despite of understandable meanings:
每次玩二时间；我打算很好时候再玩这个游戏；我喜欢电脑游戏是好玩和玩朋友；我每次玩三十公；每次玩有很多在她的电脑游戏；我喜欢这个游戏，为 wei 是很好玩；我常常很朋友一起玩这个游戏；如果我做了家里的工作；常常玩两时间；我打算考试候再玩；我打算考试玩了之后；游戏里有需多好笑的短片；我通场会在家里玩羽毛球；还给我机会做新朋友；我没天玩一个小时
- Wrong words order: 我经常玩游戏里我的房子；我每次玩这个游戏时了这个早上跟我的朋友；我只玩了一个小时昨天；要是我不吃饭就我们玩八个小时；我们打星期五和星期天；我会学习怎么我的同学玩；一边我们玩一边我们聊天；我可以玩跟朋友们一起；但是我们想更多玩
- 我在我家也我的朋友家玩这个游戏；因为她有很多业作；每天我玩电脑在上午和下午；我玩这个游和我的弟弟。
- Use of 是 with adjectives: 我和朋友做玩是很有意思和很好玩；因为它是非常可爱
- Use of wrong words or word missing: 我的家很附近他的家
- Use of measure word: 我每次玩一点 (1 hour)
- Use of verbs: 我打算上早饭时再玩这个游戏；我要我的时间在我的作业
- Misuse of 也 and 和: 因为他的家很大和他爸爸是我爸爸的朋友；因为我有很多电脑游戏和我的家在右个学校
- Misuse of 了: 我打算十年了再玩这个游戏

Characters and words:

- Mixture of characters, Pinyin and English: 因为又有 yiyi, 又好看；因为很 lang 飞我们的 shijian；我美天 wan 在这个电脑游戏；每天我和 Lucy 一起玩 Minecraft 在我的家；每次玩四小时，我打算在 zuobian 再玩这个游戏；我 dazhe 个游戏 mei 日 douyaowan2hr；我 xihuanwanzhe 个游戏 yinwei 要 henduo 人；我喜欢这个游戏 yin 为我；因为这个游戏很 youqu；每天玩三个小 shi；我再 beijing 玩这个游戏；wo qu xue xi yin wei 游戏；游戏是 hao yin wei 个游戏 hao
- Misspelled characters with the same phonetic sound character or similar shape: 我跟谁美天；我的方子；三十万到五十万中；明天下牛玩这个游戏；一舟我玩二小时间；我免上打算再玩这个游戏；我也要东习吹萨克斯管；这个游戏很安经；因为很有起
- Proper words not used despite of understandable meanings:
我很喜欢运动，因为我爸爸一起喜欢
- Mistakes and missing some 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 part time job you recently started; **(b)** to write an article for a magazine, talking about your views on learning art. The option **(a)** was much popular than **(b)**, around 68 per cent of the candidates opted for **(a)**. The majority could respond to all the bullet points with a good level of detail and link ideas effectively with appropriate connectives. For **3(a)**, some candidates did not answer the bullet point 4 of 没意思 (not interesting) but talked about what was interesting in the work.

(a) Part time job

Completion of the tasks

Most of the candidates understood the questions in the tasks and completed tasks well when talking about their own experience or views. Most of the essays repeated a key verb from the bullet points of the question and used link words to form a clear structure. Many conjunction words like 因为...所以, 虽然...但是, 不但..而且, 如果...就 have been used very often in their answers. Candidates intentionally use a large number of idioms, difficult words and a variety of sentence patterns.

However, many of them misunderstood 怎么找到这个工作的 and wrote how to get workplace rather than how to find this job. Key word 没意思 in **3(a)** bullet point 4 is often misread as 有意思.

Question words for task 1 'how many days', task 4 'what', task 5 'what kind of' were common question words and did not cause issues in completing the tasks. 我每个星期会打五天工；这个工作我是在报纸上找到的；我

在网上找到这个工作；我想跟友好和耐心的老师们一起工作；工作里有没意思的事，比如，常常有很生气的客人，如果他们说我不是友好的服务员，我就很难过；我觉得工作中教别人开车一点意思也没有；人们要工作很长的时间，我觉得很无聊 etc., were the most popular answers.

However, some candidates did not answer bullet point 1 'how many days' clearly and directly, e.g., 我一个星期工作十五天，是很没意思；我一个星期五工作九天；我星期工作几天是很多；我一个星期工作今天

Bullet point 2 was the one that many candidates did not get it correct, e.g., 我是很高兴找到这个工作的；我是很好找到这个工作的；我通常坐车在工作的。

Another bullet point that was comparatively not answered well was bullet point 4, because many candidates did not answer the boring parts of the job but talked about how interesting the job is: 我很喜欢这个工作，因为很有用。

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.

- 我一个星期工作三天，因为我很忙，还在学习，有很多考试，我学习很有压力。
- 我通过网上的招工广告找到这个工作的。
- 我是从报纸里找到在这个工作的。
- 为了帮助我找工作，爸爸给很多人打了电话。
- 工作中没有什么人买东西的话，我会觉得很没意思。
- 但是这种重复的工作，尤其和客人问好和介绍菜品时，会很无聊没意思，因为我一直在重复相同的一句话。
- 我将来要跟一个聪明和有耐心的人一起工作。

Range

Candidates used some extended, well-linked sentences frequently in their work. 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. There are a lot of good examples of using difficult words, idioms or conjunctions such as: 开朗活泼、日日夜夜、各种各样、开阔眼界、善良、美味可口、名胜古迹、尤其、如果、在我看来 etc.

Accuracy of characters and grammar

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 not in this category.

There were some areas that could be improved, e.g.,

Characters: sometimes they affect the understanding of the text. The following are some examples:

- 我妈妈教（叫）我作（做）这个工作，因为她（是）在电脑上找到（的）
- 我将来想跟用左（功）的人一起工作
- 我觉得工作中没意思很好
- 希（帮）了我的做工的朋友
- 也可能培养赁住（责任心）
- 我开心给将来
- 我将来一人美家人
- 我先左（功）读书文
- 明日是我的有朋（友）生日。
- 星期四禾（和）星期五



- 地（第）二个是你会比有（较）开心和你可以有（交）朋友。
- 王(玩)电脑游戏。
- 我喜（欢）画画。
- 做反（饭）很好玩。
- 我开始抬(打)工了。

Grammar:

- Mixed up words: 下午去家没意思；我想当打工
- Use 和 to link adjectives or sentences: 我觉得工作中是很意思和很好；在这里有很多友好人和热闹
- Wrong measure words: 一个打工
- Wrong words order: 我我想工作里大学以后；跟人不可以一起说；我做工作跟我的好朋友；做了家具给人；我不希望工作跟无聊的人我现在努力才能我将来当商人；我想一起工作跟中国人；做了一个工作在我的工作房子；我每天一起去咖啡馆跟我的朋友；我上班工作七点每星期一；我一个星期工作每天；我工作在中国
- Use of 是 with adjectives: 是很无聊；是没意思
- Misuses of verbs or function words: 我上次上班做了很多帮忙人；我三点上班时做了图书馆和茶馆；我送很多的电子邮件；还做了很多新朋友；然后不有很多爱好的时间；因为说说跟很多人很有意思；他比我画画很好
- Misuse: 了: 虽然昨天我没去了工作，因为我生病了；我上次上班时做了在我的学校

(b) Learning art

Completion of the tasks

About a third of the candidates opted for this question.

Question words in **Task 1** 'when' and **Task 2** 'what' were often seen in the past paper so candidates answered very well with examples like 我从小时候开始学美术；我从五岁开始学美术；四年前我开始学美术；上次美术课我画了花；读了美术书 etc. However, some candidates did not realise that the first and the second task should be written in a past timeframe and mistakenly wrote answers 明天我学美术；下个星期二我有美术课 which cannot be rewarded for **Task 2**. Most of the candidates recognised the question word in **Task 2** 什么 and 上次 so they followed the question pattern and listed things they did in the art lesson. Candidates followed the past time frame and sentence structures in the question.

For **Task 3**, some able candidates wrote some impressive answers e.g., 电脑对学美术有很多帮助，你可以看很多美术书；电脑对学习美术又方便又有用；不但可以用电脑上网课而且还可以在网上看到别人的画 etc to demonstrate their range of vocabulary and sentence structures. However, a handful of candidates could not write specific words and wrote 电脑对美术有很多帮助 without any further details.

Performance for **Task 4** was similar as **Task 3**. There were some interesting comments, e.g., 如果他们学美术，他们会比以前更开心；美术不仅是一个科目，它更是人生中一个必要的技能；美术又开阔视野又有用。Simple opinions like 美术又有意思又容易 were also often seen in the answers.

For **Task 5**, most of the candidates understood the question words 什么样 so they performed very well, such as 有中国画的美术馆、现代艺术、古典、中国水墨画、法国油画 etc were perfect answers and the words are in the latest syllabus.

Elaborating and expanding the answers is important to achieve good marks. Some good examples are listed below.

- 虽然我从小到大爱美术，但是我上个月开始在学校学美术。
- 在我是个小孩的时候，我就对图画产生了兴趣。
- 上节美术课，老师帮我完善新画的油画，老师只画了几笔，就让画面一下子变得不一样了。
- 然后我们画了一些名胜古迹，比如说长城，在我看来，画名胜古迹特别有趣，因为我们也学习了一些中国历史。
- 我可以用电脑帮助我做作业，学习美术知识。
- 我也在网上看视频来学会新的美术技能。

- 电脑对学习美术有十分帮助，因为你不但可以上网看其他人的画，还可以看他们是怎么画的，而且还可以拍你的画给朋友看。
- 美术可以让人的心情放松下来，有利于身心健康。美术可以让人对颜色有更多的了解。
- 我觉得电脑对学习美术有用，有各种各样的好处，比如，如果美术课太贵了，你可以就上网去学。
- 在我看来，只要中学生对美术感兴趣，他们就应该学习美术，因为不太困难。如果你学美术学得很努力，你将来就可以挣大钱。
- 我下次想去以一个中国传统画的美术馆参观，在那里我打算认识很多有名的画家。

Range

Candidates have used some complex connectives 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 their high linguistic ability.

A wide range of vocabulary appropriate to the tasks have also been seen, e.g., 耐心以及专注力、技能、开阔视野、锻炼 etc. Some sentence structures were really impressive e.g., 用电脑绘画时，如果你画错了，可以返回上一步，可以随意切换笔得粗细与颜色；中学生学习美术可以锻炼手、耐心以及专注力，还多学了一门手艺。

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 that could be improved:

Characters: 方边/更（便）多、美（没）有、海（每）天、西（四）次、知（资）了（料）、比女（她）、唱歌（歌）、生情（病）了、说华（话）、三白（百）、工（公）司、作（昨）天、伎（技）能、孝（教）、比交（较）、下牛（午）

Grammar:

- Words order: 我很多看书了
- Anglicised structures: 他比我画画很好
- Use of 是 with adjectives: 美术是很好趣; 也这个是很美丽
- Misused verb: 美术交了我更聪明; 我参加了博物馆，名胜古迹等; 我上次在美术课上做了画画
- Misuse the conjunction words and linking words: 一边好看一边重要一边有意思; 学美术不但很难而且有用; 电脑对学美术没有帮助因为帮助很不便宜; 美术课不但重要而且严重
- The usage of ‘没’: 然后不有很多爱好的时间
- Missing keywords of sentence components: 因为我觉得（做）老师比在学校学习好玩; 我觉得电脑（有）一点贵

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/42
Writing

Key messages

- Avoid using pinyin for **Question 1**.
- Elaborate with detailed relevant information to achieve the top band marks for **Question 2**.
- 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.
- In **Question 2** 一般 prompts present time frame and the whole setting is in present time frame apart from the last bullet point which is in future time frame.
- In **Question 3** 是。。什么时候。。的, structure requires a reference to a past event.
- If a task is 'What kind of places do you live 你住在什么样的地方?', candidates need to use adjectives or give a more detailed description.

General comments

Some candidates used complex structures and difficult or unusual characters, even idioms, which demonstrates their strong linguistic ability.

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 out sentences which could have made the essay much 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 exam, Chinese characters should be used as often as possible, and English, numerical digits and pinyin should be avoided, e.g., a place name should be in Chinese characters.

To avoid missing any tasks, it would be better to follow the bullet points and once one task is completed, move on to the next task. Letter or email format with long letter introductions and signoffs is not essential. There are no extra marks for this.

Comments on specific questions

Question 1

Candidates were asked to fill in a form about activities for welcoming new students, in which they must provide information of how long they could help, the specific location where they could help and the food and drinks they could bring.

Most candidates were able to respond appropriately to the question about the length of time. However, many struggled with Gap 2, which required them to specify a location within the school where they could volunteer.

A common error was simply writing 'school' instead of naming a specific place in the school, such as the library or canteen.

Gap 1:

- The majority of candidates were able to provide a duration of time; e.g. 从上午十点到下午四点, 一个小时, 三个小时; however, some responses were less appropriate or lacked contextual relevance, with examples such as 一年 or 一个月
- Some candidates demonstrated uncertainty in distinguishing between a specific point in time (什么时候) and a duration of time (多长时间), leading to inaccurate responses such as 九点 or 十点

Gap 2:

- There were some good and appropriate places e.g., 餐厅、食堂、体育馆、操场、礼堂 etc for gap 2
- Some candidates relied on vocabulary directly lifted from the rubrics, such as 学校 and 校园. However, the use of such rubric language is not credited
- A few candidates wrote down things such as 公园、海边、我家, which were not on the school campus.
- Some candidates misunderstood the question word 哪里 and responded with activities rather than naming a specific place within the school. Examples include 给食物 and 安排表演, even some activities 踢足球、打网球、唱歌、看书、不能来、画画、看电影, which indicate actions rather than locations.

Gap 3 and 4:

- Answers included popular items e.g., 面包、包子、炒饭、炒面、烤鸭, and some complicated characters e.g., 蛋糕、薯条、牛排、汉堡包、炸鸡、甜甜圈、炸酱面、羊肉串.
- A significant number of candidates appeared unfamiliar with the key term 食物. As a result, some gave irrelevant responses such as 笔, 书包, 本子, 游泳.

Gap 5:

- Popular drinks were 水、果汁、汽水、可乐、咖啡、茶 etc., some items were more challenging e.g., 橙汁、矿泉水 etc., however, the term 饮料 appears to be unfamiliar to some candidates, resulting in a number of irrelevant responses.

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:

- misunderstanding of the key words 食物、饮料 and wrote 水 for gap 3 or 4, but 包子 for gap 5
- misformed characters creating different meanings: 西瓜(瓜)、可口可了(乐)、里(礼)堂、总(粽)子、草莓(莓)汁、米义(饭)
- missing strokes or misunderstanding radicals: 澡(操)场、学校问(门)口、平(苹)果、咖啡(啡)、果斗(汁)、餐宁(厅)、气(汽)水、者(猪)肉、公园(元)、平(苹)果、迷(米)饭、交(饺)子、杨, 扬球场(篮)、孝(教)室、篮球汤(场)、苹果汗(汁).

Candidates should be aware that answers written in Pinyin, in English or a combination, e.g., 在 can ting、二十fen zhong、面tiao、ji rou fan、congming etc., have not been awarded marks so it should be avoided.

Question 2

The question requires the candidates to write about their holiday activities, including what they normally do; who they do these activities with; where they do them; why they enjoy them and what new activity or activities they would like to try next holiday. Most of the candidates fully understood the requirements of the question and responded very well to it. A wide range of both short and complex sentences were used, and the accuracy of characters and grammar was generally high. There appeared to be fewer candidates using pinyin in the papers this year.

Candidates need to remember to answer the question first, then add more detailed information to support the answer. It is a good idea to list more than one piece of information or one sentence per bullet point. The

candidates who have scored highly in this question have written more pieces of information relevant to the bullet points.

However, some candidates incorrectly used the aspect marker 了 (le) in their responses, which was not appropriate for this task as it required a focus on habitual actions and future intentions rather than completed actions.

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., 下个假期 or future time particles e.g., 会、要、将 with a new activity.

Bullet point 1: the vast majority did very well with answers like 暑假我一般做很多活动。比如, 打篮球、打网球、看电视等等。Some candidates overlooked the character 一般, leading to incorrect use of past tense when describing activities.

Bullet point 2: 谁 is widely understood, with nearly all candidates providing a person they engage in activities with. 朋友 and 家人 were the most popular responses. Some were with extended information, e.g., 我每一次都会跟爸爸和妹妹一起爬山。我们常常去我家附近的公园爬山。在那儿, 我能看到很大的林和小鸟。

Bullet point 3: Most candidates recognised 哪里, successfully providing a location. 公园 and various 场 (e.g., 场, 运动场) were frequently mentioned. Some examples included 我一般在离家里近的体育馆运动, 因为那个体育馆不但很大, 而且收费也不高。

Bullet point 4: Almost all candidates included a reason for their activity, with some excellent responses such as 强身健体, 对身体好, and 放松心情。A few representative sentences were 我喜欢这些活动因为它不但可以让我享受大自然的美好, 也可以让我放松心情与减少学业上的压力。

Bullet point 5: The majority could respond well and a variety of new activities were mentioned: 下个暑假我想跟朋友子欣一起去打羽毛球, 因为看起来很有趣; 下一次我想去日本玩, 去滑雪、看花和看富士山, 我听到那里很美, 所以想去。However, some candidates missed the significance of 新 and simply repeated an activity mentioned earlier rather than introducing a new one.

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

Some students used excellent connective words to structure complex sentences, in addition to incorporating adjectives effectively. There were plenty good examples for each task, e.g.:

Use of Conjunctions and conjunctive patterns/adverbial phrases

- 我喜欢做这些活动因为我不仅能保持身体健康, 还能和家人促进感情。
- 下个假期我想培养阅读的好习惯。
- 我和我的朋友都非常热爱篮球, 因此我们都会每天相约在家里附近的篮球场见面。
- 我喜欢篮球是因为这个运动有助于身心健康。
- 我喜欢在老人院帮忙, 因为我觉得很有意义。
- 我经常参观各种各样的名胜古迹, 例如博物馆、长城、故宫等等。
- 在公园, 我除了可以看到非常美丽的风景以外, 还可以一边听音乐一边跑步。
- 我觉得做运动可以让我锻炼身体以及减轻压力、放松心情。
- 下个假期我想尝试的新活动是登山。
- 我非常喜欢野餐因为这个活动能让我们一家人坐在一起聊心事、聊我们的未来。
- 下个假期, 我想参观博物馆, 因为这样可以让我学到新的知识。
- 这个活动不仅让我学会有责任心, 也让我学会和其他人合作、沟通还有解决问题。
- 我很喜欢旅游, 因为我可以了解不同的文化, 而且可以跟外国人一起交流。
- 我非常喜欢骑自行车, 因为我可以骑自行车去任何我想去的地方。(我可以想去哪儿就去哪儿)
- 下个假期我打算去野餐, 因为野餐没有散步累。
- 我喜欢这些活动是因为可以体会与朋友相聚的快乐心情。

- 每当我感到压力的时候, 打羽毛球能帮助我缓解压力且放松心情。
- 这些活动不仅让我变得更健康, 而且可以让我增加知识。
- 因为我觉得旅游非常有趣, 也能学习到不同国家的文化。
- 我喜欢这个活动是因为它有利无弊, 而且我也能体会照顾老人的辛苦。
- 除了运动以外, 我也喜欢跟我的弟弟一起看书。
- 我最喜欢的旅游景点是海边, 因为海边很凉爽, 空气非常新鲜。
- 那里的风景很美, 山峰高耸, 十分磅礴壮观。
- 我和爸妈一起自驾去外省各个城市旅游。
- 不仅能放松心情, 还能锻炼身体, 保持身体与心理健康。
- 不仅让我放松心情, 也让我珍惜和家人一起相处的时刻。
- 奶奶非常擅长煮菜肴, 她煮的美食时常激起我的食欲, 让我垂涎三尺。
- 我会合理安排时间复习功课。
- 我假期时做各种各样的活动, 例如打篮球, 游泳, 跳舞等等。
- 爬山不仅能增强身体的健康, 还能加强父女之间的感情。
- 跟他一边打排球, 一边聊天。
- 我假期一般会和朋友去篮球场打篮球。篮球场就在我家附近。
- 假期我会跟家人一起去国外旅行。我们会去中国参观长城。

Good adjectives/describing words/idioms

- 五颜六色、花草树木、美味可口、时时刻刻
- 阳光明媚、蓝天白云, 特别舒服。
- 那里靠近我的家, 而且风景如画
- 像小鱼在水里自由自在地游
- 正所谓: 活到老, 学到老。
- 保持身体健康的同时也能欣赏美景。

On the contrast, there were some areas which could be improved:

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、不 cu、shēn tǐ、jiàn kāng、现 yóu xì、yin 为、lao 师、比 sai、jia 入、篮 qiu、很 re、我常常去公园 san bu、让身 ti 更 jian kang、这个地方是在 Tyoko square、我在 Tokyo 做这些活动、我们喜欢去好看的 hotel、我想去 sha tan、我想去看 Great Wall of China
- Misspelled characters with the same phonetic sound character or similar shape, not proper words used despite guessable meanings: 义功(工)、电影员(院)、采(菜)都好吃、上冈(网)、和家人一走(起)去、朋有(友)、喜败(欢)、每(没)有、港(散)步、米饮(饭)、地放(方)、坐般(船)、蓝求(篮球)、交(做)朋友、有(友)趣、公元/圆(园)、付(附)近、好元(玩)、色(包)子、间(同)学、对身本(体)好、游浅(戏)、打蓝(篮)球、亲(新)、打啡(排)球、一起花花(画画)、两牛(年)了、呱(爬)山、玩(with a water radical)、乐(东)西、有时后(候)、饭店 with 点 underneath 广、温(混)血儿
- Separate a character into two squares: 我常常足包(跑)步
- not proper words used despite of understandable meanings: 足勿足球, 康 using illness radical、我想去公园种琳琅满目的花草树木

Grammar:

- Wrong word order: 玩电脑游戏在家; 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; 我可以跑步在我不很忙; 我去公园附近我的家
- Use of 是 with adjectives: 公园是大; 弟弟是很平易近人; 是好看; 是很大; 是漂亮; 是人山人海; 新外语是有意思; 我最喜欢打篮球, 因为是好玩儿; 美国的生活是很好, 这里的生活不但好玩, 也是有趣, 因此我打篮球在学校篮球场

- 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；我会去羽毛球场打羽毛球和在我家的庭院种花
- Use 和 to link adjectives: 去公园散步很方便和有用
- Use of adverbs: 也: 我一般十两点去散步，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、常常我们做游泳、我们做足球、做去公园
- Use 做 before activity verbs: 做足球、做网球、做排球、做打篮球、做看很多书、做画画儿、做打篮球和足球、做游泳、我假期一般做游泳活动、做排球新的活动、我假期一般做打篮球打乒乓球
- Mixing up nouns and adjectives: 他们很(有)耐心、很(有)爱心
- Mixing up nouns and verbs: 我去英国假期(度假)
- Use of 了: 下个周末有了跑步比赛；我常常看见了很多小狗；这是以国会跟友好了的一起说话；我假期一般玩足球了；后来她工作很忙，所以不能跟我了。
- Use of measure word: 三个狗咪四猫
- 又...又... With 很: 又很大又很漂亮；又大又空气很新鲜
- Misused idioms: 公园有很多意思
- Incorrect mixing of 还是 and 和: 我一般做作业，看电视还是听音乐
- confused the use of 附近 and 离.....很近: 公园离我家很附近、公园附近我家
- Use of 所以 as 'so that': 下个假期，我想去公园运动，所以我更健康
- Use of 得: 我打篮球(打得)很好
- Translation word by word from English to Mandarin: 我平时没有时间，因为我有学校

Question 3

There were two options for candidates to choose from: **(a)** to write an email to a friend about their experience of studying abroad; **(b)** to write an article for a magazine giving opinions on language clubs. The option **3(a)** was considerably more popular, with vast majority (92 per cent) attempting **3(a)**.

Overall, most of the candidates have been able to understand rubrics properly and have completed tasks required. There were many good responses describing the places candidates live, what their life is like when studying abroad, and giving convincing reasons for wanting to study in a particular country. However, even some candidates who appeared to understand the task fully left out the second or third bullet points. For those who opted for **3(b)**, the fourth and fifth bullet points were the most challenging. A few candidates successfully explained why a certain activity duration was suitable and how schools could help students overcome related difficulties.

Candidates should indicate clearly which task they are attempting, instead of answering both briefly. Inadequate understanding of tenses and vocabularies in the tasks were still hindering candidates from achieving high marks.

High-scoring responses typically demonstrate the ability to:

- Use a wide range of **simple and complex sentence structures** as outlined in the syllabus, producing sentences of varying lengths and patterns.
- Apply a broad and **task-appropriate vocabulary** to convey ideas more precisely and fluently.

Candidates aiming for top bands should be encouraged to develop their answers more fully and show greater linguistic range in both structure and vocabulary.

Question 3

(a) Life of studying abroad

Completion of the tasks

Candidates were familiar with questions words. The majority did not only cover the required information but also provided additional and detailed information which was relevant to the bullet points. Candidates should give detailed information, opinions, reactions and explanations to reach the top band. For example, for bullet point 2 'What kind of place do you live?' and the candidate answers 我住在很好的地方 without any details,

then they do not meet the criteria for the top band of task completion. Similarly, for bullet point 3 'How is the life over there?', the answers like 那里的生活很好 do not meet the criteria for the top band of task completion.

For bullet point 1, 去年、上个月、来到英国半年了 etc., were often seen in the answers. However, some candidates were unaware that the structure '是...什么时候...的' requires a reference to a past event. As a result, they mistakenly included future time expressions or modal verbs like '想' or '会,' which indicated future intentions or actions.

While some candidates correctly identified '什么时候' as asking about time, they failed to understand the context of the question and responded with a specific time (e.g., 九点 or 十点半), rather than addressing the implied past event.

For bullet point 2, the question word '什么样' prompts the use of adjectives or a more detailed description, such as 我住在英国郊区, 环境很好, 生活节奏慢, 人也很友善; 不大也不小; 交通四通八达. However, several candidates either omitted adjectives when describing their place of residence or gave a general description of the city instead of focusing on their specific living environment.

For bullet point 3, similarly, the question '怎么样' calls for the use of adjectives to express opinions or evaluations. This question was generally well answered, with many candidates providing detailed justifications for their views on life in the area, such as 交了很多朋友、喜欢当地美食、回味无穷、多不胜数 and 设施齐全 etc. However, many candidates did not understand the word 生活, so the answers were either about what the place they are in is like or did not respond to the question at all.

For bullet point 4 and 5, many candidates responded well by selecting different countries such as 日本、英国、美国 and 法国. They provided thoughtful and elaborated reasons for their choices, including 喜欢美食、学习外语、对文化感兴趣、学习新知识、and 我喜欢在国外学习, 因为可以让我体验到不一样的生活.

In **Question 3**, there were still a considerable number of candidates who wrote very long and elaborate introductions and endings to their emails. It would be recommended to keep the greetings as short as possible which would leave more time to candidates 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?'; '我要去上课了。快给我写信好吗? 祝你身体健康, 万事如意!' do not add much to the final scores.

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

- 这里的生活比英国好多了
- 出门走五分钟就有便利商店了
- 这里的环境很干净, 没有垃圾也没有太多的空气污染。
- 我从四年级的时候就开始在国外学习了。
- 我将来想去日本学习, 开阔眼界, 欣赏那里的美景。
- 我学到很多新的知识, 也明白了中国的历史和文化。英国的教育比马来西亚更好。
- 这里有山有水, 环境优美。大学里到处都是花草树木。
- 我十分喜欢英国, 因为不但有非常好的公共交通, 而且有各种各样的旅游景点。比如公园、博物馆、海边等等。
- 我最喜欢的房间是我的客厅, 因为在中间有一个很大的沙发, 我可以坐在沙发上一边看电视一边吃美味可口的食物。
- 将来我想去法国学习, 因为我认为法国不但有十分美丽的风景, 而且有很多友好的人, 所以我可以用法语交到新的朋友。
- 我住在一个十分繁华的大城市, 处处都是高楼大厦。
- 在英国可以认识很多来自世界各地的人
- 这里的生活和马来西亚的一点儿也不一样
- 新加坡有一点儿小, 所以我要去哪里都很快
- 所谓麻雀虽小, 但五脏俱全, 我住的出租屋里有客厅、厨房和两间睡房。
- 上海交通发达, 有许多高楼大厦。
- 生活在这里很方便, 生活节奏也很快。
- 这里的环境优美、绿树成荫。
- 我每天都学到宝贵的新知识。
- 这里的生活挺舒适的, 公共交通也方便, 食物也符合我的胃口。



- 这让我很向往有一天能在那里生活。
- 房子虽然小，但靠近学校，所以不用花钱在交通上。
- 有时在晚上会打扰我的睡眠，导致我的睡觉质量不好。
- 虽然这里风景比较优美，但是这里的设施不齐全，没有公共汽车和地铁。
- 一间房间是收纳房，厨房也不大，适合容纳两至三人。
- 刚开始我也不习惯中国的气候变化，习惯了后反而非常享受。
- 那里的物价较高，单靠父母给的零用钱肯定是不足的。
- 步行到学校也就十分钟的路程，地铁站也在附近，非常方便。保安也会外出确保居民的安全。
- 不但不干净，也有数不完的虫跑来跑去，用了六个小时打扫干净，日本人也很尴尬。
- 虽然机票很贵，但是生活费比日本便宜。
- 每次活动后，我都累得筋疲力尽。
- 英国的生活真是让我大开眼界，那里人山人海，生活也非常繁忙，一时适应不来。

Range

There were some extended, well-linked sentences frequently appearing in the candidates' work. This year it appeared common to see that some complex connectives have been 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., 那里的夜市有当地的特色美食, 让人胃口大开, 每次都会吃上一顿 which qualified 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..., 虽然.....所以.

A wide range of vocabulary and idioms appropriate to the tasks also have been seen frequently, e.g., 志同道合、花草树木、开阔眼界、舍己于人、街头卖艺、赚外快 etc.

Some good examples were listed below:

- 我从上个月开始就已经出国外留学了，因为国外有更好的课和不一样的学习方式。我也住在离学校近的地方，我和舍友一起合租，所以价钱方面也不错。
- 当我刚来到这里，真的不习惯这儿的食物和天气，因为中国有四季。我在这儿和一个也是留学生的朋友合租一间房。
- 我现在是在中国的一个大城市里学习，所以这里的生活会比较方便。无论我去哪里，我都会看到各种各样的公共交通工具，而且他们的价格不是很贵。
- 将来我打算去英国学习科学，因为我觉得科学对日常的生活很重要，所以一学习就是几个小时。
- 我住的学生宿舍很小，但那里的生活很舒适。
- 我住的地方又大又漂亮。那里的人们很友好，交通也很方便。

Accuracy of characters and grammar

Most candidates wrote very accurate characters, but some candidates showed some errors in their writing, some wrote with Pinyin and English words. Occasionally using Pinyin or wrong characters with the same phonetic sound for communication purposes could be accepted for task completion, but not in this category.

There were some areas could be improved.

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、高兴、开心、以后、有、朋友、友好 etc.
- There were some other frequent mistakes: 高心(兴)、父每(母)、生活方试(式)、个(各)种各样、令(冷)、曙(都)、果(里)、日体(本)、说花(话)、哪(那)里、参加(观)名胜古迹、方边(便)、没(每)个周末、请(晴)天、在树(街)上走走、工做(作)、友(有)趣、上果(课)、天起(气)、句(可)以、

认是(识)、方(房)间、时后(候)、老师(师)、附(付、咐)近、冈(风)景、文花(化)、多莱(彩)、每(美)好、人山人每(海) etc.

- 礼物 – 礼 with 礻, not with 礻; 右边 – 边 = 辶 + 方; 分类 – 类 = 礻 + 类; 垃圾 – 圾 = 土 + 乃; 干净 – 净 with 冫, not with 冫; 蛋糕 – 糕 写成上下结构, 努 – 写成左右结构 女 + (又 + 力)

Grammar:

- Missed past tense particle 了 or use of it in present tense sentences: 我觉得很有意思; 我是从下年开始在国外学习的了; 我常常去学校的游泳馆里游泳了; 我很久没见到她; 我的老师常常生气了; 从小学起我们就上过排球班, 非常有趣; 我想帮忙了很多; 我一年在中国了
- Mixed tenses: 我是从下个月就开始在美国学习的
- Wrong words order/anglicised sentence structures: 我妈妈工作在中国; 我哥哥学在那; 我希望你可以写会给我; 每天我起床十一时二十分; 下午三点我方学到去家; 我得了高分在科学; 刚好我的妈妈受到一个邀请从加拿大; 但是我要去一个国家近中国; 我觉得很多店在留学非常好; 我两个月前毕业于高三就开始在国外学习的; 我住在小家和我的奶奶一起; 我要做工在美国; 我学很好在国外学习
- Used 上 and 下 wrongly for time adverbs: e.g., 上年/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; 那里的功课是很难、人们是友好
- Use of measure word: 我们一起读一个书; 现在我在北京住了一所小家; 我当时说着一只不流利的日语; 如果我要去学校, 我只用走一个公里; 想学得一门外语有很多困难; 在那边又一所公司; 我住在朋友的家因为我们是同一门学校; 学校有 9 可老师; 我喜欢两人老师。
- Use of 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 or Missing verbs: 将来我还想去却想英国; 北京有人山人海的; 法国的天气是很好的和非常多的下雪; 也租了很多细心的朋友; 我住在西安市的市中心; 走路可以见空气很新, 风景如画; 她对购物有兴趣; 有时候我还会带我家去公园玩耍; 我的希是去家了; 我做了很多朋友; 我住的地方很好。
- Misused conjunction: 如果你吃很多零食让你变胖 (如果你吃很多零食会让你发胖)
- Misuse of 在...附近/ 很靠近.../ 离...很近
- Misue of 在 – 这是我最喜欢的地方, 我住在三年了。
- Mixing up 哪里 and 那里 – 我将来还想去哪里学习, 因为我很喜欢哪里。
- Misuse of 的 with description and nouns: 房子的中国很大
- Misuse of 得 – 我们吃饭吃的很开心

(b) Foreign language clubs

Completion of the tasks

For bullet point 2, almost all the candidates understood the question word 谁 and wrote proper people e.g., 老师、学生、朋友、家长 etc.

The same for bullet point 3, majority of candidates understood 多长时间 and wrote 三十分钟、一个小时、两个小时 etc., appropriate length of time. However, some weaker candidates wrote 三时间, 三长时间 which caused confusion.

Question 1 你参加过什么外语俱乐部: some candidates misunderstood the meaning of 外语俱乐部, talking about other clubs rather than language clubs, or just mentioning some random activities, such as playing football.

Question 4–5: many candidates did not respond to the questions or wrote something irrelevant, showing that they did not get the meaning of 哪些困难 and 怎样帮助解决这些困难.

There were some very good examples:

- 学外语会让学生们面对一些困难, 如害怕沟通, 没有自信心等, 因此, 学生们必须努力地学习, 掌握好学习的技巧。
- 俱乐部老师都会安排不同的活动, 有时会给我们体验在地文化和教我们一点容易的词。

Range

There were some complex connectives used such as: 虽然.....但是...; 不但.....而且...; 因为...所以.....; 除了...以外, 也/还... etc.

Wide range of vocabulary appropriate to the tasks also have been seen, e.g. 学校和老师都很好, 我还认识了来自全国各地的人。

Some idioms and proverbs were very impressive e.g., 友好耐心、沟通交流。

Accuracy

Half of the candidates who chose **3(b)** did very well in grammar and structures. However, there are some areas which could be improved:

- The usage of ‘了’ and ‘过’: 我参加过了一些外语俱乐部
- Misused conjunction: 我觉得学中文很好, 但是很有趣
- Use of verbs: 常常帮忙我; 学外语不有一点难; 我想是老师
- Word order, in particular time expressions and places: 没有交很多朋友在中国
- Use mixed tenses: 我常常去外语俱乐部三个小时了; 我们学校下个月开了两个外语俱乐部。

Accuracy of Characters:

- 成(城)里、方边(便)、便以(宜)、令(今)天、放(方)便、高心(兴)、防(放)学、出明(名)、分中(钟)、大(打)算
- 我的汉语不好, 所以我跟中国人讲一讲提高我的汉语。
- 我去观看了兵马俑...
- 去年我参加了汉语俱乐部, 为了我的汉语成绩不好。

FOREIGN LANGUAGE MANDARIN CHINESE

Paper 0547/43
Writing

Key messages

- Avoid using pinyin or English for **Question 1**.
- Elaborate with detailed relevant information for **Question 2** and **Question 3**.
- A significantly smaller number of characters than the recommended word count will affect **Question 2** and **Question 3** marks.
- Pay attention to negative words in the bullet point, e.g., **Question 3(a)** bullet point 4 没意思.

General comments

Most of the candidates have done really well and shown 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 demonstrates their linguistic ability.

The number of candidates were similar as last year and the overall quality of work from candidates stayed around the same level. Some candidates wrote notes either in English or Chinese next to each question to make sure communication marks were well achieved.

Most of the candidates understood each part of the question for **Question 1** but some of them were confused with key words like 设施、多久 and 城市. A handful candidates answered the question of 家具 with book or rooms. Pinyin or English were sometimes used which is not accepted. All other gaps were well managed with proper words from the core vocabulary list.

Most of the candidates did really well in **Question 2** and provided detailed answers with extra information. All bullet points in questions have been answered well and many answers showed good content of personal life. 多长时间 seemed to be a challenging question to many candidates. Many candidates answered with 三时间 or 两点三十分.

There were a lot of good answers for both of **3(a)** and **3(b)**. Most of the candidates chose **3(a)** and wrote about their work. Candidates developed essays with detailed facts and feelings or comments for the job. Most of the essays were structured well, following the bullet points of the questions. However, some of the candidates were not very clear about the bullet point of 怎么找到这个工作的. A number of essays did not provide related information on how to find the job but answered with how to get to the workplace.

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. 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.

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、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 essential which could take up candidates' exam time and the space for recommended word counts.

Comments on specific questions

Question 1

Candidates were asked to fill in a form for renting a house when travelling in Chinese. Most of the candidates were able to fill the gaps e.g., 北京 and 上海 for gap 1 城市, but some candidates used wrong characters or made up a name of 城市 in China and some candidates mistakenly answered with countries or cities in other countries like 巴黎、中国、中市、兆京、美国人、法国.

Gap 2 and 3: 家具 seemed challenging to weaker candidates though able candidates produced many impressive answers, e.g., 床、桌子、沙发、电视、洗衣机、电脑、衣柜、灯、椅子、台灯、冰箱、茶几、床头柜、书桌、书架、大床、柜子、单人床 etc. However, some candidates answered with rooms in a house, like 卧室、客厅、床房、房子、一个游戏间, or some other incorrect answers such as 很多书、很大、操场、泳衣服、家人、公司、果子 etc.

For gap 4 设施 candidates did well, answering with 网球场、房子、电话、公车站、学校、小公园、面包店、餐厅、书店、地铁站、饭店、健身房、小店、体育馆、图书馆、商场、停车场、秋千. However some answers were not acceptable, for example 十五、游 yongchi、很小、没有人、沙发.

For the last task, gap 5 多久, the majority were able to write sensible length of time, e.g., 四天, 一周、一个周末、一个星期、两个星期、三个星期、一个月、五个月 etc. It must be a duration of time, some words were not accepted e.g., 三久、四月、十、两个、三个号、我的朋友、十五久、二百、三个人、打算住五个.

Accuracy of characters generally was good, however, there were several common mistakes. They either added or missed a radical, wrote the character with a wrong radical, or used a character with a similar phonetic sound. Candidates should be aware that answers written in Pinyin, in English or a combination have not been awarded marks so it should be avoided.

The common mistakes were listed below:

1. written in Pinyin or in English 使用拼音或英文: Beijing、上 hai、chesuo、keting
2. miss-formed characters creating different meanings: 花园、汶来人、大方间
3. missing strokes or misunderstanding radicals: 么园、上每、文来、昔色设施、衣具、电式、因完、花点、奇子、百色、书方
4. misunderstanding rubrics e.g., 设施, answered like 看书、玩来玩去、电脑、不有人、元国
5. misunderstanding rubrics:
 - answers for gap 1: 中文、市中心、中国、美国、东京、纽约、天安门、游戏
 - answers for gap 2 & gap 3: 花园、哥哥、姐姐、书、中文书、客厅、房间、红色的、蓝色的、手机、工作、行在、表格、卧室、近城市心、厕所、厨房、美丽、小家、一房、高、好看、日本文、中文、爸爸、妈妈、很方便、红色的车、朋友、卫生间、漂亮
 - answers for gap 4: 衣服、2008 年 7 月 11 日、汉语、安静、日本、华元、画画、三大
 - answers for gap 5: 很大、四个人、网球、男、十五久、三久、十五号、三口人、医生、一百钱

Question 2

The question requires the candidates to write about their favourite computer games. Candidates were well understood the question and confidently talked about the game that they played. Most of the candidates covered all bullet points of this question and gave two or more extra information points for each bullet point. Answers in the essay were relevant to the question with some explanation of the game and the reason of why to play with the person and the place. However, some candidates did not answer each bullet point clearly or omitted some point especially the last one.

Candidates were very familiar with question words who 谁 and where 哪里 in bullet point 1 and 2. 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.

Bullet point 4 was very well answered with adjectives and describing words, e.g., 觉得它特别有趣; 它能给我们带来很多乐趣而且在网上可以交朋友; 因为游戏的画风和它的情节出名; 因为是很好的娱乐; 玩游戏让我开心; 因为它不难, 我也很喜欢这个游戏的人物; 又有意思又有趣; 不但可以训练脑袋而且能够放松; 让我交到很多朋友, 度过无聊的时光.

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 and 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., 我打算明天再玩这个游戏; 这个星期六再跟小明一起玩这个游戏; 这个周末再玩; 打算明天再玩; 打算下午五点再玩这个游戏; 明天放学以后; 明天晚上; 星期三下午会跟朋友再玩这个游戏.

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 careful looking at whether the characters were correctly written without missing any parts or whether the questions 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.

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

bullet point 1:

- 我最喜欢的电脑游戏是一个学习语言的游戏。我爱和我的弟弟玩这个游戏。因为我们共同的兴趣是学习各种外语。
- 我平时和我姐姐玩儿我最喜欢的游戏。有时候我也会跟我的朋友一起玩。
- 我每天都会跟哥哥一起玩这个电脑游戏, 而且周末的时候我的父母也会跟我们一起玩。
- 我喜欢和我的姐姐一起玩游戏。因为他很厉害, 而且很有耐心。

bullet point 2:

- 我的家在他家的附近。所以放学后我会骑自行车去他的家跟他一起玩。
- 有时候在客厅里玩, 有时候在我的房间里玩。
- 我的朋友会来到我的家中玩游戏, 有时候, 我也会去朋友家玩。
- 我在我的卧室玩儿这个游戏因为我的房间里有一个大电脑。
- 如果我跟我朋友玩。我们会去他家玩。

bullet point 3:

- 如果那天。我们有短训班或课外活动, 我们只会玩大概两个小时, 但是如果没的话, 我们会玩三个小时左右。
- 每天我都玩一个小时的电脑游戏。但是妈妈总是说: 少玩, 多做作业。
- 由于每天。我需要写作业。所以我们每次只能在一起玩 45 分钟。
- 每次玩半个小时到一个小时, 我认为玩太久会伤害眼睛。
- 我每次玩三个小时, 但是我每个星期六玩四个小时。
- 放学以后。我每天都玩儿这个游戏。我每次玩一个小时。

bullet point 4:

- 我喜欢这个游戏的原因是, 因为平时学习压力很大。而玩游戏能让我放松。所以我做完功课后玩。
- 最重要的是我可以和我的朋友一起玩。
- 我喜欢这个游戏, 因为它又简单又好玩。我也很喜欢, 因为我可以跟我弟弟一起玩。
- 我喜欢这个游戏, 因为它是一个语言电脑游戏。我什么语言都能学, 也可以学其他国家的文化。
- 如果有空的话。我玩这个游戏来休息。

bullet point 5:

- 我打算后天再玩这个游戏, 因为我明天会有一场非常重要的考试, 所以我要专心准备。
- 如果我今天做完我的作业的话我打算今天也在玩一次。
- 我打算明年再玩这个游戏, 因为学习会有更多压力。

In contrast, there were some areas which could be improved.

Grammar:

- not proper words used despite of understandable meanings:
每次玩二时间；我打算很好时候再玩这个游戏；我喜欢电脑游戏是好玩和玩朋友；我每次玩三十公；每次玩有很多在她的电脑游戏；我喜欢这个游戏，为 wei 是很好玩；我常常很朋友一起玩这个游戏；如果我做了家里的工作；常常玩两时间；我打算考试候再玩；我打算考试玩了之后；游戏里有需多好笑的短片；我通场会在家里玩羽毛球；还给我机会做新朋友；我没天玩一个小时
- Wrong words order: 我经常玩游戏里我的房子；我每次玩这个游戏时了这个早上跟我的朋友；我只玩了一个小时昨天；要是我不吃饭就我们玩八个小时；我们打星期五和星期天；我会学习怎么我的同学玩；一边我们玩一边我们聊天；我可以玩跟朋友们一起；但是我们想更多玩
- 我在我家也我的朋友家玩这个游戏；因为她有很多业作；每天我玩电脑在上午和下午；我玩这个游和我的弟弟。
- Use of 是 with adjectives: 我和朋友做玩是很有意思和很好玩；因为它是非常可爱
- Use of wrong words or word missing: 我的家很附近他的家
- Use of measure word: 我每次玩一点 (1 hour)
- Use of verbs: 我打算上早饭时再玩这个游戏；我要我的时间在我的作业
- Misuse of 也 and 和: 因为他的家很大和他爸爸是我爸爸的朋友；因为我有很多电脑游戏和我的家在右个学校
- Misuse of 了: 我打算十年了再玩这个游戏

Characters and words:

- Mixture of characters, Pinyin and English: 因为又有 yiyi, 又好看；因为很 lang 飞我们的 shijian；我美天 wan 在这个电脑游戏；每天我和 Lucy 一起玩 Minecraft 在我的家；每次玩四小时，我打算在 zuobian 再玩这个游戏；我 dazhe 个游戏 mei 日 douyaowan2hr；我 xihuanwanzhe 个游戏 yinwei 要 henduo 人；我喜欢这个游戏 yin 为我；因为这个游戏很 youqu；每天玩三个小 shi；我再 beijing 玩这个游戏；wo qu xue xi yin wei 游戏；游戏是 hao yin wei 个游戏 hao
- Misspelled characters with the same phonetic sound character or similar shape: 我跟谁美天；我的方子；三十万到五十万中；明天下牛玩这个游戏；一舟我玩二小时间；我免上打算再玩这个游戏；我也要东习吹萨克斯管；这个游戏很安经；因为很有起
- Proper words not used despite of understandable meanings:
我很喜欢运动，因为我爸爸一起喜欢
- Mistakes and missing some 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 part time job you recently started; **(b)** to write an article for a magazine, talking about your views on learning art. The option **(a)** was much popular than **(b)**, around 68 per cent of the candidates opted for **(a)**. The majority could respond to all the bullet points with a good level of detail and link ideas effectively with appropriate connectives. For **3(a)**, some candidates did not answer the bullet point 4 of 没意思 (not interesting) but talked about what was interesting in the work.

(a) Part time job

Completion of the tasks

Most of the candidates understood the questions in the tasks and completed tasks well when talking about their own experience or views. Most of the essays repeated a key verb from the bullet points of the question and used link words to form a clear structure. Many conjunction words like 因为...所以, 虽然...但是, 不但..而且, 如果...就 have been used very often in their answers. Candidates intentionally use a large number of idioms, difficult words and a variety of sentence patterns.

However, many of them misunderstood 怎么找到这个工作的 and wrote how to get workplace rather than how to find this job. Key word 没意思 in **3(a)** bullet point 4 is often misread as 有意思.

Question words for task 1 'how many days', task 4 'what', task 5 'what kind of' were common question words and did not cause issues in completing the tasks. 我每个星期会打五天工；这个工作我是在报纸上找到的；我

在网上找到这个工作；我想跟友好和耐心的老师们一起工作；工作里有没意思的事，比如，常常有很生气的客人，如果他们说我不是友好的服务员，我就很难过；我觉得工作中教别人开车一点意思也没有；人们要工作很长的时间，我觉得很无聊 etc., were the most popular answers.

However, some candidates did not answer bullet point 1 'how many days' clearly and directly, e.g., 我一个星期工作十五天，是很没意思；我一个星期五工作九天；我星期工作几天是很多；我一个星期工作今天

Bullet point 2 was the one that many candidates did not get it correct, e.g., 我是很高兴找到这个工作的；我是很好找到这个工作的；我通常坐车在工作的。

Another bullet point that was comparatively not answered well was bullet point 4, because many candidates did not answer the boring parts of the job but talked about how interesting the job is: 我很喜欢这个工作，因为很有用。

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.

- 我一个星期工作三天，因为我很忙，还在学习，有很多考试，我学习很有压力。
- 我通过网上的招工广告找到这个工作的。
- 我是从报纸里找到在这个工作的。
- 为了帮助我找工作，爸爸给很多人打了电话。
- 工作中没有什么人买东西的话，我会觉得很没意思。
- 但是这种重复的工作，尤其和客人问好和介绍菜品时，会很无聊没意思，因为我一直在重复相同的一句话。
- 我将来要跟一个聪明和有耐心的人一起工作。

Range

Candidates used some extended, well-linked sentences frequently in their work. 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. There are a lot of good examples of using difficult words, idioms or conjunctions such as: 开朗活泼、日日夜夜、各种各样、开阔眼界、善良、美味可口、名胜古迹、尤其、如果、在我看来 etc.

Accuracy of characters and grammar

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 not in this category.

There were some areas that could be improved, e.g.,

Characters: sometimes they affect the understanding of the text. The following are some examples:

- 我妈妈教（叫）我作（做）这个工作，因为她（是）在电脑上找到（的）
- 我将来想跟用左（功）的人一起工作
- 我觉得工作中没意思很好
- 希（帮）了我的做工的朋友
- 也可能培养赁住（责任心）
- 我开心给将来
- 我将来一人美家人
- 我先左（功）读书文
- 明日是我的有朋（友）生日。
- 星期四禾（和）星期五

- 地（第）二个是你会比有（较）开心和你可以有（交）朋友。
- 王(玩)电脑游戏。
- 我喜（欢）画画。
- 做反（饭）很好玩。
- 我开始抬(打)工了。

Grammar:

- Mixed up words: 下午去家没意思；我想当打工
- Use 和 to link adjectives or sentences: 我觉得工作中是很意思和很好；在这里有很多友好人和热闹
- Wrong measure words: 一个打工
- Wrong words order: 我我想工作里大学以后；跟人不可以一起说；我做工作跟我的好朋友；做了家具给人；我不希望工作跟无聊的人我现在努力才能我将来当商人；我想一起工作跟中国人；做了一个工作在我的工作房子；我每天一起去咖啡馆跟我的朋友；我上班工作七点每星期一；我一个星期工作每天；我工作在中国
- Use of 是 with adjectives: 是很无聊；是没意思
- Misuses of verbs or function words: 我上次上班做了很多帮忙人；我三点上班时做了图书馆和茶馆；我送很多的电子邮件；还做了很多新朋友；然后不有很多爱好的时间；因为说说跟很多人很有意思；他比我画画很好
- Misuse: 了: 虽然昨天我没去了工作，因为我生病了；我上次上班时做了在我的学校

(b) Learning art

Completion of the tasks

About a third of the candidates opted for this question.

Question words in **Task 1** 'when' and **Task 2** 'what' were often seen in the past paper so candidates answered very well with examples like 我从小时候开始学美术；我从五岁开始学美术；四年前我开始学美术；上次美术课我画了花；读了美术书 etc. However, some candidates did not realise that the first and the second task should be written in a past timeframe and mistakenly wrote answers 明天我学美术；下个星期二我有美术课 which cannot be rewarded for **Task 2**. Most of the candidates recognised the question word in **Task 2** 什么 and 上次 so they followed the question pattern and listed things they did in the art lesson. Candidates followed the past time frame and sentence structures in the question.

For **Task 3**, some able candidates wrote some impressive answers e.g., 电脑对学美术有很多帮助，你可以看很多美术书；电脑对学习美术又方便又有用；不但可以用电脑上网课而且还可以在网上看到别人的画 etc to demonstrate their range of vocabulary and sentence structures. However, a handful of candidates could not write specific words and wrote 电脑对美术有很多帮助 without any further details.

Performance for **Task 4** was similar as **Task 3**. There were some interesting comments, e.g., 如果他们学美术，他们会比以前更开心；美术不仅是一个科目，它更是人生中一个必要的技能；美术又开阔视野又有用。Simple opinions like 美术又有意思又容易 were also often seen in the answers.

For **Task 5**, most of the candidates understood the question words 什么样 so they performed very well, such as 有中国画的美术馆、现代艺术、古典、中国水墨画、法国油画 etc were perfect answers and the words are in the latest syllabus.

Elaborating and expanding the answers is important to achieve good marks. Some good examples are listed below.

- 虽然我从小到大爱美术，但是我上个月开始在学校学美术。
- 在我是个小孩的时候，我就对图画产生了兴趣。
- 上节美术课，老师帮我完善新画的油画，老师只画了几笔，就让画面一下子变得不一样了。
- 然后我们画了一些名胜古迹，比如说长城，在我看来，画名胜古迹特别有趣，因为我们也学习了一些中国历史。
- 我可以用电脑帮助我做作业，学习美术知识。
- 我也在网上看视频来学会新的美术技能。

- 电脑对学习美术有十分帮助，因为你不但可以上网看其他人的画，还可以看他们是怎么画的，而且还可以拍你的画给朋友看。
- 美术可以让人的心情放松下来，有利于身心健康。美术可以让人对颜色有更多的了解。
- 我觉得电脑对学习美术有用，有各种各样的好处，比如，如果美术课太贵了，你可以就上网去学。
- 在我看来，只要中学生对美术感兴趣，他们就应该学习美术，因为不太困难。如果你学美术学得很努力，你将来就可以挣大钱。
- 我下次想去以一个中国传统画的美术馆参观，在那里我打算认识很多有名的画家。

Range

Candidates have used some complex connectives 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 their high linguistic ability.

A wide range of vocabulary appropriate to the tasks have also been seen, e.g., 耐心以及专注力、技能、开阔视野、锻炼 etc. Some sentence structures were really impressive e.g., 用电脑绘画时，如果你画错了，可以返回上一步，可以随意切换笔得粗细与颜色；中学生学习美术可以锻炼手、耐心以及专注力，还多学了一门手艺。

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 that could be improved:

Characters: 方边/更（便）多、美（没）有、海（每）天、西（四）次、知（资）了（料）、比女（她）、唱歌（歌）、生情（病）了、说华（话）、三白（百）、工（公）司、作（昨）天、伎（技）能、孝（教）、比交（较）、下牛（午）

Grammar:

- Words order: 我很多看书了
- Anglicised structures: 他比我画画很好
- Use of 是 with adjectives: 美术是很好趣; 也这个是很美丽
- Misused verb: 美术交了我更聪明; 我参加了博物馆, 名胜古迹等; 我上次在美术课上做了画画
- Misuse the conjunction words and linking words: 一边好看一边重要一边有意思; 学美术不但很难而且有用; 电脑对学美术没有帮助因为帮助很不便宜; 美术课不但重要而且严重
- The usage of ‘没’: 然后不有很多爱好的时间
- Missing keywords of sentence components: 因为我觉得（做）老师比在学校学习好玩; 我觉得电脑（有）一点贵