



GCSE

Chinese (Mandarin)

8673/RH Reading Higher Tier

Report on the examination

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General comments

It was encouraging to see improved performance on the 2025 Higher Tier Reading paper, with many students showing greater confidence and understanding across a range of question types. The paper included a mix of accessible and more challenging tasks, covering authentic texts and contexts. Most students attempted all questions, including literary extracts, suggesting better exam technique and stronger overall preparation.

Questions 4, 6, 7 and 9 emerged as the most challenging, often due to unfamiliar vocabulary or contexts. However, the translation section at the end of the paper proved accessible for many. Students performed strongly on Questions 2, 3, 5, 8 and 10, demonstrating solid understanding of common vocabulary and basic opinions.

Presentation in the translation task was generally good, though a small number of scripts were affected by unclear handwriting or messy corrections. Teachers are encouraged to continue reminding students of the importance of clear and legible responses.

Question 1

Students performed extremely well on this question, with over 60% achieving full marks and more than 90% gaining three out of four marks. They were clearly comfortable with the topic of “School.” Vocabulary such as 食堂, 作业, 快乐 and 和朋友见面 was very familiar to them. In addition, students showed a good ability to interpret time-related details, such as 每天第二节课后 and 十一点半. Overall, most students demonstrated a solid understanding of the text.

Question 2

It was encouraging to see that students appeared confident and comfortable when reading literary texts this year. Most performed very well on the related questions, with very few leaving any responses blank. Notably, Questions 2.1 and 2.7 saw over 91% and 92% of students, respectively, achieving full marks. It was pleasing to see that many students applied good exam techniques, such as identifying key phrases in the text. In previous years, NT questions have typically been the most challenging within the True/False/Not mentioned format. However, this year, 82% of students answered correctly, and some even explicitly marked their answers as NT. Examiners also accepted NM as a valid response, as this is the equivalent abbreviation used in the speaking paper for similar question types.

Question 3

This was another question that was answered very successfully by the majority of students. It clearly showed that students were comfortable with the topic of “Lifestyle”, especially in Question 3.1, where the success rate was over 95%. In Question 3.4, the success rate was nearly 95% as well. This indicates that students were well trained by teachers on this type of question.

Question 4

This was a challenging question that tested high-ability students on the difficult topic of global issues. More than 54% and 53% of students answered Question 4.1 and 4.4 correctly. However, Question 4.3 had only 42.6% success. It showed that some vocabulary was not commonly used or taught in lessons, for example, 差 and 脏. Students were required to understand longer phrases and make inferences based on the text. Specific details such as 脏雨水 were particularly testing, as they combined three pieces of information. The mark scheme was updated accordingly. For Question 4.4, answers like “lots of water” or “dirty water/rain water” were accepted.

Question 5

It was another well-answered question for most students. Although the text was aimed at higher-ability candidates, many were able to respond effectively to the P/N/P+N question types. The familiar topic also contributed to strong performance. More than 85% of students gained marks on Question 5.1, and 81% on Question 5.2; over 95% answered Question 5.4 correctly. Only around 4% answered Question 5.4 incorrectly, and no students left any boxes blank.

Question 6

This was a “fill in the boxes” question aimed at high grades. It was very encouraging to see that over 40% of students gained full marks, and only 0.21% did not attempt the question. This is one of the most challenging question types to gain full marks in, which indicates that most students were well prepared for the topic area. For Question 6, credit was given for responses such as “work experience” - a verb was not required. For the disadvantages section, responses like “have no time to do the lessons” or “missed lessons a lot” were not credited due to added or imprecise information. Similarly, answers like “no time to meet friends” or “do not meet friends” were also not accepted.

Question 7

Students responded well to this task, with nearly 50% gaining full marks. However, some did not recognise 购物中心 and translated 去的人也很少 as “small population”, which was not credited. Most students recognised 博物馆 with confidence. It was encouraging to see that every student tried to answer this question, showing improved ability in handling this type of task.

Question 8

This was the second overlapping literacy question, and students achieved high scores overall. Performance was particularly strong in Question 8.1, with a 98% success rate, and in Question 8.3, with over 90%. Students demonstrated a solid understanding of location vocabulary in Question 8.1, with only 1.7% answering incorrectly. Similarly, the characters 聪明 and 睡觉 in Question 8.3 appeared to be well understood by most students.

Question 9

This was another overlap open-response question with less challenging text. However, only 69% of students gained marks in Question 9.2 and 69.8% in Question 9.3, respectively. It was clear that some students understood the questions but provided vague answers such as “tasty food”, “delicious” or “good food”, which did not receive credit. The required answer was “chicken”, and without that key word, no marks were awarded. A few students wrote “roast duck” instead of “roast chicken”, which was a careless error. In Question 9.3, answers like “clothes” were close but imprecise, so no credit was given. However, some students wrote “woollen clothes”, which was credited for being very close in meaning.

Question 10

This was a popular topic, and students performed very well. Although a few glossary items appeared, they did not affect comprehension. This indicates that students were well prepared for this type of question and ready for content related to Chinese culture. In Question 10.1 and 10.4, the success rates were over 91% and 93%, respectively. For Question 10.3, 82.8% of students answered correctly. It is understandable that 地铁 is a challenging word among transport vocabulary. However, Question 10.5 had a lower success rate, possibly because students were unfamiliar with 京剧 as a type of performance.

Question 11

This was one of the more difficult questions in the exam and was aimed at high-ability students. Based on performance, Question 11.2, 11.5, and 11.6 saw over 80% of students recognising phrases such as 英文, 人们的生活 and 应该做我喜欢的. On the other hand, vocabulary such as 能力强, 不弱 and 说得很流利 posed difficulty for some students.

Question 12

The translation task was generally completed well. Quite a few students performed strongly, with 27% scoring 8 out of 9 and 23% scoring 7 marks, though only around 10% achieved full marks. Overall, the question demonstrated good comprehension. Some students struggled to translate “apart from” or “besides” accurately. Translating 经常 as “usually”, 展览馆 as “art galleries” or “cultural exhibitions” were not accepted. Students should be reminded that precision is essential in this task. Every word must be accurately reflected, and close adherence to the original text is necessary.

Mark Ranges and Award of Grades

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