



GCSE Chinese (Mandarin)

8673/LF

Report on the examination

Version: 1.0
June 2025

Further copies of this report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

This year's listening examination was a great success, demonstrating that the AQA GCSE Chinese Listening papers remain accessible to all students, both at Foundation and Higher Tier. Overall, students performed better than last year, with outcomes closely aligned to centres' predicted grades. In particular, students responded well to questions of higher demand.

There were noticeably fewer questions left blank, indicating that students were generally well prepared and able to demonstrate their knowledge, comprehension skills and critical thinking. This is a credit to both the students and their teachers.

However, there are still areas worth noting. Answers in English proved harder to mark in some cases, as handwriting was occasionally unclear. This highlights the continuing importance of legible handwriting. Teachers are also reminded to encourage students to read each question carefully. Listening comprehension questions typically require key ideas rather than full sentences, but responses must be clearly written in order to be awarded marks.

Question 1-2

These low-demand questions were intended to provide a positive start to the paper. Question 1 was well answered, with 游泳 and 踢足球 being familiar vocabulary items. However, in Question 2, a surprising number of students did not recognise 跑步.

Question 3-5

These were also low-demand questions, and the majority of students performed well. Most secured full marks, indicating that topics such as transport, time and duration are well taught and thoroughly revised.

Question 6-9

This set of P, N and P+N opinion questions was answered extremely well. Over 90% of students correctly identified the opinions, demonstrating secure knowledge of opinion-related vocabulary and clear evidence of practice. This reflects excellent teaching.

Question 10-11

Although written responses in English typically pose more of a challenge, this section was generally well handled. 咖啡, one of the few cognates between Chinese and English, was widely understood. However, spelling varied greatly (e.g. cofe, coffe), though many variants were accepted. Notably, "café" was not credited, as it conveys a different meaning.

Question 12

This table-matching task, which involved three speakers each giving a line, was slightly more demanding due to multiple elements being tested simultaneously. Nevertheless, students responded well. 太极, another cognate, was correctly identified by 86% of students. 图书馆 was familiar, while 给大家上中文课 posed minor difficulty, with 71% interpreting it as "teaching Chinese".

Question 13-14

This section on advantages and disadvantages proved more challenging. Although set at a medium demand level, only about half of students scored one mark for each question, and fewer than a quarter achieved full marks. Quite a number left the answer boxes blank. 有用 was sometimes mistaken for 游泳, leading to responses such as “swim in France” for Question 13.

Question 15-16

This was intended as a mid-demand table-matching task, expected to be relatively straightforward. Students generally identified drinks more easily than food. The combination of 炒饭 with 鸡蛋 (鸡蛋炒饭) caused some confusion, with some students unable to locate the answer “fried rice”.

Question 17

This was an overlap question assessing students’ ability to identify relationships across past, present and future events. The question paper provided “no trees” as an example, and students were required to determine what was there in the past and what will be there in the future. Overall, only 28% of students gained a mark or two, while 57% did not achieve any marks, and 15% left the question unattempted. This highlights the need to better prepare students for this type of task which appears regularly and requires careful interpretation of time frames as well as attention to detail.

Question 18-19

These overlap questions on school life focused on a topic that was generally familiar to students. Most students achieved at least 2 out of the 4 available marks. 七节课 was recognised by 73% of students, even though 星期五 acted as a potential distractor, leading some to select the incorrect option of “5 lessons”. In contrast, 亲切 was less well known, with only 40% correctly identifying it as meaning “kind”.

Question 20

This was the most demanding question on the paper and provided effective differentiation. While about half of students identified 面包 as a food item, fewer recognised 衣服. The phrase 我做的, although repeated and placed clearly in context, proved unfamiliar and challenging.

Question 21-22

Question 21, which awarded marks for either 去市中心 or 看灯, proved particularly demanding: only about 4% of students achieved both marks, and as many as 14% left the question blank. In contrast, Question 22 was answered more successfully, with 很好吃 understood by most students. However, there were still many speculative answers for the type of moon cake, including various meats instead of the correct answer for 猪肉.

Question 23

This final question was well handled by Foundation students. Nearly all students scored at least one or two marks, and 31% achieved full marks. This demonstrates that topics on home, town, neighbourhood and region are well taught and familiar to students at this level.

Mark Ranges and Award of Grades

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