



GCSE CHINESE (MANDARIN) 8673/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
- (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate).

Question	Accept	Mark
01	A D F H (in any order) A (Lili goes to secondary school.) D (She really enjoys going to the canteen after the second lesson.) F (She likes to do eye massage exercises at 11.30 am.) H (She can listen to music while doing eye massage exercises.)	4

Question	Accept	Mark
02.1	T (true)	1

Question	Accept	Mark
02.2	F (false)	1

Question	Accept	Mark
02.3	T (true)	1

Question	Accept	Mark
02.4	F (false)	1

Question	Accept	Mark
02.5	T (true)	1

Question	Accept	Mark
02.6	NT (not in the text)	1

Question	Accept	Mark
02.7	T (true)	1

Question	Accept	Mark
03.1	S (Song Qing)	1

Question	Accept	Mark
03.2	W (Wang Lin)	1

Question	Accept	Mark
03.3	D (Dong Mei)	1

Question	Accept	Mark
03.4	L (Li Xin)	1

Question	Accept	Mark
03.5	D (Dong Mei)	1

Question	Key idea	Accept	Reject	Mark
04.1	(very) bad	terrible/awful	flooding/rainy day	1

Question	Key idea	Accept	Reject	Mark
04.2	(there were) floods/flooding	flooded/rainy	lots of water	1

Question	Key idea	Accept	Reject	Mark
04.3	(student's) relative(s)	extended family		1

Question	Key idea	Accept	Reject	Mark
04.4	(there was) lots of (dirty rain) water	(full of) dirty water/rain water		1

Question	Key idea	Accept	Reject	Mark
04.5	- fly less - wear more old clothes (any one of the above)	- take the plane less - wear more second-hand clothes (any one of the above)		1

Question	Accept	Mark
05.1	P (positive)	1

Question	Accept	Mark
05.2	P + N (positive and negative)	1

Question	Accept	Mark
05.3	N (negative)	1

Question	Accept	Mark
05.4	P (positive)	1

Question	Key idea	Accept	Reject	Mark
06	Advantages: • (gain/have) work experience (1) • learn new things (1) (in any order)			4
	Disadvantages: • affect/influence lesson attendance/attending lessons (1) • less opportunity/chance to meet friends (1) (in any order)	Disadvantages: • affect/influence study (1) • meet friends less (1)		

Question	Key idea	Accept	Reject	Mark
07	Past: • no shopping centre(s) (1) • few people go (1) (in any order)	Past: • few people visit	Past: • no shops • no people	3
	Future: (there will be a big) museum			

Question	Accept	Mark
08.1	B (in his garden)	1

Question	Accept	Mark
08.2	C (where to live)	1

Question	Accept	Mark
08.3	A (sleep.)	1

Question	Accept	Mark
08.4	A (clever.)	1

Question	Key idea	Accept	Reject	Mark
09.1	go skiing			1

Question	Key idea	Accept	Reject	Mark
09.2	Grandma's (roast) chicken (is more delicious than the restaurant's)	Grandma's (roast) chicken (is delicious)	to visit Grandma	1

Question	Key idea	Accept	Reject	Mark
09.3	a (Christmas) jumper/sweater	woollen clothing	clothes	1

Question	Accept	Mark
10.1	B (前门人很多，附近的美术馆很漂亮。)	1

Question	Accept	Mark
10.2	A (这是老舍茶馆，这儿有好茶、京剧和北京的老照片。)	1

Question	Accept	Mark
10.3	E (坐地铁去奥林匹克公园很方便，这儿有鸟巢和游泳馆。)	1

Question	Accept	Mark
10.4	C (想吃有名的中国菜，请来北京饭店，这儿离故宫也很近。)	1

Question	Accept	Mark
10.5	A (这是老舍茶馆，这儿有好茶、京剧和北京的老照片。)	1

Question	Accept	Mark
10.6	F (天坛公园有很多老人，他们一边跳舞，一边听音乐。)	1

Question	Accept	Mark
11.1	G + M/M + G (Gongli and Moyan)	1

Question	Accept	Mark
11.2	G (Gongli)	1

Question	Accept	Mark
11.3	G (Gongli)	1

Question	Accept	Mark
11.4	G + M/M + G (Gongli and Moyan)	1

Question	Accept	Mark
11.5	M (Moyan)	1

Question	Accept	Mark
11.6	M (Moyan)	1

Question		Key ideas	Accept	Reject	Mark
12	我经常旅行。	I often travel.	I travel often.		1
	上个月，	Last month,			1
	我去了德国。	I went to Germany.			1
	虽然风很大，	Although it was (very) windy,			1
	但是我爬了山。	(but) I climbed the mountain(s).	I went up the mountains.		1
	明年六月，	Next June/Next year in June,	June, next year		1
	我想在法国住两个星期。	I want to stay in France for two weeks.	I want to live in France for two weeks. I want to go to France for two weeks.		1
	除了学法文，	Besides learning French,	Apart from learning French,		1
	还要看很多展览馆。	(I) also want to visit/see a lot of exhibition centres/ galleries/halls.			1

Total = 60 marks