



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Chinese (1CN0)

Paper 3F: Reading and understanding in Chinese

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Introduction

In Paper 3F: Reading and understanding in Chinese (Foundation Tier), candidates are assessed on their understanding of written Chinese across a range of different types of texts.

Candidates need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper has a total of 50 marks and consists of 10 questions. This paper comprises two sections. Candidates must answer all questions from each of the two sections. Section A has nine questions set in English. Question types comprise both multiple-choice and short-answer open response questions. The instructions to candidates are in English. Section B contains one translation passage from Chinese into English. The instructions to candidates are also in English. The assessment is available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters. Candidates select the most appropriate version, but not both.

Four of the questions are common to both Foundation and Higher tiers.

The use of dictionaries is not permitted.

The total assessment time is 50 minutes in length.

Overall performance

The majority of candidates responded well to most of the questions in Section A. In Section B, many demonstrated strong skills in identifying the overall message, key points, details, and opinions within texts. They were also able to deduce meaning and effectively recognise and respond to key information and significant ideas in longer written passages.

Question 1

This question addressed the theme of Identity and culture and the topic of Everyday technology. Candidates were asked to read short statements from four individuals describing how they use their mobile phones and then complete a gap-fill exercise in English. The format was familiar and accessible, and the vocabulary was generally well understood. Most candidates were able to identify the correct information, with many achieving full marks. A small number of candidates selected incorrect names, often due to overlooking key details in the text. Candidates are reminded to read all parts of each statement carefully to ensure accurate matching.

Question 2

This question required candidates to complete sentences by selecting appropriate words or phrases from a given list. Most candidates were able to identify correct answers related to days of the week and general activities. However, some responses suggested uncertainty with location expressions such as “behind” and vocabulary associated with language lessons. Candidates are encouraged to develop their understanding of common vocabulary and to practise extracting precise information from short factual texts.

Question 3

This question required candidates to extract key information from an email about future plans and ambitions. While some candidates were able to identify correct responses, many found it challenging to provide accurate answers to all parts. In section (a), candidates sometimes misunderstood the sequence of events or misinterpreted key phrases. Section (b) proved particularly demanding for those less confident with hypothetical language and expressions of reflection. Candidates are advised to practise recognising time references, aspirations, and contrasts between past and present views to better support comprehension of similar texts.

Question 4

This question required candidates to read a longer narrative and select the correct multiple-choice responses. Many showed a clear understanding of the main storyline and answered accurately on points relating to the girl's circumstances and her decision to hand in the wallet. However, some candidates encountered difficulty when asked to identify more nuanced details, such as what she searched for inside the wallet. This underscores the importance of not only comprehending the overall message of a text but also attending carefully to specific information. Regular practice with extended narrative passages will help to strengthen both detailed reading skills and broader interpretive understanding.

Question 5

This crossover question also appeared on the Higher Tier paper and required candidates to understand a short blog about an international music festival. Candidates were asked to identify the type of event, name a participating country other than China, and describe what was new about the most recent festival. Many candidates responded well to the first two parts; however, some found it more difficult to accurately express the change introduced last year. This highlights the importance of recognising contrasts within a familiar setting and conveying developments precisely. Further practice in identifying and articulating specific differences in texts would be beneficial.

Question 6

This crossover question also featured in the Higher Tier paper and required candidates to interpret a short narrative about a holiday experience. Candidates were asked to complete multiple-choice questions based on specific details, such as locations, means of transport, and activities. While many candidates coped well with the general content, some found particular items, such as the method of travel to the zoo or the item the writer wished to buy more demanding. This suggests that further practice is needed in reading for detail, particularly in narratives describing everyday events. Strengthening familiarity with vocabulary linked to holidays, shopping, and transport will support greater precision in responses.

Question 7

This question required candidates to read a short text describing a friend and complete a gap-fill activity in English, selecting the correct words or phrases from a provided list. While many candidates successfully identified straightforward details such as nationality and hobbies, some found it challenging to recognise certain vocabulary related to daily activities and schoolwork. Achieving success in this task depends on careful reading and understanding of context. Continued exposure to familiar topics and vocabulary will help improve accuracy in similar exercises.

Question 8

This crossover question, which also featured as Question 3 on the Higher Tier paper, required candidates to read and interpret an extended literary passage. Candidates were asked to identify and explain key details about the author's experiences and to use inference to understand the implications of the discovered object within the text. While many candidates successfully retrieved explicit information, fewer were able to

fully interpret the significance and potential consequences suggested by the author. This underlines the importance of careful reading and ensuring that inferred responses remain firmly supported by the original content.

Question 9

This question, featured as Question 4 on the Higher Tier paper, required candidates to read four short statements about volunteering opportunities and select the correct responses. Most candidates were able to identify key details, such as the nature of the volunteer work and the benefits described. However, some responses suggested uncertainty in distinguishing between similar options or fully understanding the implications of each statement. This highlights the importance of practising close reading and developing the ability to extract precise meaning from concise informational texts.

Question 10

This question required candidates to translate a short passage into English, drawing on vocabulary and grammatical structures from the theme of School and the topic of School activities. Candidates were expected to render both the factual content and tone accurately. While some produced translations that captured the key ideas, including the exchange visit, the music lessons, and the candidate's personal opinion, others struggled with less familiar vocabulary such as "exchange activity" and had difficulty maintaining grammatical accuracy. This suggests that regular practice in translating short passages and focusing on high-frequency vocabulary and key grammar points would be beneficial for improving performance in this task.

Summary

Overall, many candidates demonstrated a sound understanding of the paper, with stronger performance seen in familiar topics and question formats. However, there was some variation in how well candidates managed more challenging items, particularly those requiring inference or precise detail retrieval. Based on the performance across questions, the following points are recommended:

- **Familiarity with Specification Vocabulary:** A secure grasp of core vocabulary is essential. Misunderstanding key terms often led to incorrect answers, particularly in tasks involving narratives or specific information.
- **Careful Reading for Detail and Inference:** Candidates are encouraged to read both the overall text and each part of the question carefully. Accurate answers depend on understanding not just the general message,

but also finer details and implied meaning, especially in literary and narrative passages.

- **Precision in Responses:** For English responses, answers should be concise, clearly based on the text, and unambiguous. Vague phrasing or lifting from the text without understanding can result in the loss of marks.
- **One Answer per Mark:** Where a question is worth one mark, candidates should offer only one answer. Avoid slashes / or brackets (), as these may lead to non-creditable responses if the intended answer is unclear.
- **Consistent Practice with Translation and Grammar:** The translation task highlighted the need for greater confidence in conveying meaning accurately into English, particularly with regards to grammar and topic-specific vocabulary.

With regular exposure to authentic language, including literary and non-fiction sources, and consistent practice in comprehension, producing accurate written responses, and **maintaining clear, legible handwriting**, candidates will be better equipped to succeed in future assessments.