



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Chinese (4CN1)

Paper 02: Reading and Writing

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Introduction

This paper consisted of two sections: A and B. Section A was composed of 5 questions. Section B was composed of 3 questions. Candidates had one hour and forty-five minutes to complete all the questions.

Questions 1, 2, 3, 4 and 5 were designed to assess candidates' abilities to comprehend and utilise information from a range of texts which included multiple choice questions, word drop questions, multiple matching questions, note-taking questions and short answer questions. All the questions were set in English and candidates had to answer the questions in English. English grammatical accuracy was not assessed in this part of the paper. Questions 6 and 7 were writing questions. Question 8 was a translation question.

Question 1

There were six multiple choice questions in which each had four choices. Most candidates responded well in this question and mostly scored full marks with a few candidates making mistakes in Q1(c) and/or Q1(e).

Question 2

This was a word-drop question. Candidates had to choose from thirteen words to fill in a statement based on the given text. There was plenty of information about an open market and the persons in charge of the stalls in the text. Most students displayed a strong grasp of the text, scoring six correct answers. However, a few missed points in Q2(d), Q2(e) and/or Q2(f).

Question 3

This was a multiple matching question. Candidates were presented with three paragraphs, each spoken by a different person, and a grid with statements in each row which apply to one or more of the speakers. Candidates were expected to mark which speaker each statement applied to. Candidates were expected to identify eight correct answers. Overall, candidates performed reasonably well. Majority of them scored 7 out of 8, although a few lost marks by marking seven answers or exceeding the expected eight responses resulting in a deduction of one or two marks. Some candidates might have counted the example as one of the crosses when they only made 7 crosses. The text relating to person 3 Lee was meant to challenge candidates' comprehension as Lee did not live in the house. Hence a number of the candidates did not tick the boxes relating to Lee correctly.

Question 4

This is a note-taking question. Candidates were expected to read a piece of text and were provided with a short set of notes about the text with 10 gaps to fill worth 10 marks in total. Most of the candidates understood the text and performed strongly. The majority of candidates did well in Questions 4(b), (c), (d), (e), (f), (g), and (i). Some candidates lost 1 mark in Question 4(a) as their answers only stated "river"; some candidates misunderstood the term "river" as referring it as "lake" or "sea". There are two ways to answer Q4(h): to the bridge or to the reflection of the lights and many answered correctly. Overall, Question 4 was well-handled by most candidates.

Question 5

Candidates are expected to read a longer passage and respond to a series of questions in English. They were required to understand the language of the original text and answer in English to show their understanding. Candidates could score up to a maximum of 10 marks. Generally, this question served as a discriminator between candidates with different levels of English language skills. A few candidates demonstrated some understanding of the text but were unable to express their answers clearly in English. Only a small number of candidates struggled significantly due to their inability to respond in English, resulting in very low scores. Q5(a), (b) and (h) challenged candidates' understanding of the text to give answers. Q5(a) carried two marks and required the candidates to give two details. Some lost a mark as they only managed to give one detail. Q5(b) challenges candidates' ability to express the words "keeping up with the habit for many years" correctly. In Q5(h), candidates were asked to give details on changes of the sky since 2019 and a few didn't manage to give correct details and lost one mark. In general, most candidates performed very well in this question.

Question 6

Candidates were required to write 60-75 characters on a topic on "my hobby". They were aided by four bullet points in both English and Chinese, to which they had to refer in their answers. This response was assessed for Communication and Content – maximum 5 marks, Linguistic Knowledge and Accuracy – maximum of 5 marks. Most candidates answered the question well by giving details of a hobby and expressing opinions. Within the word limit, candidates were expected to tell us their hobby, then give a bit of details and use the future tense as indicated by the key word "plan".

Generally, the majority of candidates fully understood the mini essay requirements by incorporating the 4 key words into their essays and managed to use a wide range of grammar structures and vocabulary to produce a very detailed coherent response with expansion of ideas,

opinions, or descriptions. A small number of candidates lost marks by omitting some key words or some parts of their answers were irrelevant to the task.

Question 7

Candidates were given a choice among three options and tasked with composing a continuous response ranging from 125 to 150 characters. They were aided by four bullet points in both English and Chinese to structure their answer, which they were required to reference. Their responses were evaluated for Communication and Content - maximum 10 marks, Linguistic Knowledge and Accuracy – maximum 10 marks. Option 7(c) was slightly more popular. Options (a) and (b) were similar in popularity. All three options are very relevant to the candidates and in general the task was handled well. This task was set to challenge candidates to talk about a familiar subject in the present tense; to describe activities or events that were done in the past; to give opinion on a related topic and then expressing ideas on another topic. The essay should cover all the four bullet points in each chosen option. Hence any good responses should have three timeframes incorporated and with good logical flow.

Option (a)

The differing complexity of the bullet points differentiated the writing abilities of candidates. The topic is about their school life in general. In particular, candidates should cover extracurricular activities and a memorable competition that they had taken part in the past. Candidates were asked about their opinion on academic clubs and ways to learn new skills as a secondary school student. Candidates generally performed very well in the task, providing detailed descriptions on the 4 bullet points. However, some candidates lost marks for not clearly explaining well why the competition was memorable. On the third bullet point, when writing about school academic clubs, some candidates were unable to show effectively the connection to the subject or express their own opinions. Additionally, some candidates wrote too much on the first one or two bullet points but failed to develop ideas for the other bullet points.

Option (b)

Candidates were asked about personal life and relationships with their family. The response should cover what had been done recently with their families; their opinion on helping on household chores and how best to manage their own time at home. As in Option (a), the bullet points also discriminated between the writing abilities of candidates. The performance in the task was good. Most candidates who chose this option were quite strong and responded to the bullet points with detailed information and opinion. However, there were a few candidates who struggled with the last point on how young people can better manage their time at home and express their opinion about young people helping household chores.

Task (c)

This option is on the topic of candidates' favourite modern electronic device; for what important things the device was used for; their opinion on it being used as the only way for communicating with others and their advice on what young people should be aware of when they are online.

Most performed well on this task with full responses to the bullet points and were able to express thoughtful views on young people only communicating via electronic devices and showed a good range of writing skills.

Question 8

Candidates were expected to translate four separate sentences from English to Chinese with clarity and accuracy. The majority of candidates performed well in Question 8(a) and (b). A lot of candidates scored full marks. However, some candidates lost one mark in Q8(b) as they omitted the word "Chinese". In Q8(c) and Q8(d), many candidates used mostly accurate linguistic structures and vocabulary. In few cases, there were errors which prevented meaning being conveyed and hence marks were deducted. Some candidates lost one mark in Q8(c) as they did not translate 'usually' correctly. In Q8(d) some candidates couldn't write the Chinese characters for "game" or wrongly put "this year" at the end of the sentence. In general, many managed to gain very good marks in this task.

Paper Summary

Based on their performance in this paper, students are offered the following advice:

- In reading tasks, answers should be given to an appropriate level of detail. Marks can be lost for vague answers or answers which do not demonstrate complete understanding.
- In reading tasks, all answers should be based only on the information in the text – no additional information should be necessary.
- In the writing tasks, make sure the short essays cover all the Chinese characters provided in the boxes of the questions. For the longer essays, the essays should cover all the bullet points provided in the chosen options.
- In the writing tasks, if the bullet points require different timeframes, make sure the essays use different timeframes correctly. Give opinion in reasonable details if candidates' opinions were required.
- In the translation task, students should attempt to translate all characters, vocabulary or phrases in the translation task. Leaving out any individual piece of meaning would result in loss of marks.
- Ensure that the spellings are correct, and syntax is accurate throughout.
- Check the marks available for each question to ensure the correct number of answers have been given and search for the most appropriate/related answers to the questions.
- Take care to read instructions of the question and be mindful of the requirements in answering e.g. give answers in the appropriate language.

