



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Chinese (4CN1) Paper 02

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Summer 2025

Question Paper Log Number P79428

Publications Code 4CN1_02_2506_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

International GCSE Chinese 4CN01 2 May 2025

Paper 2: Reading and Writing

Marking principles

- Order of elements: if two responses are offered where only one mark is available, only the first element will be assessed. Preambles and re-working of the question do not count.
- Elements which contradict each other (vitiation) lose the mark (eg It is black and it is not black).
- Untargeted lifts will not be credited.
- Misspellings/grammatical errors are tolerated, provided they do not result in ambiguity.
- If a candidate repeats an error, credit is withheld in the first instance only

Section A

Question number	Answer
1(a)	The only correct answer is A – park. B is not correct because it is a distractor. C is not correct because it is a plausible answer. D is not correct because a cinema is in the museum, which is the destination.
1(b)	The only correct answer is D – four years. A is not correct because it is a distractor. B is not correct because it is not mentioned. C is not correct because it is a plausible answer.
1(c)	The only correct answer is A – I did not have time. B is not correct because it is a distractor. C is not correct because it is not mentioned in the text. D is not correct because it is a plausible answer.
1(d)	The only correct answer is B – free. A is not correct because it is a plausible answer. C is not correct because it is a distractor. There were not many people in the museum. D is not correct because it is not mentioned in the text.
1(e)	The only correct answer is D – watched old films. A is not correct because it is not mentioned in the text. B is not correct because it is a distractor. C is not correct because it is a plausible answer.
1(f)	The only correct answer is C – interesting. A is not correct because it is not mentioned in the text. B is not correct because it is a distractor. D is not correct because it is a plausible answer.

Question number	Answer	Mark
2(a)	L	(1)
2(b)	C	(1)
2(c)	K	(1)
2(d)	F	(1)
2(e)	B	(1)
2(f)	G	(1)

Question number	Answer	Mark
3	Dawei B	(1)
	Dawei D	(1)
	Dawei F	(1)
	Mumu A	(1)
	Mumu G	(1)
	Lee D	(1)
	Lee E	(1)
	Lee G	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	by the river	river banks		(1)
4(b)	tall; thin ; <i>about 30</i>	slim/skinny		(2)
4(c)	taking photos	taking pictures		(1)
4(d)	waiting for customers			(1)
4(e)	Any one of (big) net; rubbish basket	(rubbish) bin; trash bin/ <i>can</i> ; <i>web</i>		(1)
4(f)	(river) cleaner			(1)
4(g)	(water) grass	(<i>sea</i>)weed/ <i>algae</i> / <i>vegetation/plants</i>		(1)
4(h)	under the bridge; <i>the shadow of the light/reflection</i>		<i>light</i>	(1)
4(i)	stepped into a dream	<i>Dreaming</i> ; <i>In(side) a dream</i> ;		(1)

Question number	Answer	Accept	Reject	Mark
5(a)	(every morning)from the (same) window at home; photograph the (same) sky			(2)
5(b)	persist for many years	carry on for many years		(1)

Question number	Answer	Accept	Reject	Mark
5(c)	forgot (to do it in the morning)			(1)
5(d)	<u>Asks/let</u> his son to help;	<u>Get</u> his son to help	His son helps	(1)
5(e)	(drank) expired milk	Bad milk		(1)
5(f)	(serious) air pollution	(severe) air pollution		(1)
5(g)	Any of staying indoors; reluctant to go outside			(1)
5(h)	Any of more <u>white</u> clouds in the blue sky; brighter sky; the tall buildings in the distance could be seen clearly		(More) clouds	(1)
5(i)	(they) share the same opinions/ <i>views/ideas/perspective/thoughts</i>	(they) have the same opinions/ <i>views/ideas/perspective/thoughts</i>		(1)

Section B

Question number	Communication and content	
6	Traditional character version The candidate should have used the following terms in Chinese: • 有…… • 高興 • 地方 • 打算 Simplified character version • 有…… • 高兴 • 地方 • 打算 The candidate should have used the following terms in Chinese: Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.
Level 2	2	• The response contains little relevant information, with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.

Level 3	3	• The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
Level 4	4	• Some detail and mostly relevant response to the task. • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas, though there may be some lapses.
Level 5	5	• Detailed and fully relevant response to the task. • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas.

Question number	Linguistic knowledge and accuracy	
6	Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	• Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
Level 2	2	• Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order.
Level 3	3	• Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order.
Level 4	4	• Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order.
Level 5	5	• Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences.

		• Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.
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Question number	Communication and content
7(a)	Traditional character version The candidate should have referred to the following bullet points: • 你的學校有哪些課外活動 The extracurricular activities your school offers • 你參加過的最難忘的一個比賽 The most memorable competition you took part in • 你對中學生參加和學科有關的俱樂部的看法 Your opinion about secondary school students participating in academic clubs • 中學生可以怎樣學習一些新的技能 How secondary school students can learn new skills
(b)	The candidate should have referred to the following bullet points: • 你和家人的關係 Your relationship with your family • 你最近和家人一起做了什麼 What you have recently done with your family • 你對年輕人做家務的看法 Your opinion on young people doing household chores • 年輕人可以怎樣更好地管理自己在家裏的時間 How young people can manage their time at home more effectively
(c)	The candidate should have referred to the following bullet points: • 你最常用的一個電子產品 The electronic device you use most frequently • 你最近用它做了什麼重要的事 What important things you have recently done on it • 有的年輕人只用電子產品與人交流，你有什麼看法 Your opinion on some young people only communicating on

	electronic devices • 年輕人在上網時應該注意什麼 What young people should be aware of when online Simplified character version The candidate should have referred to the following bullet points: (a) • 你的学校有哪些课外活动 The extracurricular activities your school offers • 你参加过的最难忘的一个比赛 The most memorable competition you took part in • 你对中学生参加和学科有关的俱乐部的看法 Your opinion about secondary school students participating in academic clubs • 中学生可以怎样学习一些新的技能 How secondary school students can learn new skills The candidate should have referred to the following bullet points: (b) • 你和家人的关系 Your relationship with your family • 你最近和家人一起做了什么 What you have recently done with your family • 你对年轻人做家务的看法 Your opinion on young people doing household chores • 年轻人可以怎样更好地管理自己在家里的时间 How young people can manage their time at home more effectively The candidate should have referred to the following bullet points (c) • 你最常用的一个电子产品 The electronic device you use most frequently • 你最近用它做了什么重要的事
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	What important things you have recently done on it • 有的年轻人只用电子产品与人交流，你有什么看法 Your opinion on some young people only communicating on electronic devices • 年轻人在上网时应该注意什么 What young people should be aware of when online Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	3-4	• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
Level 3	5-6	• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
Level 4	7-8	• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
Level 5	9-10	• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and, while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.

Question number	Linguistic knowledge and accuracy	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition. • Very little evidence of correct character formation and word order.
Level 2	3-4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition. • Occasional evidence of correct character formation and word order.
Level 3	5-6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition. • Some evidence of correct character formation and word order.
Level 4	7-8	• Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition. • Significant evidence of correct character formation and word order.
Level 5	9-10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct character formation and word order.

Additional guidance

Complex lexical items are considered to be:

- lexical items that express abstract ideas/convey justified arguments
- conceptually more challenging language.

Question number	Translation mark grids and example responses
8(a), 8(b)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
Mark	Descriptor
0	No rewardable material.
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	Meaning fully communicated with occasional errors that do not hinder clarity.

Question number	Translation mark grids and example responses
Question number	Example response - Traditional characters
8(a)	中國有很多節日/中國節日很多。
8(b)	我最喜歡的(一個)是中國新年/春節/農曆新年。
Question number	Example response - Simplified characters
8(a)	中国有很多节日/中国节日很多。
8(b)	我最喜欢的(一个)是中国新年/春节/农历新年。

Question number	Translation mark grids and example responses
Mark	Descriptor
8(c), 8(d)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
0	No rewardable material.
1	Some words are communicated but the overall meaning of the sentence is not communicated.
2	- The meaning of the sentence is partially communicated. - Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.
3	- The meaning of the sentence is fully communicated. - Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.
Question number	Example response - Traditional characters
8(c)	我爸爸媽媽/父母通常/經常/常常給我(發)紅包/發紅包給我。
8(d)	今年我去(了)購物/買東西了, (我)買了新的遊戲。
Question number	Example response - Simplified characters
8(c)	我爸爸妈妈/父母通常/经常/常常给我(发)红包/发红包给我。
8(d)	今年我去(了)购物/买东西了, (我)买了新的游戏。

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a mis-formed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.