



Examiners' Report

Principal Examiner Feedback

Summer 2024

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2024

Publications Code 4CN1_02R_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

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 were allotted one hour and forty-five minutes to complete the questions.

Question 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, notetaking questions and short answer questions. All the questions were set in English and candidates had to answer questions in English. English grammatical accuracy was not assessed in this part of the paper. Question 6 and 7 were writing questions. Question 8 was the translation question.

Question 1

There were six multiple choice questions. Each question had four options. The majority of candidates responded very well in this question and scored full marks as usual with a few candidates making mistakes in Q1(d).

Question 2

This was a word-drop question. Candidates had twelve words to fill in a statement based on the given text. Most students displayed a strong grasp of the text, scoring five out of six correct answers. However, a few missed points in Q2(f) as they didn't pay much attention to the keywords in the question stem "I felt."

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, although a few lost marks by marking seven answers or exceeding the expected eight responses, resulting in a deduction of one or two marks.

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. Most of the candidates understood the text and performed strongly, especially in sections Q4(a), (c), (d), (g), and (h). However, a few candidates had trouble answering in English, and some lost marks in Q4(b) due to being unable to understand the phrase "where I was hurting." They thought it meant "where they were when they felt hurt." Additionally, spelling the English words "opposite" and "scenery/views" posed challenges for some in Q4(e) and (j), respectively. Despite these hurdles, most candidates managed the questions well.

Question 5

Candidates are expected to read a longer passage and respond to a series of questions in English. The candidates were required to understand the language of the original text and use English to show their understanding. Some candidates answered the questions with full sentences and no grammatical mistakes at all. However, the question served as a discriminator between candidates with different levels of English language skills. Only a small number of candidates struggled significantly due to their inability to respond in English, resulting in very low scores.

The majority performed well in Q5(a), (c), (d), (f), (g), and (h). Some lost marks in Q5(b) due to being unable to write the word “suburb” in English. Unexpectedly, some candidates lost marks due to being unable to spell “coat” in English. Some candidates lost a mark in Q5(e) by misreading the question word “how” as “who” and giving the answer “my grandfather.”

For Question 6

Candidates were required to write 60-75 characters on a topic. 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, Linguistic Knowledge, and Accuracy. Most candidates answered the question quite well, demonstrating their ability to write about a weekend they enjoyed.

Question 7

Candidates were given a choice among three writing tasks 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, Linguistic Knowledge and Accuracy. Task 7(a), (b) and (c) were equally popular this year.

Task (a)

The differing complexity of the bullet points differentiated the writing abilities of candidates. Candidates generally performed very well in the task, providing detailed self-introductions and descriptions of one thing that recently made them feel relaxed, sharing opinions on the pressures secondary students face, and addressing the final bullet point about what young people should do when they face difficulties, along with justifications. However, some candidates lost marks for not fully addressing the fourth bullet point in their responses. Additionally, some

candidates wrote too much on the first bullet point but failed to develop ideas for the other bullet points.

Task (b)

As in Task (a), the bullet points also discriminated between the writing abilities of candidates. The performance in the task was also quite good. Most candidates who chose the task were quite strong and responded to the bullet points with detailed information about what they recently did to protect the environment, expressed their opinions on the environment where they lived, and explained what they did with things they no longer needed at home and how young people could help others become more environmentally friendly. However, some candidates failed to respond to the third bullet point.

Task (c)

Most candidates performed well on this task with full responses to the bullet points. They provided detailed information about the electronic gadget they bought recently and where they got the money for the gadget. Most candidates shared their opinions on some people spending a lot of time on their mobile phones and explained what young people could do to live a healthier life.

Question 8

Candidates were expected to translate four separate sentences from English to Chinese. Most candidates performed well in Q8(a) and (b), with many scoring full marks. However, some candidates lost one mark in Q8(a) as they used the past simple tense to translate the sentence. In Q8(c), some candidates struggled to use the correct Chinese word order and placed the Chinese characters that meant “at the New Year” at the end of the sentence. Additionally, some candidates translated “the New Year” as “Chinese New Year.” In Q8(d), a few candidates mistakenly translated the English word “present” using Chinese characters that mean “parents.”

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 translation task, students should attempt to translate all characters, vocabulary or phrases in the translation task as 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.

