



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Chinese (4CN1)

Paper 02R: 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 the 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 and in each there were four choices with one correct answer. Many candidates responded well in this question and mostly scored full marks with a few candidates making mistakes in Q1(c) and/or Q1(f).

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. Most students understood the full meaning of the text, scoring six correct answers. However, a few missed marks in Q2(d) as they were distracted by picking this wrong choice "H – eats takeaways for lunch".

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. Also, Helen's E seems to be rather tricky as it was a popular mistake chosen by many candidates.

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. Most of the candidates understood the text and performed strongly, especially in Q4(b), (c), (g), (h), and (i). However, a few candidates had trouble answering in English, and some lost marks in Q4(a) and Q4(d). In Q4(a) some could not express “sheltered from the rain” correctly and in Q4(d), many misunderstood the question and gave ‘teacher’ as the answer which was wrong. Q4(f) was meant to challenge candidates but most managed to answer this well. Overall, Question 4 was well-handled by the majority of candidates.

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. Candidates could score up to a maximum of 10 marks. It generally 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. While the text itself is relatively easy to interpret, key information in some sub-questions posed challenges. This was evident in parts Q5(a), Q5 (b), Q5(e), and Q5(f).

In Q5(a), the critical information is “almost a month”. Some candidates failed to grasp the meaning of “almost/nearly” and simply translated this as “one month”, resulting in no marks being awarded. In Q5 (b), it has two valid answers: either “not taking passengers” or “it sells vegetables”. However, many candidates struggled to translate “not taking passengers” and lost one mark. Q5(e) was the most challenging because many did not manage to give the full description of “local vegetable garden/farm”. Many candidates only provided incomplete answers and lost one mark. Q5(f) required candidates to describe distance/location and there were mistakes like using “miles” rather than “metres” or omitting “bus stop”.

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 essays. The response was assessed for Communication and Content – maximum 5 marks, Linguistic Knowledge and Accuracy –maximum of 5 marks. Most candidates answered the question quite well, demonstrating their ability to introduce a best friend. Within the word limit, candidates were expected to mention or describe a friend; to talk about shared activities; to tell us any future plan by using 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 missed out the key word “activity” and some only indicated an activity they had carried out instead and lost marks.

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 (b) was the most popular. It was followed by option (c) and then by option (a) in popularity. All three options are very relevant to the candidates and generally many candidates performed very 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 or happened in the past; to give opinion on a related topic and then expressing ideas on another topic. The response should cover all the four bullet points in each option. Hence any good responses should have three timeframes incorporated.

Option (a)

The differing complexity of the bullet points differentiated the writing abilities of candidates. The topic is about their Chinese lessons, class activities, student exchange programmes and how to enhance the skill/knowledge on secondary school students. Candidates generally performed very well in the task, providing detailed descriptions on the four bullet points. 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 one or two bullets point but failed to develop ideas for the other bullet points. Some candidates merged the last two bullet points and therefore did not expand their ideas on how to enhance young people’s skills/knowledge and lost marks.

Option (b)

This is the most popular of the three and the topic is about healthy living. Candidates were asked about what they usually do during their spare time; what exercises they have recently chosen to do to stay healthy. Candidates were required to express their opinion on the topic of some parents allowing their young children to play on the mobile phones. Lastly, candidates

were also required to give suggestions on healthy eating habits. As in (a), the bullet points also discriminated between the writing abilities of the candidates. The performance in the task was good. Most candidates' essays were well-written and responded to the bullet points with detailed information. However, there were a few candidates who could not distinguish between "free time" and "recently" and they missed one of the two bullet points and lost marks.

Option (c)

This option is on the topic of social media; what interesting things the candidates had seen on the social media recently and the use of mobile phones to watch TV. It also asked about how to stay safe online. Most performed well on this task with full responses to the bullet points with good logical flow. However, a few candidates gave a lot of details on social media and what they often do but simply forgotten to mention about the second bullet point on interesting things that they had seen online recently and lost marks.

Question 8

Candidates were expected to translate four separate sentences from English to Chinese with clarity and accuracy. Most candidates performed well in Q8(a). More candidates lost marks on Q8(b) than Q8(a) because they didn't manage to translate 'take a walk' or 'here' correctly. In Q8(c), some candidates struggled to use the correct Chinese word order and placed the Chinese characters that meant "in the small lake" at the end of the sentence. In Chinese, prepositional phrases about location should not be placed at the end of a sentence. Some lost marks on wrongly translating "We saw" as "I saw". In Q8(d), candidates generally performed better than Q8(c) and achieved full or near full marks. Only a few did not manage to translate "look after" or "environment" correctly.

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 the 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 or Chinese characters 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.

