



Mark Scheme (Results)

Summer 2025

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

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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.

Marking principles

- Order of elements: if two responses are offered where only one mark is available, only the first element will be assessed.
- Elements which contradict each other (vitiating) lose the mark (eg It is black and it is not black).
- 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	Mark
1(a)	The only correct answer is B – water. A is not correct because it is a distractor. C is not correct because it is a plausible answer. D is not correct because it is not mentioned in the text.	(1)
1(b)	The only correct answer is A – manager. B is not correct because it is a distractor. C is not correct because it is a plausible answer. D is not correct because it is not mentioned in the text.	(1)
1(c)	The only correct answer is D – end of August. A is not correct because it is a plausible answer. B is not correct because it is a distractor. C is not correct because it is a wrong answer. The correct answer is the end of August, not the middle of August.	(1)
1(d)	The only correct answer is A – hotter. B is not correct because it is a distractor. C is not correct because it is a plausible answer. D is not correct because it is not mentioned in the text.	(1)
1(e)	The only correct answer is A – clean the street. 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)
1(f)	The only correct answer is C – drink some water. 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.	(1)

Question number	Answer	Mark
2(a)	E	(1)
2(b)	L	(1)
2(c)	A	(1)
2(d)	B	(1)
2(e)	K	(1)
2(f)	I	(1)

Question number	Answer	Mark
3	Paul C	(1)
	Paul D	(1)
	Ella A	(1)
	Ella B	(1)
	Ella G	(1)
	Helen B	(1)
	Helen C	(1)
	Helen F	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	hide from the rain	shelter from the rain; avoid the rain <i>not to get wet;</i> hide the rain		(1)
4(b)	Reading newspaper	<i>Looking/looking at/wat-ching/seeing newspaer</i>		(1)
4(c)	English			(1)
4(d)	journalist	<i>reporter</i>	<i>Interviewer; recorder</i>	(1)
4(e)	work	Part-time job/work		(1)
4(f)	(there was) air conditioning	<i>Air conditioner; Air con; AC</i>		(1)
4(g)	twice a week			(1)
4(h)	go to university	go to college	go to school	(1)
4(i)	Computing/Computer Science	Computer/IT		(1)
4(j)	(working as an) engineer			(1)

Question number	Answer	Accept	Reject	Mark
5(a)	nearly a month	almost a month; <i>About/around month;</i>	<i>A month</i>	(1)
5(b)	(it does) not carry passengers/people	<i>It sells vegetable</i>		(1)
5(c)	vegetables			(1)
5(d)	inexpensive price; convenient (location)	<i>Cheap; convenience</i>		(2)
5(e)	a local vegetable garden/park/farm/field		<i>Local vegetable shop/sellers</i>	(1)
5(f)	a few meters away from the bus stop/bus station	a few steps away from the bus stop; <i>about 10 metres or more from the bus stop; near the bus stop</i>		(1)
5(g)	9: 30 pm		<i>11am – 9:30pm</i>	(1)
5(h)	working people who return home late	Employees/people who return home late from work		(1)
5(i)	see the fresh vegetables before buying them	See the fresh vegetable; watch the fresh vegetable		(1)

Section B

Question number	Communication and content	
6	Traditional character version The candidate should have used the following terms in Chinese: • 有…… • 友好 • 活動 • 計劃 Simplified character version • 有…… • 友好 • 活动 • 计划 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.

Question number	Communication and content
7(a)	Traditional character version The candidate should have referred to the following bullet points: • 你的中文課 your Chinese lessons • 你最近參加過的班級活動 A class activity you recently did • 你對中學生到國外學校交換的看法 Your opinion on secondary school students going abroad on school exchanges • 中學生在日常生活中可以怎樣學到更多的知識 How secondary school students can gain more knowledge in everyday life
(b)	The candidate should have referred to the following bullet points: • 有空的時候,你喜歡做什麼 What you like to do when you have free time • 為了保持健康, 你最近做了什麼運動 What exercise you have recently done to stay healthy • 有些父母讓很小的孩子玩手機, 你有什麼看法 Your opinion on some parents allowing their very young children to play on mobile phones • 年輕人可以怎樣養成好的飲食習慣 How young people can develop good eating habits
(c)	The candidate should have referred to the following bullet points: • 你經常在社交媒體上做什么 What you often do on social media • 你最近在網上看到什麼有趣的事 Something interesting you recently saw online • 有的人喜歡用手機看電視, 你有什麼看法 Your opinion on some people liking to watch TV on their mobile phones • 年輕人應該怎樣在網上保護自己 How young people should protect themselves online

How secondary school students should protect themselves online

Simplified character version

(a)

The candidate should have referred to the following bullet points:

- 你的中文课
your Chinese lessons
- 你最近参加过的班级活动
A class activity you recently did
- 你对中学生到国外学校交换的看法
Your opinion on secondary school students going abroad on school exchanges
- 中学生在日常生活中可以怎样学到更多的知识
How secondary school students can gain more knowledge in everyday life

(b)

The candidate should have referred to the following bullet points:

- 有空的时候，你喜欢做什么
What you like to do when you have free time
- 为了保持健康，你最近做了什么运动
What exercise you have recently done to stay healthy
- 有些父母让很小的孩子玩手机，你有什么看法
Your opinion on some parents allowing their very young children to play on mobile phones
- 年轻人可以怎样养成好的饮食习惯
How young people can develop good eating habits

(c)

The candidate should have referred to the following bullet points

- 你经常在社交媒体上做什么
What you often do on social media
- 你最近在网上看到什么有趣的事
Something interesting you recently saw online
- 有的人喜欢用手机看电视，你有什么看法
Your opinion on some people liking to watch TV on their mobile phones
- 年轻人应该怎样在网上保护自己
How young people should protect themselves 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	Example response – Traditional characters
8(a)	這個公園很漂亮/美麗/好看。
8(b)	我有時/有的時候在這裏/兒散步。
Question number	Example response – Simplified characters
8(a)	这个公园很漂亮 / 美丽 / 好看
8(b)	我有时/有的时候在这里/儿散步。

Question number	Translation mark grids and example responses
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.
Mark	Descriptor
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)	昨天我們在小湖裏看到了/ 看見了紅（色的）魚
8(d)	我希望每個人/大家（都）愛護/保護我們的環境。
Question number	Example response - Simplified characters
8(c)	昨天我們在小湖裏看到了/ 看見了紅（色的）魚
8(d)	我希望每個人/大家（都）愛護/保護我們的環境。

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.

