



Mark Scheme (Results)

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In Chinese (4CN1) Paper 02

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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.

Section A

Question number	Answer	Mark
1(a)	The only correct answer is D – fast-food restaurant. A is not correct because it is a plausible answer. B is not correct because we went to the supermarket, not a market. C is not correct because it is a distractor.	(1)
1(b)	The only correct answer is B – chicken. A is not correct because it is a plausible answer. C is not correct because the meat mentioned in the text is chicken, not pork. D is not correct because it is a distractor.	(1)
1(c)	The only correct answer is D – toy. A is not correct because it is a distractor. B is not correct because it is not mentioned in the text. C is not correct because it is a plausible answer. Some fast-food restaurants give customers pens as presents.	(1)
1(d)	The only correct answer is A – by car. B is not correct because we did not walk to the supermarket. C is not correct because it is a plausible answer. D is not correct because it is a distractor. We drove to the supermarket.	(1)
1(e)	The only correct answer is A – school bag. B is not correct because dad bought trainers, not a T-shirt. C is not correct because it is a plausible answer. D is not correct because it is a distractor.	(1)
1(f)	The only correct answer is C – rewarding me for my hard work. A is not correct because it is a distractor. We went to the supermarket to do shopping, not waiting for mum. 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)	F	(1)
2(b)	I	(1)
2(c)	C	(1)
2(d)	A	(1)
2(e)	B	(1)
2(f)	G	(1)

Question number	Answer	Mark
3	Guoguo D	(1)
	Guoguo E	(1)
	Guoguo G	(1)
	Xiaoyu C	(1)
	Xiaoyu D	(1)
	Chenxin B	(1)
	Chenxin E	(1)
	Chenxin F	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	(my) dad/father			(1)
4(b)	would not be stolen	would not go missing		(1)
4(c)	Saturday		weekend	(1)
4(d)	10 km			(1)
4(e)	dumplings			(1)
4(f)	English			(1)
4(g)	busy			(1)
4(h)	hometown		home	(1)
4(i)	river bank		river	(1)
4(j)	black			(1)

Question number	Answer	Accept	Reject	Mark
5(a)	this summer	Summer this year		(1)
5(b)	face to face	in a painting class/school		(1)
5(c)	Chinese painting			(1)
5(d)	(I am) a few years older (than my teacher)			(1)
5(e)	yellow leaves			(1)
5(f)	(the) path	road/branches		(1)
5(g)	(a small) basket			(1)
5(h)	picture frame	frame		(1)
5(i)	(in my/the)bedroom			(1)
5(j)	lucky	fortunate		(1)

Section B

Question number	Communication and content	
6	<p>Traditional character version The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> • 是..... • 有意思 • 圖書館 • 想 <p>Simplified character version The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> • 是..... • 有意思 • 图书馆 • 想 <p>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.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<p>Traditional character version</p> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 你平時起床和睡覺時間的安排 Your usual routine for getting up and going to bed • 昨天晚上，你在睡前做了什麼 What you did before going to bed last night • 好好休息對年輕人的重要性 The importance of young people taking proper breaks • 年輕人應該怎樣保持健康 How young people should maintain good health
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 你家附近有什麼好玩的地方 Places near your house where you can have fun • 最近的天氣怎麼樣 What the weather has been like recently • 有的年輕人離開城市到農村生活,你有什麼看法 Your opinion on young people leaving the city to live in the countryside • 到了一個不同的地方以後，年輕人可以怎樣開始新的生活 What young people can do to start their new life when they move to a different place

(c)

The candidate should have referred to the following bullet points:

- 你平常怎麼幫助別人
What you normally do to help others
- 你最近參加過什麼義工活動
A voluntary activity you have recently participated in
- 有的中學生在假期到國外做義工，你有什麼看法
Your opinion on secondary school students going abroad to volunteer during their holidays
- 年輕人怎樣才能學到新的東西
How young people can learn new things

Simplified character version

(a)

The candidate should have referred to the following bullet points:

- 你平时起床和睡觉时间的安排
Your usual routine for getting up and going to bed
- 昨天晚上，你在睡前做了什么
What you did before going to bed last night
- 好好休息对年轻人的重要性
The importance of young people taking proper breaks
- 年轻人应该怎样保持健康
How young people should maintain good health

(b)

The candidate should have referred to the following bullet points:

- 你家附近有什么好玩的地方
Places near your house where you can have fun
- 最近的天气怎么样
What the weather has been like recently
- 有的年轻人离开城市到农村生活，你有什么看法
Your opinion on young people leaving the city to live in the countryside
- 到了一个不同的地方以后，年轻人可以怎样开始新的生活
What young people can do to start their new life when they move to a different place

(c)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 你平常怎么么帮助别人 What you normally do to help others • 你最近参加过什么义工活动 A voluntary activity you have recently participated in • 有的中学生在假期到国外做义工，你有什么看法 Your opinion on secondary school students going abroad to volunteer during their holidays • 年轻人怎样才能学到新的东西 How young people can learn new things <p>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.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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.
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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)	我今天（生）病了/（覺得）不舒服。
8(b)	我的手/覺得手很冷。
Question number	Example response – Simplified characters
8(a)	我今天（生）病了/（觉得）不舒服。
8(b)	我的手/觉得手很冷。

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.

	<ul style="list-style-type: none"> Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.
3	<ul style="list-style-type: none"> 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)	所以，我沒有（去）上下午的課/我下午沒有（去）上課。
8(d)	我將/會把我的作業/功課用（電子）郵件/電郵發給老師。我將/會用電子）郵件/電郵給老師交作業/功課。
Question number	Example response – Simplified characters
8(c)	所以，我没有(去)上下午的课/我下午没有（去）上课。
8(d)	我将/会把我的作业/功课用(电子)邮件/电邮发给老师。我将/会用(电子)邮件/电邮给老师交作业/功课。

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.

