



# Mark Scheme (Results)

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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 students at: [www.pearson.com/uk](http://www.pearson.com/uk)

June 2024

Question Paper Log Number P74615

Publications Code 4CN1\_02R\_2406\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

## 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)	<p><b>The only correct answer is B – museum.</b></p> <p><b>A</b> is not correct because it is a plausible answer but not present in the text.</p> <p><b>C</b> is not correct because it is a distractor. Some activities are mentioned in the text, not sports.</p> <p><b>D</b> is not correct because the event will take place in the City Museum not the town hall.</p>	(1)
1(b)	<p><b>The only correct answer is D – learn a Chinese dance.</b></p> <p><b>A</b> is not correct because people will be able to hear famous people’s stories.</p> <p><b>B</b> is not correct because people can learn Chinese dance, not Chinese opera.</p> <p><b>C</b> is not correct because people will be able to listen to some stories.</p>	(1)
1(c)	<p><b>The only correct answer is C – 4.00pm.</b></p> <p><b>A</b> is not correct because it is a distractor.</p> <p><b>B</b> is not correct because the event will start at 1.00pm.</p> <p><b>D</b> is not correct because it is a plausible answer but not present in the text.</p>	(1)
1(d)	<p><b>The only correct answer is A – on the internet.</b></p> <p><b>B</b> is not correct because it is a distractor.</p> <p><b>C</b> is not correct because it is a plausible answer but not present in the text.</p> <p><b>D</b> is not correct because Wangshan is planning to pay tickets in advance.</p>	(1)
1(e)	<p><b>The only correct answer is C – by car.</b></p> <p><b>A</b> is not correct because it is a plausible answer but not present in the text.</p> <p><b>B</b> is not correct because it is a distractor.</p> <p><b>D</b> is not correct because Wangshan’s mum will give them a lift.</p>	(1)
1(f)	<p><b>The only correct answer is B – phone.</b></p> <p><b>A</b> is not correct because Wangshan wants Fangfang to call him.</p> <p><b>C</b> is not correct because it is a distractor. Wangshan doesn’t expect a voice message.</p> <p><b>D</b> is not correct because it is a plausible answer but not present in the text.</p>	(1)

Question number	Answer	Mark
2(a)	F	(1)
2(b)	C	(1)
2(c)	L	(1)
2(d)	J	(1)
2(e)	H	(1)
2(f)	M	(1)

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

Question number	Answer	Accept	Reject	Mark
4(a)	full of people	crowded, busy		(1)
4(b)	foot/feet	leg/legs		(1)
4(c)	(they) missed the stop			(1)
4(d)	3,4 years old	three, four years old		(1)
4(e)	opposite	on the other side		(1)
4(f)	(when I) got off the tube/ underground/train	left the tube/ underground/ train		(1)
4(g)	flowers			(1)
4(h)	(a) Chinese painting			(1)
4(i)	(there are) great things (in the station)			(1)
4(j)	scenery	views	flowers; paintings	(1)

Question number	Answer	Accept	Reject	Mark
5(a)	The Year of Family			(1)
5(b)	in the suburb	in the country/ countryside	in a village	(1)
5(c)	Any <b>one</b> of: birthday ; festivals			(1)
5(d)	different countries			(1)
5(e)	on foot	walk/walking		(1)
5(f)	Any <b>one</b> of: things (happened) in school; news I read online	online news		(1)
5(g)	bring me a coat			(1)
5(h)	chicken fried noodles	chicken noodles		(1)
5(i)	making dumplings			(1)
5(j)	happy			(1)

## Section B

Question number	Communication and content	
6	<p><b>Traditional character version</b> The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> <li>• 是.....</li> <li>• 開心</li> <li>• 活動</li> <li>• 做了</li> </ul> <p><b>Simplified character version</b> The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> <li>• 是.....</li> <li>• 开心</li> <li>• 活动</li> <li>• 做了</li> </ul> <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"> <li>• Isolated examples of relevant information.</li> <li>• Only isolated words and phrases are communicated, as appropriate to the task.</li> <li>• Only isolated items are comprehensible.</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• The response contains little relevant information, with limited use of detail. There may be repetition.</li> <li>• Expresses simple ideas and opinions, as appropriate to the task.</li> <li>• Just about comprehensible overall but with sentences that are mostly unconnected.</li> </ul>

<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• The response contains some relevant information with occasional use of detail.</li> <li>• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.</li> <li>• Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Some detail and mostly relevant response to the task.</li> <li>• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas, though there may be some lapses.</li> </ul>
<b>Level 5</b>	5	<ul style="list-style-type: none"> <li>• Detailed and fully relevant response to the task.</li> <li>• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas.</li> </ul>

<b>Question number</b>	<b>Linguistic knowledge and accuracy</b>	
<b>6</b>	Candidate scores 0 if no bullets have been addressed.	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• Isolated examples of target language vocabulary and structures.</li> <li>• Uses very basic language to write words and phrases.</li> <li>• Isolated examples of accurate language.</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>• Uses simple, familiar and predictable language to write short sentences or phrases.</li> <li>• Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order.</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li> <li>• Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order.</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order.</li> </ul>
<b>Level 5</b>	5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences.</li> <li>• Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.</li> </ul>

<b>Question number</b>	<b>Communication and content</b>
	<p><b>Traditional character version</b></p>
<b>7(a)</b>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 介紹一下你自己 Introduce yourself</li> <li>• 說說最近讓你覺得放鬆的一件事 Describe one thing that recently made you feel relaxed</li> <li>• 你對中學生的壓力有什麼看法 Your opinion on the pressures secondary school students face</li> <li>• 面對困難，年輕人應該怎麼做 What young people should do when they face difficulties</li> </ul>
<b>(b)</b>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 為了環保，你最近做過什麼事 Something you recently did to protect the environment</li> <li>• 你覺得你住的地方環境怎麼樣 Your opinion on the environment where you live</li> <li>• 如果家裏有不用的東西，你怎麼做 What you do if you have things you no longer need at home</li> <li>• 年輕人可以怎樣幫助其他人變得更環保 How young people can help others become more environmentally friendly</li> </ul>
<b>(c)</b>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 你最近買了什麼電子產品 What electronic gadgets you have recently bought</li> <li>• 你買電子產品的錢是怎麼來的 How you get the money for electronic gadgets</li> <li>• 一些年輕人在手機上花很多時間，說說你的看法 Your opinion on some young people spending a lot of time on their mobile phone</li> <li>• 年輕人怎樣做能生活得更健康 What young people can do to live a healthier life</li> </ul>

	<p><b>Simplified character version</b></p> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 介绍一下你自己 Introduce yourself</li> <li>• 说说最近让你觉得放松的一件事 Describe one thing that recently made you feel relaxed</li> <li>• 你对中学生的压力有什么看法 Your opinion on the pressures secondary school students face</li> <li>• 面对困难，年轻人应该怎么做 What young people should do when they face difficulties</li> </ul> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 为了环保，你最近做过什么事 Something you recently did to protect the environment</li> <li>• 你觉得你住的地方环境怎么样 Your opinion on the environment where you live</li> <li>• 如果家里有不用的东西，你怎么做 What you do if you have things you no longer need at home</li> <li>• 年轻人可以怎样帮助其他人变得更环保 How young people can help others become more environmentally friendly</li> </ul> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• 你最近买了什么电子产品 What electronic gadgets you have recently bought</li> <li>• 你买电子产品的钱是怎么来的 How you get the money for electronic gadgets</li> <li>• 一些年轻人在手机上花很多时间,说说你的看法 Your opinion on some young people spending a lot of time on their mobile phone</li> <li>• 年轻人怎样做能生活得更健康 What young people can do to live a healthier life</li> </ul> <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>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> </ul>

		<ul style="list-style-type: none"> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Question number</b>	<b>Linguistic knowledge and accuracy</b>	
<b>7</b>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition.</li> <li>• Very little evidence of correct character formation and word order.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition.</li> <li>• Occasional evidence of correct character formation and word order.</li> </ul>

<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition.</li> <li>• Some evidence of correct character formation and word order.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition.</li> <li>• Significant evidence of correct character formation and word order.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition.</li> <li>• Very strong evidence of correct character formation and word order.</li> </ul>

### 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
<b>8(a), 8(b)</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
<b>8(a)</b>	我要去市中心。
<b>8(b)</b>	我想去買一個玩具/我要買一個玩具/我想要去買一個玩具。
Question number	Example response - Simplified characters
<b>8(a)</b>	我要去市中心。
<b>8(b)</b>	我想去买一个玩具/我要买一个玩具/我想要去买一个玩具。

<b>Question number</b>	<b>Translation mark grids and example responses</b>
<b>8(c), 8(d)</b>	Mark grid for sentences (c) and (d), which are worth 3 marks each. The mark grid will be applied to each individual sentence.
<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>Some words are communicated but the overall meaning of the sentence is not communicated.</li> </ul>
2	<ul style="list-style-type: none"> <li>The meaning of the sentence is partially communicated.</li> <li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>The meaning of the sentence is fully communicated.</li> <li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.</li> </ul>
<b>Question number</b>	<b>Example response - Traditional characters</b>
<b>8(c)</b>	我會（在）新年時送給弟弟。/新年的時候，我會把它給弟弟。/我會在過新年時把它給弟弟。
<b>8(d)</b>	我希望他（會）喜歡我的禮物。
<b>Question number</b>	<b>Example response - Simplified characters</b>
<b>8(c)</b>	我会（在）新年时送给弟弟。/新年的时候，我会把它给弟弟。/我会在过新年时把它给弟弟。
<b>8(d)</b>	我希望他（会）喜欢我的礼物。

## **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.

