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Examiners' Report  
Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE  
in Chinese (4CN1/02R)

Unit 02R: Reading and Writing

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Summer 2022

Publications Code 4CN1\_02R\_2206\_ER

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

Q1, Q2, Q3, Q4 and Q5 were designed to assess students' 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 students had to answer questions in English. English grammatical accuracy was not assessed in this part of the paper. Q6 and Q7 were writing questions. Q8 was the translation question.

## **Students' Performances**

### **Question 1**

There were six multiple choice questions. Each question had four options. The vast majority of students responded very well in this question with individual students making mistakes in the questions.

### **Question 2**

This was a word drop question. Students were provided with twelve words in a box (plus an example) which they must drop in to complete a correct statement about the stimulus text. The vast majority of students showed a good understanding of the text and they were able to give at least five correct answers out of six. A few students made mistakes in Q2 (a), Q2(c) and Q2(d).

### **Question 3**

This was a multiple matching question. Students 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. Students were expected to mark which speaker each statement applied to. Students were expected to identify eight correct answers. The performance in this question was good. However, some students lost one or two marks because they had ticked either 7 or 9 answers. This suggests that they might have had less practice with examination technique and were not familiar with the question type.

### **Question 4**

This is a note-taking question. Students 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. The performance on this question was quite

good. Some students understood the text very well but were not able to gain marks because of serious spelling mistakes. Some students lost marks in Q4(a) unexpectedly because they did not know how to write "afternoon" or "after lunchtime" in English. Some students failed to gain marks in Q4 (b) because they did not know the English word, "empty", which was included in the Minimum Core Vocabulary List. Some students lost marks in Q4(j) because they did not pay attention to the question word "how long" carefully.

The following component piece of reading comprehension was awarded 6 out of 10 available marks.

**TRADITIONAL/FULL CHARACTERS**

Make notes on the text. Write in **English** or using numbers.

**Example:** Location of the restaurant: outside Beijing University

(a) Time of day when the writer went to the restaurant: have lunch (1)

(b) What it was like inside the restaurant: have site (1)

(c) The writer's description of the waitress: smile (1)

(d) **One** dish that the writer ordered: fish (1)

(e) The writer's occupation: engineer (1)

(f) Where the writer and his son sat: near the door (1)

(g) What meat the writer's son liked to eat: meat (1)

(h) Where the writer's son is now: foreign ~~inter~~ country (1)

(i) What the writer's son said about the food in the restaurant (give **full** details):  
good and not expensive (1)

(j) How long the writer's son has been away: two month (1)

**(Total for Question 4 = 10 marks)**

**Examiner comments**

Q4( a ) lost 1 mark because the answer should be a time, "afternoon" or "after lunchtime" . Q4 (b) lost 1 mark because in the text, it says "the restaurant is a little bit empty". The answer, "have site" did not match the question. Q4 (c) lost 1 mark because the correct answer should be an adjective, "chubby". Q4(g) lost 1mark because the correct answer was "chicken".

## Examiner tips

This example demonstrated some comprehension of the text. However, to achieve higher marks, students have to pay attention to the actual questions words in English and provide the exact answered.

The following component piece of reading comprehension was awarded 4 out of 10 available marks.

**SIMPLIFIED CHARACTERS**

Make notes on the text. Write **in English** or using numbers.

**Example:** Location of the restaurant: outside Beijing University

(a) Time of day when the writer went to the restaurant: this year (1)

(b) What it was like inside the restaurant: small (1)

(c) The writer's description of the waitress: female (1)

(d) **One** dish that the writer ordered: fish with vegetables (1)

(e) The writer's occupation: very good (1)

(f) Where the writer and his son sat: next near the door (1)

(g) What meat the writer's son liked to eat: pig (1)

(h) Where the writer's son is now: foreign country (1)

(i) What the writer's son said about the food in the restaurant (give **full** details):  
cheap (1)

(j) How long the writer's son has been away: 2 months (1)

**(Total for Question 4 = 10 marks)**

## Examiner comments

The student only gained marks in Q4(d), Q4(f), Q4 (h) and Q4 (j). For Q4(a), the student did not read the question carefully and

provided a wrong answer. The student's answers for Q4(b) and Q4(e) were not mentioned in the text. The answers for Q4 (c), Q4(g) and Q4(i) were not accurate either.

### Examiner tips

This example demonstrated some comprehension of the text. In order to achieve higher marks, students have to read questions carefully and understand what they are expected to do. Also, students have to make sure errors do not hinder clarity or convey the wrong message.

### **Question 5**

Students are expected to read a longer passage and to respond to a series of questions in English. The students were required to understand the language of the original text and to use English to show their understanding. Some students lost marks in Q5(d) as expected because of the harder Chinese characters for "worry". Some students did not know the difference between "worry" and "worry about" in English. So, they used "She worries her grandson" to answer the question. It changed the meaning in the text completely and the students did not gain any marks. Very few students scored very low marks because they were not able to answer questions in English.

The following component piece of reading comprehension was awarded 5 out of 10 available marks.

**SIMPLIFIED CHARACTERS**

(a) What do Wang Xin's parents do?

(1)

*Running <sup>one by</sup> restaurant (store)*

(b) When did Wang Xin start his company?

(1)

*3 years ago*

(c) What problems has Wang Xin had in his business? Give **two** details.

(2)

*Wang Xin did not sell fruits much and ~~was~~ not good  
fruits*

(d) Why did Wang Xin's grandmother offer to help him?

(1)

*because she worried them after working at home*

(e) What did Wang Xin's grandmother do to promote their products online using her mobile phone? Give **two** details.

(2)

*she introduced their fruits on the internet and ~~she~~ said that fruits  
taste extremely good.*

(f) How much fruit did Wang Xin's grandmother sell in a week?

(1)

*40*

(g) Why was Wang Xin's grandmother very happy? Give **two** details.

(2)

*they sold a lot of things <sup>(fruits)</sup> and many people liked it.*

**(Total for Question 5 = 10 marks)**

**Examiner comments**

Q5(a) lost 1 mark because the information was not mentioned in the text. Q5(c) and 5(e) lost marks because the information was not accurate. Q5(d) lost 1 mark because the sentence conveyed a different meaning to the text. Q5(f) lost 1 mark because the measure word was missing. Q5(f) lost 1 mark because the pronoun "it" was wrong. It should be "her".

**Examiner tips**

This example demonstrated some comprehension of the text. In order to gain the marks, students should pay attention to the accuracy of English and make sure errors do not hinder clarity or convey the wrong message.

The following component piece of reading comprehension was awarded 7 out of 10 available marks.

**TRADITIONAL/FULL CHARACTERS**

(a) What do Wang Xin's parents do? (1)

She Sell fruit.

(b) When did Wang Xin start his company? (1)

Three years ago.

(c) What problems has Wang Xin had in his business? Give **two** details. (2)

The fruit cannot sell and there are lots of ~~fruit~~ <sup>them are</sup> waste.

(d) Why did Wang Xin's grandmother offer to help him? (1)

She is worried about <sup>Wang Xin's</sup> father and mother.

(e) What did Wang Xin's grandmother do to promote their products online using her mobile phone? Give **two** details. (2)

Introduced the fruit and to ~~see~~ <sup>sell</sup> the fruit.

(f) How much fruit did Wang Xin's grandmother sell in a week? (1)

Forty ~~packs~~ <sup>packs</sup> Forty packs of fruit.

(g) Why was Wang Xin's grandmother very happy? Give **two** details. (2)

Lots ~~of~~ <sup>of</sup> people like her and sold a lot of ~~thing~~ <sup>things</sup>.

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(Total for Question 5 = 10 marks)

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**TOTAL FOR SECTION A = 40 MARKS**



## Examiner comments

Q5( a ) lost 1 mark because the correct answer should be “ grow fruit trees” or “farmers” . Q5( c ) lost 1 mark because the correct answer should be “fruit becomes rotten”. Q5 ( f) lost 1 mark because the student gave wrong information. The grandmother was worried about Wang Xin, not his parents.

## Examiner tips

This example demonstrated comprehension of the text. In order to gain the marks, students should read texts more carefully and provide exact information from the text.

## **Question 6**

Students were required to write 60-75 characters on a topic. Students were aided by four bullet points in both English and Chinese, to which they had to refer in their answer. This response was assessed for Communication and Content, Linguistic knowledge and Accuracy. The majority of students answered the question quite well, which showed their ability to focus on the questions asked, and ensured that they gave clear answers to each of the questions posed by the bullet points when they wrote about their Chinese class, even if some responses were quite short and basic. A couple of very weak students struggled to respond to the question.

The following response was awarded 7 marks, 4 marks for Communication and content; 3 marks for Linguistic knowledge and accuracy.

**SIMPLIFIED CHARACTERS**  
**SECTION B**  
Answer ALL of the questions.  
**My Chinese class**

6

有..... has/have...	友好 friendly
学了 learned	希望 hope

用 60-75 个中文字介绍你的中文班。你必须用上面格子里所有的汉字。  
Describe your Chinese class. Write approximately 60 to 75 characters **in Chinese**. You **must** use the Chinese characters given in all four boxes above.

(10)

我想介绍我的中文班。我的班有四个学生和一个老师。我的班也有四个桌子和四个木椅子。我的同学们很友好，所以我和他们一起回家。我们学了  
很多中文字和很多国家。我希望我内下个月我可以去中国说中中文。

[ 24 characters words ]

**Examiner comments**

The student used all the characters in the four boxes and began to show some ability to express ideas and justify opinions. The essay was overall coherent and comprehensible. Familiar and predictable vocabulary and structures were used and there were errors in measure words.

**Examiner tips**

In order to achieve higher marks, students are expected to be able to use some familiar and predictable vocabulary and sentence structures with accuracy. They have to be able to manipulate the language and generate some logical sentences to show a clear ability to express opinions and ideas.

The following response was awarded 5 marks, 3 marks for Communication and content; 2 marks for Linguistic knowledge and accuracy.

**SIMPLIFIED CHARACTERS**  
**SECTION B**  
Answer ALL of the questions.  
**My Chinese class**

6

有..... has/have...	友好 friendly
学了 learned	希望 hope

用 60-75 个中文字介绍你的中文班。你必须用上面格子里所有的汉字。  
Describe your Chinese class. Write approximately 60 to 75 characters in Chinese. You must use the Chinese characters given in all four boxes above.

(10)

天天让我有很长中文字。我的中文字有四学生，他们是我的很好朋友，~~他们叫~~。他们叫：朋，冰冰、大明和  
我。每天让我很高兴，因为我~~最喜~~喜欢的课目是中课。  
天天我学了新中文。~~说~~说中文很容易，但是写文章~~劳~~劳  
千容易。我~~希望~~希望

**Examiner comments**

The student demonstrated his / her ability to express some simple ideas and opinions, as appropriate to the task. The response contained some relevant information. There were some correct phrases and simple sentences. However, there were some significant errors in word order and nouns.

**Examiner tips**

To achieve higher marks, students should provide more details to support their points of view and improve the accuracy of language.

## **Question 7**

Students could select one writing task from a choice of three. Students were expected to write a continuous response of 125 -150 characters. Students are also provided with four bullet points in both English and Chinese to help structure their answer, to which they must refer. This response was also assessed for Communication and Content, Linguistic knowledge and Accuracy.

The Task (a), (b) and (c) seemed to be equally favoured by students this year.

### **Task (a)**

The differing complexity of the bullet points given differentiated the writing abilities of students. The performance in this task was generally good. Many able students managed to describe the online activity they took part in, expressed their opinions on it and explained how the internet helped with learning and expressed their opinion on electronic gadgets. Some weaker students only managed to write some simple sentences. A couple of very weak students didn't even attempt to the question.

### **Task (b)**

Students who chose to answer the question performed quite well in general. Many students responded to the bullet points with detailed information about the traditional festival, described how they celebrated it and expressed their opinion on festivities and what they could do with their family to make the relationship better.

### **Task (c)**

The majority of students performed well on this task with full responses to the bullet points. Strong students were able to describe their local area and the environmentally friendly activities there, express their opinions on pollution and describe what they could do to improve air quality in cities. Even some weaker students were also able to respond to the first bullet point with some simple sentences.

The following response was awarded 10 marks, 5 marks for Communication and content; 5 marks for Linguistic knowledge and accuracy.

SIMPLIFIED CHARACTERS

(c) 写一篇博客，说说你对环境保护的看法。你必须包括以下几点：

Write a blog about environmental protection. You **MUST** include the following points:

- 说说你住的地方  
Describe your local area
- 那里有什么环保活动  
What environmentally-friendly activities there are in the area
- 你对污染的看法  
Your opinion on pollution
- 你觉得我们怎么做才能让城市的空气更干净  
How we could improve air quality in cities

两日

付

哇哇 (20)

Indicate with a cross  the question that you have selected.

Question 7(a)

Question 7(b)

Question 7(c)

你好！我叫丽丽。  
 我住在新加坡北京市中心。我  
 的地方有很多学校，~~电影院~~和  
 公园。我的地方没有环保活动，  
 因为北京不喜欢环保活动，北京  
 觉得环保活动是不用，污染很小  
 和市中心的空气很好。我对污染  
 不好，因为你们更多的污染给我和  
 朋友更多的学习压力，~~而且~~对身体不好。  
 我们帮助市中心的空气更干净。我们  
~~种~~林很多大林，因为大林给我们  
 打算买

1902042700

SIMPLIFIED CHARACTERS

新空气更干净很好。我北京，我  
 想要空气更干净很好，因让你  
 变得更聪明，而且空气培养吃苦  
 精神。

## Examiner comments

All four bullet points were tackled, using a logical sequence which was generally appropriate. The student showed moderate ability to organise his/ her response and developed points to the tasks. The response showed some ability to express ideas in a form that would be comprehensible to a sympathetic native speaker. There are some instances of unclear meaning as the student struggled with writing some Chinese characters, for example “大林” and “空气培养吃苦精神”. Overall, however, the answer was clear. A satisfactory range of vocabulary has been attempted. Although the sentence structures were simple, the student has used some nouns, verbs and adjectives with some success.

## Examiner tip

To achieve higher marks, students should address all the bullet points fully and make sure the essay is coherent and effective. In addition, students should avoid any noticeable repetition.

The following response was awarded 14 marks, 7 marks for Communication and content; 7 marks for Linguistic knowledge and accuracy.

SIMPLIFIED CHARACTERS

(c) 写一篇博客，说说你对环境保护的看法。你必须包括以下几点：

Write a blog about environmental protection. You **MUST** include the following points:

- 说说你住的地方  
Describe your local area
- 那里有什么环保活动  
What environmentally-friendly activities there are in the area
- 你对污染的看法  
Your opinion on pollution
- 你觉得我们怎么做才能让城市的空气更干净  
How we could improve air quality in cities

(20)

Indicate with a cross  the question that you have selected.

Question 7(a)

Question 7(b)

Question 7(c)

今天，我要介绍一个传统节日。~~我去年~~今年，我和我的家人一起过了中国新年。每年，我和我的家人一起去我爷爷<sup>奶奶</sup>~~奶奶~~的家。但是今年我去了马来西亚。我必须回<sup>去</sup>我爸爸<sup>和</sup>妈妈的家~~去~~而且一起去看爷爷~~奶奶~~奶奶的家。在这里，我们一起看<sup>了</sup>新的英国电影，而且去一个饭馆吃鱼和青菜。我们也去了书店<sup>买</sup>书。我觉得这个节过很有趣，因为我可以<sup>看</sup>着我的爷爷奶奶。  
<sup>下年</sup>我想和我的家人一起去外国，因为他可以我们的关系更好。

[165 characters]

### Examiner comments

The student has responded well to each bullet point. The points of view were addressed and expanded by adding some extra sentences. The student has shown a good ability to describe and express opinions logically. The response was coherent with minor ambiguity. The student used good range of grammar structures such as “但是”，“因为”，and “而且” etc. Two timeframes were attempted with little noticeable repetition.

### Examiner tips

To achieve higher marks, students have to demonstrate very strong evidence of correct use of three timeframes and show an excellent ability to express ideas in a more logical order.

## Question 8

Students were expected to translate four separate sentences from English to Chinese. The majority of students performed well in Q8(a) and Q8(b). A lot of students scored full marks. However, some students lost one mark as errors occurred in translating "sick" into Chinese. Many students scored full marks in Q8(c) and Q8(d). Many students used mostly accurate linguistic structures and vocabulary. However, the characters for "take medicine" and "stay" seemed to be quite challenging for some students.

The following component piece of reading comprehension was awarded 5 out of 10 available marks (1+1+1+2).

**SIMPLIFIED CHARACTERS**  
**Seeing a doctor**

8 Translate the following sentences into **Chinese**.

(a) I am ill. (2)

我是病病

(b) My mother took me to see a doctor. (2)

我的妈妈给我请医生

(c) I take medicine three times a day and drink a lot of water. (3)

我每天三天喝很多的水

(d) I will have to stay at home this weekend. (3)

我这一周只能待在家

(Total for Question 8 = 10 marks)



## Examiner comments

Q8( a ) lost 1 mark because the student was not able to write the Chinese word “生病” for “is ill”. Q8( b ) lost 1 mark because the correct translation for “took me to see” was “帶我去看/ 帶我去看”. Q8( c ) lost 2 marks because the meaning of the sentence was only partially communicated. Only “drink a lot of water” was translated into Chinese, “喝很多的水”. Q8( d ) lost 1 mark because “weekend” was not translated accurately.

## Examiner tips

In order to gain the marks, students must familiarise themselves with the Minimum core vocabulary.

The following component piece of reading comprehension was awarded 5 out of 10 available marks (1+1+1+2).

**SIMPLIFIED CHARACTERS**  
**Seeing a doctor**

8 Translate the following sentences into Chinese.

(a) I am ill. (2)  
我有病

(b) My mother took me to see a doctor. (2)  
我的妈妈带我看一医生

(c) I take medicine three times a day and drink a lot of water. (3)  
~~我每天~~ 我带三个 medicine 药, 而且喝很多水.

(d) I will have to stay at home this weekend. (3)  
周末我要在家

(Total for Question 8 = 10 marks)

### Examiner comments

Q8( a ) lost 1 mark because the student was not able to write the Chinese word “生病” for “is ill”. Q8( b ) lost 1 mark because the students failed to write “医生/ 醫生” for “doctor”. Q8( c ) lost 2 marks because the meaning of the sentence was only partially communicated. Only “drink a lot of water” was translated into Chinese, “喝很多的水”. Q8( d ) lost 1 mark because “have to” was not translated.

### Examiner tips

In order to gain the marks, students must familiarise themselves with the vocabulary in the Minimum Core Vocabulary List.

## **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 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 for the questions.
- Take care to read the instructions in the question and be mindful of the requirements in answering: eg give answers in the appropriate language.

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