CAMBRIDGE
International Education

Cambridge International AS Level

CHINESE LANGUAGE **8238/32**

Paper 3 Writing **May/June 2025**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Credit for content on functional task – bullet point one
	Credit for content on functional task – bullet point two
	Credit for content on functional task – bullet point three
	Credit for content on functional task – bullet point four
	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of the doubt’ is given (Functional Writing)
	Omission
	Character error (Chinese)
	Grammatical, spelling or vocabulary error
	Irrelevant
	Repetition

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Annotation	Meaning
	Meaning unclear or illegible
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded
Off page Comment	Used to make a holistic comment about the script
On page Comment	Wrong question number given by candidate

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Candidates respond to two questions. All candidates answer **Question 1** and choose to answer either **Question 2** or **Question 3**.

Candidates will be awarded marks in three categories for each piece they respond to:

Question 1
- Task completion (maximum of 8 marks): see Table A
- Linguistic range and organisation (maximum of 4 marks): see Table B
- Language accuracy (maximum of 4 marks): see Table C.

Question 2 and **Question 3**
- Task completion (maximum of 10 marks): see Table D
- Linguistic range and organisation (maximum of 7 marks): see Table E
- Language accuracy (maximum of 7 marks): see Table F.

The Writing assessment objectives are:

- **W1**: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
- **W2**: Organise ideas by paragraphing and by using a range of appropriate linking devices.
- **W3**: Use text conventions and register appropriate to the given purpose and audience.
- **W4**: Use a wide range of vocabulary and grammar.
- **W5**: Use vocabulary and grammar accurately.

Additional guidance on word count

A word count range is provided for candidates in the rubric at the start of each section. This is not a rigid range but a recommendation i.e. candidates are not to be penalised for going over the upper limit or going below the lower limit. However, they may self-penalise after the mark scheme has been applied to the agreed standard because, for example, they may not have fully responded to the task or they may have been too repetitive. There is no need for examiners to count the number of words a candidate has written and they should not stop reading/marking after a certain number of words: they should include everything the candidate has produced in their overall judgement.

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Generic guidance on using levels-based mark schemes

(a) Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.
Once a 'best-fit' level statement has been identified, examiners should use the following guidance to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, award the highest mark.
- Where the candidate's work **just** meets the level statement, award the lowest mark.

(b) Examiners are reminded that this is a language qualification aimed at assessing language proficiency at level B1 and B2 of the Common European Framework of Reference for Languages (CEFR). The descriptions in this mark scheme should be understood and applied with reference to CEFR B1 and B2 level.

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TABLE A – Question 1 Task completion

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
4	• Communicates detailed information that is always relevant with clear and supported opinions. • Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task. • Completes all parts of the task fully.	7–8
3	• Communicates detailed information that is sometimes relevant, with opinions that are sometimes supported. • Shows some sense of purpose and audience, although the conventions and register used may be inappropriate in places. • Completes most parts of the task with some development.	5–6
2	• Communicates limited information that can sometimes be irrelevant, and attempts to give opinions that are occasionally supported. • Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register. • Attempts some parts of the task with some detail.	3–4
1	• Communicates very basic information that is frequently irrelevant. There is an attempt to give opinions. • Lacks a sense of purpose and audience, with inappropriate use of conventions. • Attempts task(s) with little or no detail.	1–2
0	No creditable response.	0

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TABLES B and C – Question 1 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table A) cannot be awarded a mark above **Level 2** for Linguistic range and organisation, i.e. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

Level	Table B Linguistic range and organisation		Table C Language accuracy	
	Description	**Marks**	**Description**	**Marks**
4	• Ideas are consistently well-organised and structured coherently in paragraphs. • Uses a wide range of simple and complex structures to express their ideas. • Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. • Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	4	• Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. • Good use of characters and punctuation with some minor slips. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors do not impede communication.	4
3	• The text is generally well-organised in paragraphs. • Uses a range of structures, including some complex structures, to express their ideas. • Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. • Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	3	• Accurate use of simple grammar, with some minor slips. • Uses some more complex grammar, with some slips. • Good use of characters and punctuation with occasional slips. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors very rarely impede communication.	3

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Level	Table B Linguistic range and organisation		Table C Language accuracy	
	Description	**Marks**	**Description**	**Marks**
2	• The text is generally organised in paragraphs. • Uses mostly simple structures and some complex structures to express their ideas. • Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. • Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2	• Good use of simple grammar, with some errors. • Uses some more complex grammar, with frequent errors. • Some errors in use of characters and punctuation. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors sometimes impede communication.	2
1	• There are some attempts at paragraphing. • Uses simple structures to express their ideas. • Uses basic linking words to create a sequence of points, which is often irrelevant to the task and difficult to follow. • Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	• Uses simple grammar, with frequent errors. • Attempts to use more complex grammar, with limited success. • Frequent errors in use of characters and punctuation. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

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TABLE D – Questions 2 and 3 Task completion

Responses that do not address all aspects of the question cannot be awarded a mark above Level 4 for Task completion, i.e. a response that only addresses part of the task in Question 2 or 3 and the content is still 'relevant' to the question but fails to address any additional aspect of the task e.g. a second aspect within the overall task.

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
5	• Communicates detailed information that is always relevant. • The argument is logical, clear and fully supported, and justified with a variety of facts, ideas and opinions. • Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	9–10
4	• Communicates information that is often detailed and relevant. • The argument is clear and mostly supported, and justified with a variety of facts, ideas and opinions. • Generally maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	7–8
3	• Communicates information that is sometimes detailed and relevant. • The argument is somewhat weak and sometimes supported and justified with facts, ideas and opinions. • Shows some sense of purpose and audience, although the used conventions and register may be inappropriate in places.	5–6
2	• Communicates limited information that can sometimes be irrelevant. • The argument is weak and rarely supported with straightforward facts, ideas and opinions. • Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register.	3–4
1	• Communicates very basic information that is frequently irrelevant. • There is an attempt to give ideas and opinions – not organised into an argument. • Lacks a sense of purpose and audience, with inappropriate use of conventions.	1–2
0	No creditable response.	0

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TABLES E and F – Questions 2 and 3 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table D) cannot be awarded a mark above **Level 2** for Linguistic range and organisation, i.e. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	**Marks**	**Description**	**Marks**
4	• Ideas are consistently well-organised and structured coherently in paragraphs. • Uses a wide range of simple and complex structures to express their ideas. • Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. • Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	6–7	• Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. • Good use of characters and punctuation with some minor slips. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors do not impede communication.	6–7
3	• The text is generally well-organised in paragraphs. • Uses a range of structures, including some complex structures, to express their ideas. • Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. • Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	4–5	• Accurate use of simple grammar, with some minor slips. • Uses some more complex grammar, with some slips. • Good use of characters and punctuation with occasional slips. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors very rarely impede communication.	4–5

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Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	**Marks**	**Description**	**Marks**
2	• The text is generally organised in paragraphs. • Uses mostly simple structures and some complex structures to express their ideas. • Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. • Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2–3	• Good use of simple grammar, with some errors. • Uses some more complex grammar, with frequent errors. • Some errors in use of characters and punctuation. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors sometimes impede communication.	2–3
1	• There are some attempts at paragraphing. • Uses simple structures to express their ideas. • Uses basic linking words to create a sequence of points, which is often irrelevant to the task and difficult to follow. • Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	• Uses simple grammar, with frequent errors. • Attempts to use more complex grammar, with limited success. • Frequent errors in use of characters and punctuation. (Note: 'use of characters' includes both accurate choice of characters in context and accurate character formation.) • Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

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Glossary of terms used in the Writing levels-based mark schemes

TABLES A and D – Task completion

- **Relevant**: related or relatable to required content points and/or task requirements.
- **Conventions**: include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly and should use the right tone for the communicative purpose.

TABLES B and E – Linguistic range and organization

- **Range**: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking words**: these are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all').
- **Cohesive devices**: refers to more sophisticated linking words and phrases (e.g. 'moreover', 'as a result'), as well as grammatical devices such as the use of reference pronouns, ellipsis.
- **Simple structures**: a simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic time frame.
- **Complex structures**: a complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Less common vocabulary**: appears less often or may be used to express ideas more succinctly and precisely.

TABLES C and F – Language accuracy

- **Errors and slips**: **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/ grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication**: gets in the way of meaning.
- **Simple grammar**: words, phrases, basic time frames and simple clauses.
- **Complex grammar**: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, modal forms.
- **Choice of characters**: the character selected to form a word or phrase.
- **Character formation**: radicals and/or strokes used to form the written character.

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