

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre 2016**

**Chinese / Chinois / Chino B**

**Higher level**  
**Niveau supérieur**  
**Nivel superior**

**Paper / Épreuve / Prueba 2**

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**Chinese B – Simplified version**

**Chinois B – Version simplifiée**

**Chino B – Versión simplificada**

## Section A

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### 澄清

#### 字数统计

在HL，要求学生第一部分至少写300字；第二部分至少写180字。未写足最低要求数字，将导致在标准A这部分扣一分。第一部分超过480字或第二部分超过300字不扣分：给分时必须考虑整个文本。

#### 语言

不是所有的错误都有相同的重要性，考官应该牢记这一点。有些错误明显地影响意思的沟通，但有些错误不影响沟通。此外，有些错误表明缺乏基本的语言掌握，而有些错误可能只是一时的健忘。

**疏忽：**各种难度的错误，不定什么时候偶尔出现 – 比如学生通常能正确使用某个语言点，但偶尔用错。

**缺陷：**错误经常发生，特别是某些结构 – 比如某些句构多数正确，但正确度不一定可靠，并可能有根本的混淆（比如英文中说明过去与现在完成式）。

**差距：**某些句构很少写对，或者从来没出现过，比方需要表达过去时态，但并没出现。

好的回答应该很少有语言差距，而偶尔犯错或者经常犯错很少影响意思。

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>3–4</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>5–6</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>7–8</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
<b>9–10</b>	<b>The message has been communicated very well.</b> The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

**问题一：**

飙车族喜欢在深夜驾着摩托车或汽车在道路上进行高速竞赛，很大的原因是因为年轻人喜好追求刺激与速度快感，或爱出风头等。写一个博客发表你对飚车族这种次文化的看法，并且包括人们对此事的讨论和意见。

<b>9-10</b>	<ul style="list-style-type: none"> <li>• 博客内容切题，并贯穿全文。</li> <li>• 博主发表对飙车族这种次文化的看法，以及人们对此事的讨论和意见。</li> <li>• 内容具体而有所反思。</li> <li>• 开头结尾前后呼应。</li> <li>• 举出适当的例子，加强博主的观点。</li> </ul>
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**问题二：**

学校一年一度的国际文化周即将到来。今年的主题为“文明生活的行为规范”。身为中国文化社的宣传组长，设计一个小册子，介绍中国的礼仪，例如传统礼仪、节日礼仪或饮食礼仪等，在文化周分发给同学和来宾。

<b>9-10</b>	<ul style="list-style-type: none"> <li>• 小册子有一针见血的标题；主题清楚。</li> <li>• 清楚地介绍中国的礼仪，例如传统礼仪、节日礼仪或饮食礼仪等。</li> <li>• 以第三人称介绍礼仪，条理分明。</li> </ul>
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**问题三：**

流行病不断地威胁人类的健康。随着流行病高发季节的来临，给学生报健康栏目写一篇文章，题目是“认识与预防流行病”。

<b>9-10</b>	<ul style="list-style-type: none"> <li>• 文章主题明确，并贯穿全文。</li> <li>• 切题，介绍流行病并清楚地说明如何预防流行病。</li> <li>• 举例说明，例子恰当。</li> <li>• 发展有条有理，并逻辑清晰。</li> <li>• 开头结尾前后呼应。</li> </ul>
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**问题四：**

你的社区正在兴建一个多功能体育馆。访问社区休闲发展部主任，谈谈多功能体育馆的发展前景以及它如何带给人们运动休闲与社交的好处。写这篇访谈稿。

<b>9-10</b>	<ul style="list-style-type: none"><li>• 清楚地说明访谈的对象、主题、目的。</li><li>• 切题：清楚地说明多功能体育馆的发展前景以及它如何带给人们运动休闲与社交的好处。</li><li>• 举例说明，条理清楚。</li><li>• 访谈的问题与问题之间有相关性，循序渐进，并合乎逻辑。</li><li>• 对话的提问和回答的内容符合题目的要求。</li><li>• 结尾 / 总结有自己的观察。</li></ul>
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**问题五：**

地球能源危机日渐严重，随着可再生能源科技的进步，很多同学希望学校能在这方面为绿色环保尽一份力。你身为学生会代表，给学校校长写一封信，提出几个具体的建议。

<b>9-10</b>	<ul style="list-style-type: none"><li>• 清楚地提出写信的目的。</li><li>• 建议学校使用可再生能源，并提出几个具体建议，内容符合题目的要求。</li><li>• 提出的建议是可行性的。</li><li>• 给出例子，举例说明。</li></ul>
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**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

获得最高分[5]，必须达到下面所有的标准。

获得[3]，必须达到超过一半的词汇语法运用的标准。

文本类型的标准如下：

**问题一：博客**

- 日期、时间
- 博主的姓名
- 标题 / 题目
- 第一人称（有博主的语气）
- 与读者的互动
- 半正式 / 非正式语气（依题目情况而定）

**问题二：小册子**

- 要有标题以及引人注目的宣传短语
- 分段
- 列点说明
- 文宣背景资料，包括时间、地点、联系方式
- 半正式语气

*注解：以上是这些文体的共同特点，格式应按照不同文本类型做调整*

### 问题三：文章

- 题目
- 作者的姓名（接受附上日期）
- 标题（副标题可有可无）
- 恰当的开头和总结
- 正式语气

### 问题四：访谈稿

- 能提供时间、地点、采访人、受访人简介
- 开头时欢迎受访者以及结束时表示感谢
- 访谈包含三个部分：开头 / 前言、采访内容、结尾（前言可简单介绍为什么有这个访谈）
- 一问一答
- 正式语气

### 问题五：信

- 正式语气
- 开头得有称谓
- 要有很清楚的开头（问候语）
- 结尾附上祝语、署名及日期

例如：

尊敬 / 敬爱的校长：

此致 / 敬祝 / 祝

敬礼！ / 教安！ / 工作顺利！

学生  
署名  
年月日

## Section B

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### 澄清

#### 字数统计

在HL，要求学生第一部分至少写300字；第二部分至少写180字。未写足最低要求数字，将导致在标准A这部分扣一分。第一部分超过480字或第二部分超过300字不扣分：给分时必须考虑整个文本。

#### 语言

不是所有的错误都有相同的重要性，考官应该牢记这一点。有些错误明显地影响意思的沟通，但有些错误不影响沟通。此外，有些错误表明缺乏基本的语言掌握，而有些错误可能只是一时的健忘。

**疏忽：**各种难度的错误，不定什么时候偶尔出现 – 比如学生通常能正确使用某个语言点，但偶尔用错。

**缺陷：**错误经常发生，特别是某些结构 – 比如某些句构多数正确，但正确度不一定可靠，并可能有根本的混淆（比如英文中说明过去与现在完成式）。

**差距：**某些句构很少写对，或者从来没出现过，比方需要表达过去时态，但并没出现。

好的回答应该很少有语言差距，而偶尔犯错或者经常犯错很少影响意思。

**Criterion B: Argument**

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The development of ideas is very poor, and the argument is unclear and unconvincing.</b> The structure of the argument is vague and confusing. The ideas are irrelevant.
<b>3–4</b>	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
<b>5–6</b>	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
<b>7–8</b>	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
<b>9–10</b>	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

**问题六：**

家庭教育会影响一个人的行为举止或是待人处事，也会影响一个人对事情的看法与心态。因此，有人说：“一个人是否成功与家庭教育有关。”

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**Chinese B – Traditional version**  
**Chinois B – Version traditionnelle**  
**Chino B – Versión tradicional**

## Section A

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### 澄清

#### 字數統計

在HL，要求學生第一部分至少寫300字；第二部分至少寫180字。未寫足最低要求數字，將導致在標準A這部分扣一分。第一部分超過480字或第二部分超過300字不扣分：給分時必須考慮整個文本。

#### 語言

不是所有的錯誤都有相同的重要性，考官應該牢記這一點。有些錯誤明顯地影響意思的溝通，但有些錯誤不影響溝通。此外，有些錯誤表明缺乏基本的語言掌握，而有些錯誤可能只是一時的健忘。

**疏忽：**各種難度的錯誤，不定什麼時候偶爾出現 – 比如學生通常能正確使用某個語言點，但偶爾用錯。

**缺陷：**錯誤經常發生，特別是某些結構 – 比如某些句構多數正確，但正確度不一定可靠，並可能有根本的混淆（比如英文中說明過去與現在完成式）。

**差距：**有些結構很少寫對，或者從來沒出現過 – 比方需要表達過去時態，但並沒出現。

好的回答應該很少有語言差距，而偶爾犯錯或者經常犯錯很少影響意思。

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>3–4</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>5–6</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>7–8</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
<b>9–10</b>	<b>The message has been communicated very well.</b> The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

**問題一：**

飆車族喜歡在深夜駕著摩托車或汽車在道路上進行高速競賽，很大的原因是因為年輕人喜好追求刺激與速度快感，或愛出風頭等。寫一個博客發表你對飆車族這種次文化的看法，並且包括人們對此事的討論和意見。

9-10	<ul style="list-style-type: none"> <li>• 博客內容切題，並貫穿全文。</li> <li>• 博主發表對飆車族這種次文化的看法，以及人們對此事的討論和意見。</li> <li>• 內容具體而有所反思。</li> <li>• 開頭結尾前後呼應。</li> <li>• 舉出適當的例子，加強博主的觀點。</li> </ul>
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**問題二：**

學校一年一度的國際文化週即將到來。今年的主題為「文明生活的行為規範」。身為中國文化社的宣傳組長，設計一個小冊子，介紹中國的禮儀，例如傳統禮儀、節日禮儀或飲食禮儀等，在文化週分發給同學和來賓。

9-10	<ul style="list-style-type: none"> <li>• 小冊子有一針見血的標題；主題清楚。</li> <li>• 清楚地介紹中國的禮儀，例如傳統禮儀、節日禮儀或飲食禮儀等。</li> <li>• 以第三人稱介紹禮儀，條理分明。</li> </ul>
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**問題三：**

流行病不斷地威脅人類的健康。隨著流行病高發季節的來臨，給學生報健康欄目寫一篇文章，題目是「認識與預防流行病」。

9-10	<ul style="list-style-type: none"> <li>• 文章主題明確，並貫穿全文。</li> <li>• 切題，介紹流行病並清楚地說明如何預防流行病。</li> <li>• 舉例說明，例子恰當。</li> <li>• 發展有條有理，並邏輯清晰。</li> <li>• 開頭結尾前後呼應。</li> </ul>
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**問題四：**

你的社區正在興建一個多功能體育館。訪問社區休閒發展部主任，談談多功能體育館的發展前景以及它如何帶給人們運動休閒與社交的好處。寫這篇訪談稿。

9-10	<ul style="list-style-type: none"> <li>• 清楚地說明訪談的對象、主題、目的。</li> <li>• 切題：清楚地說明多功能體育館的發展前景以及它如何帶給人們運動休閒與社交的好處。</li> <li>• 舉例說明，條理清楚。</li> <li>• 訪談的問題與問題之間有相關性，循序漸進，並合乎邏輯。</li> <li>• 對話的提問和回答的內容符合題目的要求。</li> <li>• 結尾 / 總結有自己的觀察。</li> </ul>
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**問題五：**

地球能源危機日漸嚴重，隨著可再生能源科技的進步，很多同學希望學校能在這方面為綠色環保盡一份力。你身為學生會代表，給學校校長寫一封信，提出幾個具體的建議。

9-10	<ul style="list-style-type: none"> <li>• 清楚地提出寫信的目的。</li> <li>• 建議學校使用可再生能源，並提出幾個具體建議，內容符合題目的要求。</li> <li>• 提出的建議是可行性的。</li> <li>• 給出例子，舉例說明。</li> </ul>
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**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

獲得最高分[5]，必須達到下面所有的標準。

獲得[3]，必須達到超過一半的詞彙語法運用的標準。

文本類型的標準如下：

**問題一：博客**

- 日期、時間
- 博主的姓名
- 標題 / 題目
- 第一人稱（有博主的語氣）
- 與讀者的互動
- 半正式 / 非正式語氣（依題目情況而定）

**問題二：小冊子**

- 要有標題以及引人注意的宣傳短語
- 分段
- 列點說明
- 文宣背景資料，包括時間、地點、聯繫方式
- 半正式語氣

註解：以上是這些文體的共同特點，格式應按照不同文本類型做調整

**問題三：文章**

- 題目
- 作者的姓名（接受附上日期）
- 標題（副標題可有可無）
- 恰當的開頭和總結
- 正式語氣

**問題四：訪談稿**

- 能提供時間、地點、採訪人、受訪人簡介
- 開頭時歡迎受訪者以及結束時表示感謝
- 訪談包含三個部分：開頭 / 前言、採訪內容、結尾（前言可簡單介紹為什麼有這個訪談）
- 一問一答
- 正式語氣

**問題五：信**

- 正式語氣
- 開頭得有稱謂
- 要有很清楚的開頭（問候語）
- 結尾附上祝語、署名及日期

例如：

尊敬 / 敬愛的校長：

此致 / 敬祝 / 祝  
敬禮！ / 教安！ / 工作順利！

學生  
署名  
年月日

## Section B

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### 澄清

#### 字數統計

在HL，要求學生第一部分至少寫300字；第二部分至少寫180字。未寫足最低要求數字，將導致在標準A這部分扣一分。第一部分超過480字或第二部分超過300字不扣分：給分時必須考慮整個文本。

#### 語言

不是所有的錯誤都有相同的重要性，考官應該牢記這一點。有些錯誤明顯地影響意思的溝通，但有些錯誤不影響溝通。此外，有些錯誤表明缺乏基本的語言掌握，而有些錯誤可能只是一時的健忘。

**疏忽：**各種難度的錯誤，不定什麼時候偶爾出現 – 比如學生通常能正確使用某個語言點，但偶爾用錯。

**缺陷：**錯誤經常發生，特別是某些結構 – 比如某些句構多數正確，但正確度不一定可靠，並可能有根本的混淆（比如英文中說明過去與現在完成式）。

**差距：**有些結構很少正確時，或者從來沒出現過 – 比方需要表達過去時態，但並沒出現。

好的回答應該很少有語言差距，而偶爾犯錯或者經常犯錯很少影響意思。

**Criterion B: Argument**

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The development of ideas is very poor, and the argument is unclear and unconvincing.</b> The structure of the argument is vague and confusing. The ideas are irrelevant.
<b>3–4</b>	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
<b>5–6</b>	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
<b>7–8</b>	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
<b>9–10</b>	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

**問題六：**

家庭教育會影響一個人的行為舉止或是待人處事，也會影響一個人對事情的看法與心態。因此，有人說：「一個人是否成功與家庭教育有關。」