

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2020

Chinese / Chinois / Chino B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 1

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Chinese B – Simplified version

Chinois B – Version simplifiée

Chino B – Versión simplificada

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

语言

考官应该记住不是所有的错误都有同等的重要性。有些错误严重影响意思上的沟通，有些并非如此。有些错误显示出缺乏语言的基本掌控，有些错误只是一时疏忽所致。

偶尔犯错：有不同难易度的错误，但只是偶尔发生的，比方考生平常可以表达过去时态，但偶尔疏忽犯错。

经常犯错：经常犯同样语法结构的错误，比如过去时态经常写错，不可靠，而且可能有语言基础上的混淆。（比方过去时态不同于现在完成）。

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。

Criterion B: Message

To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The “descriptor unpacked” explain the assessment criteria in greater detail. Where a candidate’s response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the ‘best fit’ approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>The link between the response and the task is mostly detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity.</p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are fully developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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Note: When marking candidate responses, keep in mind that neither the **factual accuracy** of the information presented, nor the **validity** of the candidates’ personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided the ideas presented have coherence and are sufficiently developed.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

Note: Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

Question specific guidance (Criterion B and C)

问题一

最近，一位你非常喜欢的演员为瘦身产品拍了一个广告，但你认为广告的内容不太恰当，想给这位演员提出建议。描述广告的内容，表达自己的意见，并提出具体的建议，指出代言商品时应注意的问题。

博客

信

演讲稿

Criterion B:

- 内容涵盖题目所要求的三个方面：描述广告的内容，表达自己的意见，并提出具体的建议
- “广告内容不太恰当”可由考生自己定义，但必须给出具体的例子（如什么样的产品），指出其广告内容不太恰当的地方，并对为何不太恰当有足够的说服力
- 清楚表达自己的意见时，要针对该广告产品，且言之有物
- 提出具体的建议时，必须针对代言商品时应注意的问题。之后可再提出其他的一般建议

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	信	此文本类型能针对事情表达个人看法以及提出建议，有特定的受众，一般是个人或一个群体。这里的受众是收信人。
Generally appropriate	博客	此文本类型适合表达个人看法以及提出建议，一般没有特别指定的受众。
Generally inappropriate	演讲稿	此文本类型适合表达个人看法以及提出建议，但受众必须是一个群体。

注意：如果回答清楚说明了写作的情境、受众和目的，并且这些内容符合题目的要求，则可以将“通常适当”的文本类型视为“适当”，或将“通常不适当”的文本类型视为“通常适当”。

如果考生使用不在三个选项之中的文本类型写作时，最多给2分。

语体和语气:

- 半正式/正式语体
- 半正式：语气相对轻松；正式：语气严肃，能给予忠告

请参阅附录所列出的文本类型格式。

问题二

利用现代科技带来的便捷，自助旅游成为一种新的旅游趋势。你作为学校旅游社团的社长，想向同学们介绍自助旅游的好处和坏处，并提出在自助旅游时应注意的事项。

访谈

信

小册子

Criterion B:

- 内容涵盖题目所要求的三个方面：向同学们介绍自助旅游的好处和坏处，并提出在自助旅游时应注意的事项
- 简单地提到现代科技如何成就自助旅游的发展，但不可写成论述现代科技对自助旅游的便利与隐忧，否则属不切题、偏题
- 相对平均地描述自助旅游的好处和坏处
- 提出的注意事项必须针对自助旅游

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	小册子	此文本类型非常适合做宣传或推广活动，受众一般不用明确指出，但此处以学校学生为主。一般不使用第一人称。
Generally appropriate	信	此文本类型可将讯息传达给受众，但须要有特定的受众，一般是个人或一个群体。这里的受众是学校学生。
Generally inappropriate	访谈	此文本类型虽可以达到写作目的，但必须有特定的受访者。

注意：如果回答清楚说明了写作的情境、受众和目的，并且这些内容符合题目的要求，则可以将“通常适当”的文本类型视为“适当”，或将“通常不适当”的文本类型视为“通常适当”。

如果考生使用不在三个选项之中的文本类型写作时，最多给 2 分。

语体和语气:

- 非正式/半正式语体
- 语气活泼、轻松

请参阅附录所列出的文本类型格式。

问题三

“养儿防老”是中国社会的一个传统观念，认为子女长大后必须赡养父母。在和朋友们讨论这个话题后，你发现有的人持相反意见。你想比较这两种不同的观点，并向年轻人说明你的看法。

博客

访谈

演讲稿

Criterion B:

- 内容涵盖题目所要求的三个方面：陈述并比较同意和反对“养儿防老”的两种不同观点，并向年轻人说明你的看法
- 陈述和比较对“养儿防老”的两种观点时，能客观地给出对等且充足的理由，且言之有物
- 清楚地提出自己对“养儿防老”的看法，有说服力
- 可接受考生将自己对养儿防老的看法和同意或反对此观念的论述相结合

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	博客	此文本类型非常适合针对广大群众/或特定受众表达对某议题的个人看法。
Generally appropriate	演讲稿	此文本类型适合表达对某种议题的个人看法，但必须有特定的受众，因此对受众的清楚界定至关重要（如受众是谁，为何他们是受众）。
Generally inappropriate	访谈	此文本类型可以达到写作目的，但必须有特定的受访者。

注意：如果回答清楚说明了写作的情境、受众和目的，并且这些内容符合题目的要求，则可以将“通常适当”的文本类型视为“适当”，或将“通常不适当”的文本类型视为“通常适当”。

如果考生使用不在三个选项之中的文本类型写作时，最多给2分。

语体和语气:

- 半正式/正式语体
- 语气比较严肃、具说服力

请参阅附录所列出的文本类型格式。

Appendix: Text type conventions (Criterion C)

以下为文本类型最常见和可识别的格式要求

信 - 正式信函

- 开头得有称谓
- 很清楚的开头（问候语、写信目的）、信的主要内容和结束语（重申写信的目的）
- 结尾附上祝语、署名及日期

例如：

尊敬/亲爱的XX：

此致 / 祝

敬礼！ / 工作顺利

署名
年月日

博客

- 相关的题目
- 博主的姓名、日期及时间
- 第一人称（有博主的语气）
- 具有与读者互动的意识

演讲稿

- 第一人称（“我”作叙述），强调与受众的互动
- 开始能吸引听众的注意力，最后简洁地总结所述
- 开头有称谓，结尾表示感谢
- 运用演讲相关的语言、技巧，如提问等

访谈

采访稿：

- 相关的标题 / 题目
- 作者姓名
- 清晰的前言与总结，清楚呈现访谈重点
- 以记者报导的形式，吸引读者阅读

访谈稿：

- 相关的标题 / 题目
- 时间、地点、采访人、受访人简介
- 真实的对话，包括清晰的开头 / 前言及结尾
- 一问一答形式

小册子

- 引人注意的标题或宣传短语
- 分段：使用副标题、列点说明等
- 文宣背景资料，如联系方式（电话号码/电子邮件）、学校旅游社发行

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

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

語言

考官應該記住不是所有的錯誤都有同等的重要性。有些錯誤嚴重影響意思上的溝通，有些並非如此。有些錯誤顯示出缺乏語言的基本掌控，有些錯誤只是一時疏忽所致。

偶爾犯錯：有不同難易度的錯誤，但只是偶爾發生的，比方考生平常可以表達過去時態，但偶爾疏忽犯錯。

經常犯錯：經常犯同樣語法結構的錯誤，比如過去時態經常寫錯，不可靠，而且可能有語言基礎上的混淆。（比方過去時態不同於現在完成）。

差距：某些句構很少寫對，或者從來沒出現過，比方需要表達過去時態，但並沒出現。

Criterion B: Message

To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The “descriptor unpacked” explain the assessment criteria in greater detail. Where a candidate’s response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the ‘best fit’ approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>The link between the response and the task is mostly detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity.</p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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Note: When marking candidate responses, keep in mind that neither the **factual accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided the ideas presented have coherence and are sufficiently developed.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

Note: Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

Question specific guidance (Criterion B and C)

問題一

最近，一位你非常喜歡的演員為瘦身產品拍了一個廣告，但你認為廣告的內容不太恰當，想給這位演員提出建議。描述廣告的內容，表達自己的意見，並提出具體的建議，指出代言商品時應注意的問題。

博客

信

演講稿

Criterion B:

- 內容涵蓋題目所要求的三個方面：描述廣告的內容，表達自己的意見，並提出具體的建議
- 「廣告內容不太恰當」可由考生自己定義，但必須給出具體的例子（如什麼樣的產品），指出其廣告內容不太恰當的地方，並對為何不太恰當有足夠的說服力
- 清楚表達自己的意見時，要針對該廣告產品，且言之有物
- 提出具體的建議時，必須針對代言商品時應注意的問題。之後可再提出其他的一般建議

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	信	此文本類型能針對事情表達個人看法以及提出建議，有特定的受眾，一般是個人或一個群體。這裏的受眾是收信人。
Generally appropriate	博客	此文本類型適合表達個人看法以及提出建議，一般沒有特別指定的受眾。
Generally inappropriate	演講稿	此文本類型適合表達個人看法以及提出建議，但受眾必須是一個群體。

注意：如果回答清楚說明了寫作的情境、受眾和目的，並且這些內容符合題目的要求，則可以將「通常適當」的文本類型視為「適當」，或將「通常不適當」的文本類型視為「通常適當」。

如果考生使用不在三個選項之中的文本類型寫作時，最多給 2 分。

語體和語氣：

- 半正式/正式語體
- 半正式：語氣相對輕鬆；正式：語氣嚴肅，能給予忠告

請參閱附錄所列出的文本類型格式。

問題二

利用現代科技帶來的便捷，自助旅遊成為一種新的旅遊趨勢。你作為學校旅遊社團的社長，想向同學們介紹自助旅遊的好處和壞處，並提出在自助旅遊時應注意的事項。

訪談

信

小冊子

Criterion B:

- 內容涵蓋題目所要求的三個方面：向同學們介紹自助旅遊的好處和壞處，並提出在自助旅遊時應注意的事項
- 簡單地提到現代科技如何成就自助旅遊的發展，但不可寫成論述現代科技對自助旅遊的便利與隱憂，否則屬不切題、偏題
- 相對平均地描述自助旅遊的好處和壞處
- 提出的注意事項必須針對自助旅遊

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	小冊子	此文本類型非常適合做宣傳或推廣活動，受眾一般不用明確指出，但此處以學校學生為主。一般不使用第一人稱。
Generally appropriate	信	此文本類型可將訊息傳達給受眾，但須要有特定的受眾，一般是個人或一個群體。這裏的受眾是學校學生。
Generally inappropriate	訪談	此文本類型雖可以達到寫作目的，但必須有特定的受訪者。

注意：如果回答清楚說明了寫作的情境、受眾和目的，並且這些內容符合題目的要求，則可以將「通常適當」的文本類型視為「適當」，或將「通常不適當」的文本類型視為「通常適當」。

如果考生使用不在三個選項之中的文本類型寫作時，最多給 2 分。

語體和語氣：

- 非正式/半正式語體
- 語氣活潑、輕鬆

請參閱附錄所列出的文本類型格式。

問題三

「養兒防老」是中國社會的一個傳統觀念，認為子女長大後必須贍養父母。在和朋友們討論這個話題後，你發現有的人持相反意見。你想比較這兩種不同的觀點，並向年輕人說明你的看法。

博客

訪談

演講稿

Criterion B:

- 內容涵蓋題目所要求的三個方面：陳述並比較同意和反對「養兒防老」的兩種不同觀點，並向年輕人說明你的看法
- 陳述和比較對「養兒防老」的兩種觀點時，能客觀地給出對等且充足的理由，且言之有物
- 清楚地提出自己對「養兒防老」的看法，有說服力
- 可接受考生將自己對養兒防老的看法和同意或反對此觀念的論述相結合

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	博客	此文本類型非常適合針對廣大群眾/或特定受眾表達對某議題的個人看法。
Generally appropriate	演講稿	此文本類型適合表達對某種議題的個人看法，但必須有特定的受眾，因此對受眾的清楚界定至關重要（如受眾是誰，為何他們是受眾）。
Generally inappropriate	訪談	此文本類型可以達到寫作目的，但必須有特定的受訪者。

注意：如果回答清楚說明了寫作的情境、受眾和目的，並且這些內容符合題目的要求，則可以將「通常適當」的文本類型視為「適當」，或將「通常不適當」的文本類型視為「通常適當」。

如果考生使用不在三個選項之中的文本類型寫作時，最多給 2 分。

語體和語氣：

- 半正式/正式語體
- 語氣比較嚴肅、具說服力

請參閱附錄所列出的文本類型格式。

Appendix: Text type conventions (Criterion C)

以下為文本類型最常見和可識別的格式要求

信 - 正式信函

- 開頭得有稱謂
- 很清楚的開頭（問候語、寫信目的）、信的主要內容和結束語（重申寫信的目的）
- 結尾附上祝語、署名及日期

例如：

尊敬 / 敬愛的XX：

此致 / 祝

敬禮！ / 工作順利！

署名
年月日

博客

- 相關的題目
- 博主的姓名、日期及時間
- 第一人稱（有博主的語氣）
- 具有與讀者互動的意識

演講稿

- 第一人稱（「我」作敘述），強調與受眾的互動
- 開始能吸引聽眾的注意力，最後簡潔地總結所述
- 開頭有稱謂，結尾表示感謝
- 運用演講相關的語言、技巧，如提問等

訪談

採訪稿：

- 相關的標題 / 題目
- 作者姓名
- 清晰的前言與總結，清楚呈現訪談重點
- 以記者報導的形式，吸引讀者閱讀

訪談稿：

- 相關的標題 / 題目
- 時間、地點、採訪人、受訪人簡介
- 真實的對話，包括清晰的開頭 / 前言及結尾
- 一問一答形式

小冊子

- 引人注意的標題或宣傳短語
- 分段：使用副標題、列點說明等
- 文宣背景資料，如聯繫方式（電話號碼/電子郵件）、時間、學校旅行社發行等