

Marking notes
Remarques pour la notation
Notas para la corrección

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Chinese / Chinois / Chino B

Standard level
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Nivel medio

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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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

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>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)

问题一

现在，社会上的毒品问题越来越严重。学校发起了一个“远离毒品”的活动。你是学生会的成员，希望让同学们了解毒品的危害及如何拒绝使用毒品。

新闻报道

博客

演讲稿

Criterion B:

- 内容涵盖题目要求的两个方面：让同学们了解毒品的危害及如何拒绝使用毒品
- 简单地提到社会上的毒品问题越来越严重
- 清楚地说明毒品的害处，可包括对身体或精神上的危害
- 能提出拒绝毒品的方法，并具体说明，可详细地描述一个方法，或概述几个方法

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	演讲稿	此文本类型适合对某种议题表达个人看法及提出建议，有特定的受众，且必须为一个群体。这里的受众是同学们。
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	新闻报道	此文本类型对发生的事情作客观的陈述、报道，没有特定的受众。

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：语气亲和、友善；正式：语气可相对严肃，具提醒的作用

请参阅附录所列出的文本类型格式。

问题二

你朋友打算暑假跟家人去旅行，但是不能决定是自助游还是参加旅行团。去年，你跟家人参加旅行团去欧洲，特别喜欢这种旅行方式。跟你朋友分享参加旅行团的好处及坏处。

文章

电子邮件

博客

Criterion B:

- 内容涵盖题目要求的两个方面：说明参加旅行团的好处及坏处
- 简单地提到朋友在考虑应参加自助游还是旅行团
- 能相对平均地描述参加旅行团的好处和坏处
- 论述好处或坏处时，可详细地论述一项，也可概述几项

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	电子邮件	此文本类型特别适合使用者之间的讯息分享及交换，具有特定的受众。这里的受众是朋友。
Generally appropriate	博客	此文本类型适合表达个人看法及提出建议，并具有分享、互动的特点，一般没有特别指定的受众。
Generally inappropriate	文章	此文本类型适合用作描述某一事件或评论某个议题，表达个人看法及感受，一般不具备明显跟受众互动的特点，也没有特别指定的受众。

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

因为越来越多人喜欢在网上买书，你家附近的一家书店生意不好，快关门了。你想告诉社区的居民你在这家书店的一次美好经历及需要保留书店的原因。

文章

电子邮件

演讲稿

Criterion B:

- 内容涵盖题目要求的两个方面：描述在书店的一次美好经历及保留书店的原因
- 简单地提到书店的生意不好，快要结束营业
- 详细地描述在这家书店的一次美好经历
- 清楚地说明要保留书店的原因，可详细地描述一个原因，或概述几个原因

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	文章	此文本类型适合用作描述某一事件或评论某个议题，表达个人看法及感受。
Generally appropriate	演讲稿	此文本类型适合对某种议题表达个人看法及提出建议，有特定的受众，且必须为一个群体。这里的受众是社区的居民。
Generally inappropriate	电子邮件	此文本类型一般用作个人沟通，并非公众交流，且难以把讯息有效传达至广大的受众，这里为所有的社区居民。

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
- 非正式：语调可比较个性化，具有怀念、可惜的语气；半正式：以劝说的态度，提出需要保留书店的原因

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

文章

- 相关的标题/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

电子邮件

- 发件人、收件人、主题
- 称谓（收件人）
- 恰当的开场白、祝语和署名

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，如提问及反复等

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

新闻报道

- 综合报道内容的标题/题目
 - 日期及记者名称
 - 清晰的开头及总结
 - 格式清楚，可包括标题、分段、列点等
-

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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

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

現在，社會上的毒品問題越來越嚴重。學校發起了一個「遠離毒品」的活動。你是學生會的成員，希望讓同學們了解毒品的危害及如何拒絕使用毒品。

新聞報道

博客

演講稿

Criterion B:

- 內容涵蓋題目要求的兩個方面：讓同學們了解毒品的危害及如何拒絕使用毒品
- 簡單地提到社會上的毒品問題越來越嚴重
- 清楚地說明毒品的害處，可包括對身體或精神上的危害
- 能提出拒絕毒品的的方法，並具體說明，可詳細地描述一個方法，或概述幾個方法

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	演講稿	此文本類型適合對某種議題表達個人看法及提出建議，有特定的受眾，且必須為一個群體。這裏的受眾是同學們。
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	新聞報道	此文本類型對發生的事情作客觀的陳述、報道，沒有特定的受眾。

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：語氣親和、友善；正式：語氣可相對嚴肅，具提醒的作用

請參閱附錄所列出的文本類型格式。

問題二

你朋友打算暑假跟家人去旅行，但是不能決定是自助游還是參加旅行團。去年，你跟家人參加旅行團去歐洲，特別喜歡這種旅行方式。跟你朋友分享參加旅行團的好處及壞處。

文章

電子郵件

博客

Criterion B:

- 內容涵蓋題目要求的兩個方面：說明參加旅行團的好處及壞處
- 簡單地提到朋友在考慮應參加自助游還是旅行團
- 能相對平均地描述參加旅行團的好處和壞處
- 論述好處或壞處時，可詳細地論述一項，也可概述幾項

Criterion C:

文本類型選擇:

	文本類型	說明
Appropriate	電子郵件	此文本類型特別適合使用者之間的訊息分享及交換，具有特定的受眾。這裏的受眾是朋友。
Generally appropriate	博客	此文本類型適合表達個人看法及提出建議，並具有分享、互動的特點，一般沒有特別指定的受眾。
Generally inappropriate	文章	此文本類型適合用作描述某一事件或評論某個議題，表達個人看法及感受，一般不具備明顯跟受眾互動的特點，也沒有特別指定的受眾。

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

因為越來越多人喜歡在網上買書，你家附近的一家書店生意不好，快關門了。你想告訴社區的居民你在這家書店的一次美好經歷及需要保留書店的原因。

文章

電子郵件

演講稿

Criterion B:

- 內容涵蓋題目要求的兩個方面：描述在書店的一次美好經歷及保留書店的原因
- 簡單地提到書店的生意不好，快要結束營業
- 詳細地描述在這家書店的一次美好經歷
- 清楚地說明要保留書店的原因，可詳細地描述一個原因，或概述幾個原因

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	文章	此文本類型適合用作描述某一事件或評論某個議題，表達個人看法及感受。
Generally appropriate	演講稿	此文本類型適合對某種議題表達個人看法及提出建議，有特定的受眾，且必須為一個群體。這裏的受眾是社區的居民。
Generally inappropriate	電子郵件	此文本類型一般用作個人溝通，並非公眾交流，且難以把訊息有效傳達至廣大的受眾，這裏為所有的社區居民。

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
- 非正式：語調可比較個性化，具有懷念、可惜的語氣；半正式：以勸說的態度，提出需要保留書店的原因

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

文章

- 相關的標題/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

電子郵件

- 發件人、收件人、主題
- 稱謂（收件人）
- 恰當的開場白、祝語和署名

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，如提問及反復等

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

新聞報道

- 綜合報道內容的標題/題目
- 日期及記者名稱
- 清晰的開頭及總結
- 格式清楚，可包括標題、分段、列點等