Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2022

Chinese / Chinois / Chino B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

26 pages/páginas

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. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Language
Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

SLIPS – mistakes at all levels of difficulty, but erratic and occasional – *eg* the candidate normally forms past tenses well, but occasionally forgets "-ed".

FLAWS – errors occur more regularly, particularly in certain structures – *eg* past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (*eg* past simple versus present perfect).

GAPS – some structures are rarely correct, or simply don't appear – *eg* the past tenses are needed, but do not appear.

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	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**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.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.

10–12	The task is fulfilled effectively.	The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.
	Ideas are relevant to the task.	
	Ideas are fully developed, providing details and relevant examples.	The response covers all aspects of the task fully, and maintains focus throughout.
	Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.
		The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.

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	**Conceptual understanding is limited.**
	The choice of text type is generally inappropriate to the context, purpose or audience.
	The register and tone are inappropriate to the context, purpose and audience of the task.
	The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.**
	The choice of text type is generally appropriate to the context, purpose and audience.
	The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.
	The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.**
	The choice of text type is appropriate to the context, purpose and audience.
	The register and tone are appropriate to the context, purpose and audience of the task.
	The response fully incorporates the conventions of the chosen text type.

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.

Note: A response that ignores context, purpose and audience may receive marks of 0 for criteria B and C, even if the response has received a high mark for criterion A.

Question specific guidance (Criterion B and C)

问题一

你认识了最近搬来的邻居，他们是一个新移民家庭。聊天时，你发现他们在融入本地生活时遇到了很多问题。你希望跟小区的居民分享这些新移民家庭在使用社区设施和资源时遇到的困难、为什么新移民家庭会遇到这些问题，以及提出帮助新移民家庭解决问题的建议。

访谈	传单	辩论

Criterion B:

- 内容涵盖题目所要求的三个方面：新移民家庭在使用社区设施和资源时的困难，遇到问题的原因，并提出具体解决问题的建议
- 描述困难时，须与运用社区设施及资源相关，并提出具体的例子
- 清楚说明新移民家庭遇到相关问题的原因，分析恰当，言之有理
- 提出具体的建议时，必须针对所描述的相关问题。之后可再提出其他的一般建议
- 谈论三个方面时，不一定要有同样比重，但三个方面的思想观点都必须得到良好的展开才算是"完成了作业"。

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	访谈	此文本类型适合两个人面对面交流，从一问一答的互动中得到问题的解答。这里可以采访稿或访谈稿形式呈现，都能说明写作的情境、受众与目的。
Generally appropriate	传单	此文本类型适合针对广大群众或特定受众发布资讯。但此文本类型多用作宣传或推广活动，而受众一般不用明确指出。
Generally inappropriate	辩论	此文本类型适合表达对特定议题的观点，但必须有明确、清晰的立场，一般没有特定的受众。此题并没有要求提出明确的立场，也不具明显的议论性质。

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"。

语体和语气：

- 半正式／正式语体
- 语气认真，有时相对轻松

请参阅附录所列出的文本类型格式。

语体和语气：

- 半正式／正式语体
- 语气认真，有时相对轻松

请参阅附录所列出的文本类型格式。

问题二

人工智能发展越趋成熟，不少人担心在不久的将来，人类的工作全都会被机器取代。你想跟同学表达自己的意见，指出两种容易被人工智能取代的工作，说明原因，并说明人工智能发展对人类的好处。

论文	访谈	辩论

Criterion B:

- 内容涵盖题目所要求的三个方面：指出两种容易被人工智能取代的工作，说明原因，说明人工智能发展对人类的好处。
- 简单地提到人工智能、机器可能取代人类工作的担忧，并清晰地表达自己的立场
- 清楚表达自己的意见时，要针对所提出的两种工作的特性，最好分别说明其容易被取代的原因，但可接受合并说明原因。只写出一种工作和其原因，只能算是"大体上完成了作业"。
- 提出好处时，应提出具体的例子，以加强说服力
- 谈论三个方面时，不一定要有同样比重，但三个方面的思想观点都必须得到良好的展开才算是"完成了作业"。

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	辩论	此文本类型适合表达对特定议题的观点，必须有明确、清晰的立场，以陈述和总结的正方发言。此题要求提出明确的立场，也具明显的议论性质。受众清楚，此处是对方辩友/同学。
Generally appropriate	访谈	此文本类型适合两个人面对面交流，从一问一答的互动中得到问题的解答。但此处必须有明确的受访者和访问者。 这里可以采访稿或访谈稿形式呈现,都能说明写作的情境、受众与目的。
Generally inappropriate	论文	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"。

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。

问题三

在最近的调查中发现，一些学生希望参加需要付费的课外活动，但没有经济能力。你担心这会造成不公平的现象。你是学生会主席，想向校长说明这种情况，提出帮助这些学生的方法，并解释这些方法对学生发展的重要性。

信	传单	论文

Criterion B:

- 内容涵盖题目所要求的三个方面：说明一些学生负担不起付费活动，导致不公平的情况，提出帮助学生的方法，说明实行这些方法对学生发展的重要性
- 能客观、清楚地说明部分学生因经济能力而不能参加课外活动，指出会造成不公平的情况
- 提出帮助相关学生的具体方法，可详细地描述一个方法，或概述几个方法
- 表达自己的意见时，要针对提出的方法，说明其对解决问题的有效性及重要性
- 谈论三个方面时，不一定要有同样比重，但三个方面的思想观点都必须得到良好的展开才算是"完成了作业"。

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	信	此文本类型可将讯息传达给受众，须要有特定的受众，一般是个人或一个群体。这里的受众是校长。
Generally appropriate	论文	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，但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。
Generally inappropriate	传单	此文本类型适合针对广大群众或特定受众发布资讯，不适合这里的受众。而此文本类型亦多用作宣传或推广活动。

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"。

语体和语气：

- 正式语体
- 语气诚恳、严肃，能清晰说明问题

请参阅附录所列出的文本类型格式。

语体和语气：

- 正式语体
- 语气诚恳、严肃，能清晰说明问题

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：

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

传单
- 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）、时间、地点等

辩论
- 开头介绍辩论主题，向听众、参赛者问好
- 辩论过程与对手保持互动，吸引听众的注意力
- 做结论，重申我方立场
- 运用辩论的语言，例如："我方的观点是……"、"我方坚决认为……"

论文
- 相关的题目
- 恰当的开头及总结
- 目的明确／针对问题，准确回应
- 组织清晰：分段，使用连接词

信
- 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／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

_____

学生
署名
年月日

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. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Language
Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

SLIPS – mistakes at all levels of difficulty, but erratic and occasional – *eg* the candidate normally forms past tenses well, but occasionally forgets "-ed".

FLAWS – errors occur more regularly, particularly in certain structures – *eg* past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (*eg* past simple versus present perfect).

GAPS – some structures are rarely correct, or simply don't appear – *eg* the past tenses are needed, but do not appear.

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	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**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.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.

10–12	**The task is fulfilled effectively.**	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.**
	Ideas are relevant to the task.	
	Ideas are fully developed, providing details and relevant examples.	The response covers all aspects of the task fully, and maintains focus throughout.
	Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.
		The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.

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	**Conceptual understanding is limited.**
	The choice of text type is generally inappropriate to the context, purpose or audience.
	The register and tone are inappropriate to the context, purpose and audience of the task.
	The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.**
	The choice of text type is generally appropriate to the context, purpose and audience.
	The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.
	The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.**
	The choice of text type is appropriate to the context, purpose and audience.
	The register and tone are appropriate to the context, purpose and audience of the task.
	The response fully incorporates the conventions of the chosen text type.

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.

Note: A response that ignores context, purpose and audience may receive marks of 0 for criteria B and C, even if the response has received a high mark for criterion A.

Question specific guidance (Criterion B and C)

問題一

你認識了最近搬來的鄰居，他們是一個新移民家庭。聊天時，你發現他們在融入本地生活時遇到了很多問題。你希望跟小區的居民分享這些新移民家庭在使用社區設施和資源時遇到的困難、為什麼新移民家庭會遇到這些問題，以及提出幫助新移民家庭解決問題的建議。

訪談	傳單	辯論

Criterion B:

- 內容涵蓋題目所要求的三個方面：新移民家庭在使用社區設施和資源時的困難，遇到問題的原因，並提出具體解決問題的建議
- 描述困難時，須與運用社區設施及資源相關，並提出具體的例子
- 清楚說明新移民家庭遇到相關問題的原因，分析恰當，言之有理
- 提出具體的建議時，必須針對所描述的相關問題。之後可再提出其他的一般建議
- 談論三個方面時，不一定要有同樣比重，但三個方面的思想觀點都必須得到良好的展開才算是「完成了作業」。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	訪談	此文本類型適合兩個人面對面交流，從一問一答的互動中得到問題的解答。這裡可以採訪稿或訪談稿形式呈現，都能說明寫作的情境、受眾與目的。
Generally appropriate	傳單	此文本類型適合針對廣大群眾或特定受眾發佈資訊。但此文本類型多用作宣傳或推廣活動，而受眾一般不用明確指出。
Generally inappropriate	辯論	此文本類型適合表達對特定議題的觀點，但必須有明確、清晰的立場，一般沒有特定的受眾。此題並沒有要求提出明確的立場，也不具明顯的議論性質。

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」。

語體和語氣：
- 半正式／正式語體
- 語氣認真，有時相對輕鬆

請參閱附錄所列出的文本類型格式。

語體和語氣：
- 半正式／正式語體
- 語氣認真，有時相對輕鬆

請參閱附錄所列出的文本類型格式。

問題二

人工智能發展越趨成熟，不少人擔心在不久的將來，人類的工作全都會被機器取代。你想跟同學表達自己的意見，指出兩種容易被人工智能取代的工作，說明原因，並說明人工智能發展對人類的好處。

論文	訪談	辯論

Criterion B:

- 內容涵蓋題目所要求的三個方面：指出兩種容易被人工智能取代的工作，說明原因，說明人工智能對人類的好處。
- 簡單地提到人工智慧、機器可能取代人類工作的擔憂，並清晰地表達自己的立場
- 清楚表達自己的意見時，要針對所提出的兩種工作的特性，最好分別說明其容易被取代的原因，但可接受合併說明原因。只寫出一種工作和其原因，只能算是「大體上完成了作業」。
- 提出好處時，應提出具體的例子，以加強說服力。
- 談論三個方面時，不一定要有同樣比重，但三個方面的思想觀點都必須得到良好的展開才算是「完成了作業」。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	辯論	此文本類型適合表達對特定議題的觀點，必須有明確、清晰的立場，以陳述和總結的正方發言。此題要求提出明確的立場，也具明顯的議論性質。受眾清楚,此處是對方辯友/同學。
Generally appropriate	訪談	此文本類型適合兩個人面對面交流，從一問一答的互動中得到問題的解答。但此處必須有明確的受訪者和訪問者。 這裡可以採訪稿或訪談稿形式呈現，都能說明寫作的情境、受眾與目的。
Generally inappropriate	論文	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」。

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。

語體和語氣：
- 半正式／正式語體
- 語氣比較嚴肅、具說服力

問題三

在最近的調查中發現，一些學生希望參加需要付費的課外活動，但沒有經濟能力。你擔心這會造成不公平的現象。你是學生會主席，想向校長說明這種情況，提出幫助這些學生的方法，並解釋這些方法對學生發展的重要性。

信	傳單	論文

Criterion B:

- 內容涵蓋題目所要求的三個方面：說明一些學生負擔不起付費活動，導致不公平的情況，提出幫助學生的方法，說明實行這些方法對學生發展的重要性
- 能客觀、清楚地說明部分學生因經濟能力而不能參加課外活動，指出會造成不公平的情況
- 提出幫助相關學生的具體方法，可詳細地描述一個方法，或概述幾個方法
- 表達自己的意見時，要針對提出的方法，說明其對解決問題的有效性及重要性
- 談論三個方面時，不一定要有同樣比重，但三個方面的思想觀點都必須得到良好的展開才算是「完成了作業」。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	信	此文本類型可將訊息傳達給受眾，須要有特定的受眾，一般是個人或一個群體。這裏的受眾是校長。
Generally appropriate	論文	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，但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。
Generally inappropriate	傳單	此文本類型適合針對廣大群眾或特定受眾發佈資訊，不適合這裏的受眾。而此文本類型亦多用作宣傳或推廣活動。

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」。

語體和語氣：

- 正式語體
- 語氣誠懇、嚴肅，能清晰說明問題

請參閱附錄所列出的文本類型格式。

- 正式語體
- 語氣誠懇、嚴肅，能清晰說明問題

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：

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

傳單

- 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、地點等

辯論

- 開頭介紹辯論主題，向聽眾、參賽者問好
- 辯論過程與對手保持互動，吸引聽眾的注意力
- 做結論，重申我方立場
- 運用辯論的語言，例如：「我方的觀點是……」、「我方堅決認為……」

論文

- 相關的題目
- 恰當的開頭及總結
- 目的明確／針對問題，準確回應
- 組織清晰：分段，使用連接詞

信

- 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／敬愛的校長：

　　　此致／敬祝／祝
敬禮！／教安！／工作順利！

學生
署名
年月日

_____

學生
署名
年月日