

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2022

Chinese / Chinois / Chino B

Standard level
Niveau moyen
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.

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	<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>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 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>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.

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**

作为学生代表，你刚参加了一个讨论“线上学习利与弊”的座谈会。你想跟老师和同学们说明线上学习的好处和如何解决线上学习遇到的困难。

辩论

博客

文章

Criterion B:

- 内容涵盖题目要求的两个方面：说明线上学习的好处及如何解决线上学习的困难
- 简单地提到你讨论的话题有关“线上学习”或刚参加了一个讨论“线上学习利与弊”的座谈会
- 清楚地说明线上学习的好处，可详细地描述一个好处，或概述几个好处
- 能指出线上学习可能遇到的困难，提出具体的解决方法，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	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。此题要求提出明确的立场，也具有明显的议论性质。
Generally 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，一般不具备明显跟受众互动的特点。
Generally inappropriate	博客	此文本类型多用作表达个人看法及提出建议，一般没有特定的受众，且适合与较多的受众交流。

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。

问题二

你发现越来越多年轻人不重视传统的节日，也不再参加相关的节日活动。这令你十分失望。你想向网民说说为什么年轻人不重视传统节日和你对这个现象的看法。

博客

辩论

电子邮件

Criterion B:

- 内容涵盖题目要求的两个方面：说明年轻人不重视传统节日的原因及对相关现象的看法
- 简单地提到你发现越来越多年轻人不再参加传统的节日庆祝活动，并清晰地表明立场
- 清楚地说明年轻人不重视传统节日的原因，可详细地描述一个原因，或概述几个原因
- 能详细地描述对年轻人不重视传统节日这个现象的看法

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	博客	此文本类型适合表达个人看法及观点，并具有分享、互动的特点，适合与这里的受众交流。
Generally appropriate	辩论	此文本类型适合表达对特定议题的观点，且必须有明确、清晰的立场，但不太适合这里提出的受众。
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，这里的受众是“网民”。

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”。

语体和语气:

- 非正式 / 半正式语体
- 非正式：语调可比较个性化，具有互动、交流的语气；半正式：从理性的角度，讨论、分析年轻人不重视传统节日的议题

请参阅附录所列出的文本类型格式。

问题三

你有一位朋友刚刚转到新的学校，遇到很多困难。你想跟他/她分享自己转校的经验，说说你怎样适应新的学习环境和结交新朋友的方法。

博客

电子邮件

访谈

Criterion B:

- 内容涵盖题目要求的两个方面：说明如何适应新的学习环境及提出结交新朋友的方法
- 简单地提到你的一位朋友刚刚转到新的学校，遇到很多困难
- 分享自己转校的经验，提出具体的例子，说明适应新的学校环境的方法
- 能清楚地提出结交新朋友的方法，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	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。这里的受众是好友。
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，但适合与较多的受众交流。
Generally inappropriate	访谈	此文本类型适合两个人面对面交流，但必须有特定的受众，且应为一个群体。访谈通常不是个人文本。

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：

- 非正式语体
- 语气亲切、友善

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：

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……”

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

博客

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

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

访谈

- 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
-

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.

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	<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>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 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>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.

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

作為學生代表，你剛參加了一個討論「線上學習利與弊」的座談會。你想跟老師和同學們說明線上學習的好處和如何解決線上學習遇到的困難。

辯論

博客

文章

Criterion B:

- 內容涵蓋題目要求的兩個方面：說明線上學習的好處及如何解決線上學習的困難
- 簡單地提到你討論的話題有關「線上學習」或剛參加了一個討論「線上學習利與弊」的座談會
- 清楚地說明線上學習的好處，可詳細地描述一個好處，或概述幾個好處
- 能指出線上學習可能遇到的困難，提出具體的解決方法，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	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。此題要求提出明確的立場，也具明顯的議論性質。
Generally 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，一般不具備明顯跟受眾互動的特點。
Generally inappropriate	博客	此文本類型多用作表達個人看法及提出建議，一般沒有特定的受眾，且適合與較多的受眾交流。

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。

問題二

你發現越來越多年輕人不重視傳統的節日，也不再參加相關的節日活動。這令你十分失望。你想向網民說說為什麼年輕人不重視傳統節日和你對這個現象的看法。

博客

辯論

電子郵件

Criterion B:

- 內容涵蓋題目要求的兩個方面：說明年輕人不重視傳統節日的原因及對相關現象的看法
- 簡單地提到你發現越來越多年輕人不再參加傳統的節日慶祝活動，並清晰地表明立場
- 清楚地說明年輕人不重視傳統節日的原因，可詳細地描述一個原因，或概述幾個原因
- 能詳細地描述對年輕人不重視傳統節日這個現象的看法

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	博客	此文本類型適合表達個人看法及觀點，並具有分享、互動的特點，適合與這裏的受眾交流。
Generally appropriate	辯論	此文本類型適合表達對特定議題的觀點，且必須有明確、清晰的立場，但不太適合這裏提出的受眾。
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，這裏的受眾是「網民」。

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」。

語體和語氣：

- 非正式 / 半正式語體
- 非正式：語調可比較個人化，具有互動、交流的語氣；半正式：從理性的角度，討論、分析年輕人不重視傳統節日的議題

請參閱附錄所列出的文本類型格式。

問題三

你有一位朋友剛剛轉到新的學校，遇到很多困難。你想跟他/她分享自己轉校的經驗，說說你怎樣適應新的學習環境和結交新朋友的方法。

博客

電子郵件

訪談

Criterion B:

- 內容涵蓋題目要求的兩個方面：說明如何適應新的學習環境及提出結交新朋友的方法
- 簡單地提到你的一位朋友剛剛轉到新的學校，遇到很多困難
- 分享自己轉校的經驗，提出具體的例子，說明適應新的學校環境的方法
- 能清楚地提出結交新朋友的方法，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	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。這裏的受眾是好友。
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，但適合與較多的受眾交流。
Generally inappropriate	訪談	此文本類型適合兩個人面對面交流，但必須有特定的受眾，且應為一個群體。訪談通常不是個人文本。

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：

- 非正式語體
- 語氣親切、友善

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：

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.....」

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

博客

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

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

訪談

- 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