Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

Chinese / Chinois / Chino B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

18 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. 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	**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.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** 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.

Question specific guidance (Criterion B and C)

问题一

学校将组织一个"国际文化节"的活动，你是这次活动的主办人。向大家介绍这次活动的内容，并说说这次活动的目的。

博客	传单	访谈

Criterion B:

- 内容涵盖题目要求的两个方面：介绍活动的内容及说明举办这次活动的目的；
- 简单地提到学校组织了一个"国际文化节"的活动；
- 清楚地介绍这次活动的内容，并具体说明活动的细节，可包括一个或多个项目；
- 能提出举办活动的目的，可详细地描述一个目的，或概述几个目的。

Criterion C:

文本类型选择:

	文本类型	说明
Appropriate	传单	此文本类型非常适合针对广大群众或特定受众发布公众活动的资讯。
Generally appropriate	博客	此文本类型适合针对广大群众或特定受众表达对某议题的个人看法，但不太适合发布公众活动的资讯。
Generally inappropriate	访谈	此文本类型必须有特定的受访者，且不适合发表公众活动的资讯。

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：语气活泼，有宣传、呼吁的效果；半正式：语气可相对直接，具说明的作用。

请参阅附录所列出的文本类型格式。

问题二

你是高中生，你的好友最近面临很大的压力。和他/她说说造成这些压力的原因。另外，分享一些你的好的减压方法。

| 电子邮件 | 辩论 | 博客 |

Criterion B:

- 内容涵盖题目要求的两个方面：说明造成压力的原因和提出一些减压的方法；
- 简单地提到你的好友最近面临很大的压力；
- 能说明造成压力的原因，可包括身体、心理或环境等因素；
- 提出多于一项能帮助好友减压的方法。

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	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，也不具议论的性质。

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：
- 非正式语体；
- 语气诚恳、亲切。

请参阅附录所列出的文本类型格式。

问题三

你刚从国外旅行回来，在旅途中你感受到中西饮食相互影响，你想与外校的学生讨论中西
饮食文化交流的好处和坏处。

博客	辩论	电子邮件

Criterion B:

- 内容涵盖题目要求的两个方面：中西饮食文化交流的好处和坏处；
- 简单地提到从国外旅行回来，并感受到中西饮食文化的相互影响；
- 能相对平均地描述中西饮食文化交流的好处和坏处；
- 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	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	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，这里的受众是外校的学生。
Generally inappropriate	辩论	虽然能对题目进行讨论，但是此文本类型适合具有一个明确的立场，难以从两个不同方面分别表述。

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、分析中西饮食文化交流的议题。

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：

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

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

访谈
- 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

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

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……"

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	**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.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** 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.

Question specific guidance (Criterion B and C)

問題一

學校將組織一個「國際文化節」的活動，你是這次活動的主辦人。向大家介紹這次活動的內容，並說說這次活動的目的。

博客	傳單	訪談

Criterion B:

- 內容涵蓋題目要求的兩個方面：介紹活動的內容及說明舉辦這次活動的目的；
- 簡單地提到學校組織了一個「國際文化節」的活動；
- 清楚地介紹這次活動的內容，並具體說明活動的細節，可包括一個或多個項目；
- 能提出舉辦活動的目的，可詳細地描述一個目的，或概述幾個目的。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	傳單	此文本類型非常適合針對廣大群眾或特定受眾發佈公眾活動的資訊。
Generally appropriate	博客	此文本類型適合針對廣大群眾或特定受眾表達對某議題的個人看法，但不太適合發佈公眾活動的資訊。
Generally inappropriate	訪談	此文本類型必須有特定的受訪者，且不適合發表公眾活動的資訊。

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：語氣活潑，有宣傳、呼籲的效果；半正式：語氣可相對直接，具說明的作用。

請參閱附錄所列出的文本類型格式。

問題二

你是高中生，你的好友最近面臨很大的壓力。和他/她說說造成這些壓力的原因。另外，分享一些你的好的減壓方法。

| 電子郵件 | 辯論 | 博客 |

Criterion B:

● 　內容涵蓋題目要求的兩個方面：說明造成壓力的原因和提出一些減壓的方法；
● 簡單地提到你的好友最近面臨很大的壓力；
● 能說明造成壓力的原因，可包括身體、心理或環境等因素；
● 提出多於一項能幫助好友減壓的方法。

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	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，也不具議論的性質。

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：
● 非正式語體；
● 語氣誠懇、親切。

請參閱附錄所列出的文本類型格式。

問題三

你剛從國外旅行回來，在旅途中你感受到中西飲食相互影響，你想與外校的學生討論中西飲食文化交流的好處和壞處。

| 博客 | 辯論 | 電子郵件 |

Criterion B:

- 內容涵蓋題目要求的兩個方面：中西飲食文化交流的好處和壞處；
- 簡單地提到從國外旅行回來，並感受到中西飲食文化的相互影響；
- 能相對平均地描述中西飲食文化交流的好處和壞處；
- 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	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	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，這裏的受眾是外校的學生。
Generally inappropriate	辯論	雖然能對題目進行討論，但是此文本類型適合具有一個明確的立場，難以從兩個不同方面分別表述。

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：語調可比較個性化，具有互動、交流的語氣；半正式：從理性的角度，討論、分析中西飲食文化交流的議題。

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：

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

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

訪談
- 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

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

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……」