

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

Chinese / Chinois / Chino B

Standard level
Niveau moyen
Nivel Medio

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	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	<p>The work does not reach a standard described by the descriptors below.</p>
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

你学习汉语已经有一段时间了。你要反思一下在学习的过程中学到了什么；写出你所遇到过的困难以及你是如何克服的。

日记	官方报道	博客
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Criterion B:

- 内容涵盖题目要求的两个方面：写出你所遇到过的困难以及你是如何克服的；
- 简单地提到你要反思一下在学习汉语的过程中学到了什么；
- 清楚地描述所遇到的困难并给出具体的例子，可包括一个或多个例子；
- 能明确地说明你是如何克服的，并给出具体的步骤或方法。

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	日记	此文本类型非常适合表达个人在日常生活所遇到的挑战或抒发个人的情感。日记是个人文本，内容通常记录一些比较私密的事情。
Generally appropriate	博客	此文本类型适合对广大受众表达个人对某话题的看法或分享个人经验。
Generally inappropriate	官方报道	此文本类型适合向特定人群，以客观的立场论述某种议题，佐以事实支持内容。但官方报道是专业文本，不适合分享个人情感。

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
- 语气积极，最后能展现出具克服困难的意向

请参阅附录所列出的文本类型格式。

问题二

你刚参加完一项在国外的义工活动归来。组织方需要一些反馈意见。告诉负责人这次活动的经历以及一些需要改进的方面。

官方报道	博客	正式信函
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Criterion B:

- 内容涵盖题目要求的两个方面：这次活动的经历以及一些需要改进的方面；
- 简单地提到你刚参加完一项在国外的义工活动归来；
- 清楚地描述这次活动的经历，并给出具体的例子；
- 能明确地提出一些需要改进的方面，建议必须多于一个。

Criterion C:

文本类型选择：

	文本类型	说明
Appropriate	正式信函	此文本类型适合向特定受众（此处为义工活动负责人）表达意见与提出建议。
Generally appropriate	官方报道	此文本类型适合向特定受众（此处为义工活动负责人）以客观的立场反馈意见并给予建议，佐以事实支持内容。官方报道是专业文本，较之谈论个人经验，适合更为正式的情景。
Generally inappropriate	博客	此文本类型适合对广大受众表达个人对某话题的看法或提出建议。但此处的受众应为活动负责人，因此不适合以博客形式发表意见。

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
- 语气诚恳、有建设性

请参阅附录所列出的文本类型格式。

问题三

你们学校正在考虑将其中的一门课程采用在线教学。你作为学生代表，给同学们阐明在线课程的利与弊。

博客	演讲稿	正式信函
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Criterion B:

- 内容涵盖题目要求的两个方面：给同学们阐明在线课程的利与弊；
- 简单地提到你们学校正在考虑将其中的一门课程采用在线教学；
- 清楚地阐明在线课程的利与弊，可分别详细地描述一个，或概述几个好处与坏处，并给出具体的例子。

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，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	正式信函	此文本类型适合向特定受众说明新课程的利与弊。这里必须是一封公开的正式信函，受众为学校同学。
Generally inappropriate	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，一般没有指定的受众，因此很难直接针对学校的同学。

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/半正式
- 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：

日记

- 开首一行写（年）月、日 / 星期 / 天气情况
- 第一人称（“我”作叙述）
- 写作方式是随性的
- 有一个总结，如“今天就写到这里了”

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

官方报道

- 相关的标题/题目
- 日期及简介
- 中立/客观的立场，论述能佐以事实、理论支持内容
- 格式清楚，可包括标题、副标题、分段等

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

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 / 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

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

你學習漢語已經有一段時間了。你要反思一下在學習的過程中學到了什麼；寫出你所遇到過的困難以及你是如何克服的。

日記	官方報道	博客
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Criterion B:

- 內容涵蓋題目要求的兩個方面：寫出你所遇到過的困難以及你是如何克服的；
- 簡單地提到你要反思一下在學習漢語的過程中學到了什麼；
- 清楚地描述所遇到的困難並給出具體的例子，可包括一個或多個例子；
- 能明確地說明你是如何克服的，並給出具體的步驟或方法。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	日記	此文本類型非常適合表達個人在日常生活所遇到的挑戰或抒發個人的情感。日記是個人文本，內容通常記錄一些比較私密的事情。
Generally appropriate	博客	此文本類型適合對廣大受眾表達個人對某話題的看法或分享個人經驗。
Generally inappropriate	官方報道	此文本類型適合向特定人群，以客觀的立場論述某種議題，佐以事實支持內容。但官方報導是專業文本，不適合分享個人情感。

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
- 語氣積極，最後能展現出具克服困難的意向

請參閱附錄所列出的文本類型格式。

問題二

你剛參加完一項在國外的義工活動歸來。組織方需要一些反饋意見。告訴負責人這次活動的經歷以及一些需要改進的方面。

官方報道	博客	正式信函
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Criterion B:

- 內容涵蓋題目要求的兩個方面：這次活動的經歷以及一些需要改進的方面；
- 簡單地提到你剛參加完一項在國外的義工活動歸來；
- 清楚地描述這次活動的經歷，並給出具體的例子；
- 能明確地提出一些需要改進的方面，建議必須多於一個。

Criterion C:

文本類型選擇：

	文本類型	說明
Appropriate	正式信函	此文本類型適合向特定受眾（此處為義工活動負責人）表達意見與提出建議。
Generally appropriate	官方報道	此文本類型適合向特定受眾（此處為義工活動負責人）以客觀的立場反饋意見並給予建議，佐以事實支持內容。官方報導是專業文本，較之談論個人經驗，適合更為正式的情景。
Generally inappropriate	博客	此文本類型適合對廣大受眾表達個人對某話題的看法或提出建議。但此處的受眾應為活動負責人，因此不適合以博客形式發表意見。

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
- 語氣誠懇、有建設性

請參閱附錄所列出的文本類型格式。

問題三

們學校正在考慮將其中的一門課程採用在線教學。你作為學生代表，給同學們闡明在線課程的利與弊。

博客	演講稿	正式信函
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Criterion B:

- 內容涵蓋題目要求的兩個方面：給同學們闡明在線課程的利與弊；
- 簡單地提到你們學校正在考慮將其中的一門課程採用在線教學；
- 清楚地闡明在線課程的利與弊，可分別詳細地描述一個，或概述幾個好處與壞處，並給出具體的例子。

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，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	正式信函	此文本類型適合向特定受眾說明新課程的利與弊。這裏必須是一封公開的正式信函，受眾為學校的同學。
Generally inappropriate	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，一般沒有指定的受眾，因此很難直接針對學校的同學。

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/半正式
- 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：

日記

- 開首一行寫（年）月、日/星期/天氣情況
- 第一人稱（「我」作敘述）
- 寫作方式是隨性的
- 有一個總結，如「今天就寫到這裡了」

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

官方報導

- 相關的標題/題目
- 日期及簡介
- 中立/客觀的立場，論述能佐以事實、理論支持內容
- 格式清楚，可包括標題、副標題、分段等

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，如提問及反覆等

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/敬愛的校長：

此致 /敬祝/祝

敬禮！ /教安！ /工作順利！

學生
署名
年月日
