

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2017

Chinese / Chinois / Chino B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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Chinese B – Simplified version

Chinois B – Version simplifiée

Chino B – Versión simplificada

Section A

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

说明

字数

HL考生的写作要求，A部分至少300字，B部分至少180字。如果字数不足，在 criterion A 扣一分。A部分超过480字或者B部分超过300字不扣分。给分时应当考虑全文。

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。

好的回答应该很少有语言差距，而偶尔犯错或者经常犯错很少影响意思。

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Clarification

For the **7-8 mark** band, all aspects listed for each task are expected to be present. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements. Please refer to the assessment criteria.

For the **9-10 mark** band, the response should also be EFFECTIVE and THOROUGH, with HIGHLY APPROPRIATE supporting details. The 9-10 mark band is often distinguished from the 7-8 band by its depth of discussion, insightful exploration of the topic and natural and convincing structure.

NOTE: When marking candidate responses, keep in mind that neither the **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 they meet the requirements of the task, and the ideas are sufficiently developed.

问题一:文化的多样性

最近你第一次到中国旅游。在旅游期间,你亲身经历了一件事从而改变了你原本对中国及其人民的理解。写一篇日记,把你所经历的事件写下来,并反思你如何改变自己的观点及改变的原因。

考生必须:

- 写出和题目相关的回答:他们最近第一次到中国旅游
- 把重点放在一件特别的事件上
- 包含题目所要求的两个方面:如何改变自己的观点及改变的原因
- 用合适的例子、解释或理由来支持观点或看法
- 思想观点的展开条理清楚并且有效,例如段落分明或使用一些连接词等。

问题二:风俗与传统

学校正在激烈地讨论“学生应该每天早上在学校唱国歌”的提议。你将在下次学校集会时发表你对这项提议的看法。写这一篇演讲稿。

考生必须:

- 把写作重点放在同意或反对“学生应该每天早上在学校唱国歌”的提议上
- 详细地对这个话题提出一系列不同的论点,或是深入地探讨一个总体论点
- 用合适的例子、解释或理由来支持观点或看法
- 思想观点的展开条理清楚并且有效,例如段落分明或使用一些连接词等。

问题三:健康

很多青少年对自己的外表没有自信。给《青年杂志》写一篇文章,讨论青少年缺乏这种自信的原因,并提出一些解决的方法。

考生必须:

- 针对特定的读者(青少年)而写作
- 把写作重点放在青少年对自己的外表没有自信上
- 包含题目所要求的两个方面:青少年缺乏这种自信的原因,并提出一些解决的方法
- 用合适的例子、解释或理由来支持观点或看法
- 思想观点的展开条理清楚并且有效,例如段落分明或使用一些连接词等。

问题四:休闲

最近,一位颇有名气的艺术家在你的城市举办了一场个人作品展,吸引了很多人潮,特别受到年轻人的喜爱。访问这位艺术家,谈谈他对自己作品为何能如此吸引年轻人的原因。写一篇访谈稿,在《艺术与我》杂志上发表。

考生必须:

- 写出和题目相关的回答:一位颇有名气的艺术家在你的城市举办了一场个人作品展
- 把写作重点放在艺术家自己的想法上
- 包含题目所要求的两个方面:谈谈艺术家的作品展以及作品为何能如此吸引年轻人的原因
- 用合适的例子、解释或理由来支持观点或看法
- 思想观点的展开条理清楚并且有效,例如段落分明或使用一些连接词等。

问题五:科学与技术

科技的发展影响了我们的社交生活,尤其对年轻人的影响特别大。写一篇博客,讨论科技对年轻人社交生活的正面与负面影响。

考生必须:

- 写出和题目相关的回答:科技的发展影响了我们的社交生活,尤其对年轻人的影响特别大
- 把重点放在科技对年轻人在社交生活上的影响
- 包含题目所要求的两个方面:讨论正面与负面的影响
- 用合适的例子、解释或理由来支持观点或看法
- 思想观点的展开条理清楚并且有效,例如段落分明或使用一些连接词等。

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

获得最高分 **[5]**，必须达到下面所有的标准。

获得 **[3]**，必须达到超过一半的词汇语法运用的标准。

说明：考官必须注意以下各点仅为评分参考。因此，如考生答题时只能回应各列点中的部分内容（如作业部分能运用恰当的语气，但并不一致；有清楚的开头，但没有结束语等），在评分上应酌量考虑给分。总体而言，考官应根据作业的整体表现，参考标准 **C**，以其专业判断作最后评分。

文本类型的标准如下：

问题一：日记

- 开首一行写（年）月、日 / 星期 / 天气情况
- 如果写上“亲爱的日记” 扣分
- 写作方式是随心所欲
- 有一个总结
- 非正式的语气，使用第一人称（我）来写。

问题二：演讲

- 半正式或正式语气
- 第一人称
- 开头得有称谓，结尾表示感谢
- 包含三个部分：引言、正文、结尾。

问题三：文章

- 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
- 半正式 / 正式语气（依题目情况而定）。

问题四：访谈

采访稿：

- 标题 / 题目
- 作者姓名
- 以记者报导的形式，吸引读者阅读
- 前言与总结
- 写出访谈内容
- 以报导方式呈现访谈内容
- 正式或半正式语气（依题目情况而定）。

访谈稿：

- 能提供时间、地点、采访人、受访人简介
- 开头时欢迎受访者；结束时表示感谢
- 前言与总结：前言应简单介绍为什么有这个访谈
- 写出访谈内容
- 采用一问一答形式
- 正式 / 半正式语气（依题目情况而定）。

问题五：博客

- 日期、时间
- 博主的姓名
- 标题 / 题目
- 第一人称（有博主的语气）
- 与读者的互动
- 半正式 / 非正式语气（依题目情况而定）。

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

说明

字数

HL考生的写作要求，A部分至少300字，B部分至少180字。如果字数不足，在 criterion A 扣一分。A部分超过480字或者B部分超过300字不扣分。给分时应考虑全文。

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。

好的回答应该很少有语言差距，而偶尔犯错或者经常犯错很少影响意思。

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7–8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

问题六：

新闻不是告诉你发生了什么事，而是告诉你它想要你听到的事。

Chinese B – Traditional version

Chinois B – Version traditionnelle

Chino B – Versión tradicional

Section A

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

說明

字數

HL 考生的寫作要求，A 部分至少 300 字，B 部分至少 180 字。如果字數不足，在 criterion A 扣一分。A 部分超過 480 字或者 B 部分超過 300 字不扣分。給分時應當考慮全文。

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。

好的回答應該很少有語言差距，而偶爾犯錯或者經常犯錯很少影響意思。

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Clarification

For the **7-8 mark** band, all aspects listed for each task are expected to be present. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements. Please refer to the assessment criteria.

For the **9-10 mark** band, the response should also be EFFECTIVE and THOROUGH, with HIGHLY APPROPRIATE supporting details. The 9-10 mark band is often distinguished from the 7-8 band by its depth of discussion, insightful exploration of the topic and natural and convincing structure.

NOTE: When marking candidate responses, keep in mind that neither the 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 they meet the requirements of the task, and the ideas are sufficiently developed.

問題一:文化的多样性

最近你第一次到中國旅遊。在旅遊期間，你親身經歷了一件事從而改變了你原本對中國及其人民的理解。寫一篇日記，把你所經歷的事件寫下來，並反思你如何改變自己的觀點及改變的原因。

考生必須：

- 寫出和題目相關的回答：他們最近第一次到中國旅遊
- 把重點放在一件特別的事件上
- 包含題目所要求的兩個方面：如何改變自己的觀點及改變的原因
- 用合適的例子、解釋或理由來支持觀點或看法
- 思想觀點的展開條理清楚並且有效，例如段落分明或使用一些連接詞等。

問題二:風俗與傳統

學校正在激烈地討論「學生應該每天早上在學校唱國歌」的提議。你將在下次學校集會時發表你對這項提議的看法。寫這一篇演講稿。

考生必須：

- 把寫作重點放在同意或反對「學生應該每天早上在學校唱國歌」的提議上
- 詳細地對這個話題提出一系列不同的論點，或是深入地探討一個總體論點
- 用合適的例子、解釋或理由來支持觀點或看法
- 思想觀點的展開條理清楚並且有效，例如段落分明或使用一些連接詞等。

問題三:健康

很多青少年對自己的外表沒有自信。給《青年雜誌》寫一篇文章，討論青少年缺乏這種自信的原因，並提出一些解決的方法。

考生必須：

- 針對特定的讀者（青少年）而寫作
- 把寫作重點放在青少年對自己的外表沒有自信上
- 包含題目所要求的兩個方面：青少年缺乏這種自信的原因，並提出一些解決的方法
- 用合適的例子、解釋或理由來支持觀點或看法
- 思想觀點的展開條理清楚並且有效，例如段落分明或使用一些連接詞等。

問題四:休閒

最近，一位頗有名氣的藝術家在你的城市舉辦了一場個人作品展，吸引了很多人潮，特別受到年輕人的喜愛。訪問這位藝術家，談談他對自己作品為何能如此吸引年輕人的原因。寫一篇訪談稿，在《藝術與我》雜誌上發表。

考生必須：

- 寫出和題目相關的回答：一位頗有名氣的藝術家在你的城市舉辦了一場個人作品展
- 把寫作重點放在藝術家自己的想法上
- 包含題目所要求的兩個方面：談談藝術家的作品展以及作品為何能如此吸引年輕人的原因
- 用合適的例子、解釋或理由來支持觀點或看法
- 思想觀點的展開條理清楚並且有效，例如段落分明或使用一些連接詞等。

問題五:科學與技術

科技的發展影響了我們的社交生活，尤其對年輕人的影響特別大。寫一篇博客，討論科技對年輕人社交生活的正面與負面影響。

考生必須：

- 寫出和題目相關的回答：科技的發展影響了我們的社交生活，尤其對年輕人的影響特別大
- 把重點放在科技對年輕人在社交生活上的影響
- 包含題目所要求的兩個方面：討論正面與負面的影響
- 用合適的例子、解釋或理由來支持觀點或看法
- 思想觀點的展開條理清楚並且有效，例如段落分明或使用一些連接詞等。

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

獲得最高分 [5]，必須達到下面所有的標準。

獲得 [3]，必須達到超過一半的詞匯語法運用的標準。

說明：考官必須注意以下各點僅為評分參考。因此，如考生答題時只能回應各列點中的部分內容（如作業部分能運用恰當的語氣，但並不一致；有清楚的開頭，但沒有結束語等），在評分上應酌量考慮給分。總體而言，考官應根據作業的整體表現，參考標準 C，以其專業判斷作最後評分。

文本類型的標準如下：

問題一：日記

- 開首一行寫（年）月、日 / 星期 / 天氣情況
- 如果寫上「親愛的日記」 扣分
- 寫作方式是隨心所欲
- 有一個總結
- 非正式的語氣，使用第一人稱（我）來寫。

問題二：演講

- 半正式或正式語氣
- 第一人稱
- 開頭得有稱謂，結尾表示感謝
- 包含三個部分：引言、正文、結尾

問題三：文章

- 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
- 半正式 / 正式語氣（依題目情況而定）

問題四：訪談

採訪稿：

- 標題 / 題目
- 作者姓名
- 以記者報導的形式，吸引讀者閱讀
- 前言與總結
- 寫出訪談內容
- 以報導方式呈現訪談內容
- 正式或半正式語氣（依題目情況而定）

訪談稿：

- 能提供時間、地點、採訪人、受訪人簡介
- 開頭時歡迎受訪者；結束時表示感謝
- 前言與總結：前言應簡單介紹為什麼有這個訪談
- 寫出訪談內容
- 採用一問一答形式
- 正式 / 半正式語氣（依題目情況而定）

問題五：博客

- 日期、時間
- 博主的姓名
- 標題 / 題目
- 第一人稱（有博主的語氣）
- 與讀者的互動
- 半正式 / 非正式語氣（依題目情況而定）

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

說明

字數

HL 考生的寫作要求，A 部分至少 300 字，B 部分至少 180 字。如果字數不足，在 criterion A 扣一分。A 部分超過 480 字或 B 部分超過 300 字不扣分。給分時應當考慮全文。

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。

好的回答應該很少有語言差距，而偶爾犯錯或者經常犯錯很少影響意思。

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7–8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

問題六：

新聞不是告訴你發生了什麼事，而是告訴你它想要你聽到的事。
