ib Diploma Programme
Programme du diplôme
Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

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Chinese / Chinois / Chino B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

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International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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

学校最近要举办一个节日庆祝活动，你是这个活动的负责人。但是因为票卖得不好，你想介绍这次的活动内容以及这个节日的重要性，吸引更多的学生来参加这个活动。

| 提案 | 传单 | 演讲稿 |

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相关节日的重要性；
- 简单地提到学校要举办一个节日庆祝活动；
- 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；
- 能说明相关节日的重要性，可详细地描述一个原因，或概述几个原因。

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，这里的受众是学生们。
Generally appropriate	演讲稿	此文本类型适合对某种议题表达个人看法及提出建议，有特定的受众，且必须为一个群体。这里的受众是学生们。 但通常于特定场合进行发表，题目中没有指明相关的场合。
Generally inappropriate	提案	此文本类型属专业文本，针对锁定读者提出建议。这与题目要求并不太相符。

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

现在素食越来越流行，你居住的城市开了一个新的素食餐馆。你想与广大市民分享这次到餐馆用餐的经验及素食对健康的好处。

传单	博客	提案

Criterion B:

- 内容涵盖题目要求的两个方面：分享到素食餐馆用餐的经验及说明素食对健康的好处；
- 简单地提到居住的城市开了一个新的餐馆；
- 清楚地描述这次到餐馆用餐的经验，并具体说明过程及感受；
- 能说明素食对健康的益处，可详细地描述一个好处，或概述几个好处。

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	传单	此文本类型虽适合针对广大群众发布资讯，但多用作宣传、分享的性质，不太适合分享个人经验。
Generally inappropriate	提案	此文本类型属专业文本，针对锁定读者提出建议。这与题目要求并不太相符。

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，分析素食对健康的好处。

请参阅附录所列出的文本类型格式。

问题三

学校浪费资源的现象越来越严重，导致支出过多，经费不足。因此学校不再提供免费的课外活动，你很担心这个问题。跟同学谈谈这个问题，提出一些节省资源的方法。

评论	博客	演讲稿

Criterion B:

- 内容涵盖题目要求的两个方面：说明学校浪费资源的现象（或学校不提供免费的课外活动的问题）及提出一些节省资源的建议；
- 简单地提到学校因浪费资源的问题导致经费不足而不再提供免费的课外活动；
- 清楚地描述学校资源浪费的现象（或学校不提供免费课外活动的问题），并能恰当地举例说明，可包括一个或多个例子；
- 能明确地提出多于一个节省学校资源的方法。

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及提出建议，有特定的受众，且必须为一个群体。这里的受众是学生们。
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，一般没有指定的受众。
Generally inappropriate	评论	此文本类型多用作针对具体的人物或事物表达个人的观点及看法，一般具有较强的主观色彩及批判性，这与题目描述客观现象的目的不太相符。

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；
- 半正式：语气亲和、友善；正式：语气可相对认真，具提醒的作用。

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

提案
- 针对特定的受众提出建议
- 清楚地介绍提案的目的及内容，可运用具综合性的标题、分段论点说明等方式
- 格式清楚，可包括标题、副标题、分段、列点等，让听众能抓到提案重点
- 内容具说服力，并提出令人信服的结论

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

注解：以上是这些文本类型的共同特点，格式要求应按照不同的要求作调整

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，结尾表示感謝
- 运用演讲相关的语言、技巧，如提问及反复等

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

评论
- 题目有吸引力及相关性，可有副标题
- 评论者的姓名、日期、简介及清晰的总结
- 用开门见山的方法来吸引读者的注意力

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.

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

學校最近要舉辦一個節日慶祝活動，你是這個活動的負責人。但是因為票賣得不好，你想介紹這次的活動內容以及這個節日的重要性，吸引更多的學生來參加這個活動。

| 提案 | 傳單 | 演講稿 |

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相關節日的重要性；
- 簡單地提到學校要舉辦一個節日慶祝活動；
- 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；
- 能說明相關節日的重要性，可詳細地描述一個原因，或概述幾個原因。

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，這裏的受眾是學生們。
Generally appropriate	演講稿	此文本類型適合對某種議題表達個人看法及提出建議，有特定的受眾，且必須為一個群體。這裏的受眾是學生們。但通常於特定場合進行發表，題目中沒有指明相關的場合。
Generally inappropriate	提案	此文本類型屬專業文本，針對鎖定讀者提出建議。這與題目要求並不太相符。

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

現在素食越來越流行，你居住的城市開了一個新的素食餐館。你想與廣大市民分享這次到餐館用餐的經驗及素食對健康的好處。

傳單	博客	提案

Criterion B:

- 內容涵蓋題目要求的兩個方面：分享到素食餐館用餐的經驗及說明素食對健康的好處；
- 簡單地提到居住的城市開了一個新的餐館；
- 清楚地描述這次到餐館用餐的經驗，並具體說明過程及感受；
- 能說明素食對健康的益處，可詳細地描述一個好處，或概述幾個好處。

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	傳單	此文本類型雖適合針對廣大群眾發佈資訊，但多用作宣傳、分享的性質，不太適合分享個人經驗。
Generally inappropriate	提案	此文本類型屬專業文本，針對鎖定讀者提出建議。這與題目要求並不太相符。

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，分析素食對健康的好處。

請參閱附錄所列出的文本類型格式。

問題三

學校浪費資源的現象越來越嚴重，導致支出過多，經費不足。因此學校不再提供免費的課外活動，你很擔心這個問題。跟同學談談這個問題，提出一些節省資源的方法。

評論	博客	演講稿

Criterion B:

- 內容涵蓋題目要求的兩個方面：說明學校浪費資源的現象（或學校不提供免費的課外活動的問題）及提出一些節省資源的建議；
- 簡單地提到學校因浪費資源的問題導致經費不足而不再提供免費的課外活動；
- 清楚地描述學校資源浪費的現象（或學校不提供免費課外活動的問題），並能恰當地舉例說明，可包括一個或多個例子；
- 能明確地提出多於一個節省學校資源的方法。

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及提出建議，有特定的受眾，且必須為一個群體。這裏的受眾是學生們。
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，一般沒有指定的受眾。
Generally inappropriate	評論	此文本類型多用作針對具體的人物或事物表達個人的觀點及看法，一般具有較強的主觀色彩及批判性，這與題目描述客觀現象的目的不太相符。

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；
- 半正式：語氣親和、友善；正式：語氣可相對認真，具提醒的作用。

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

提案
- 針對特定的受眾提出建議
- 清楚地介紹提案的目的及內容，可運用具綜合性的標題、分段論點說明等方式
- 格式清楚，可包括標題、副標題、分段、列點等，讓聽眾能抓到提案重點
- 內容具說服力，並提出令人信服的結論

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

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，如提問及反復等

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

評論
- 題目有吸引力及相關性，可有副標題
- 評論者的姓名、日期、簡介及清晰的總結
- 用開門見山的方法來吸引讀者的注意力