

IB Written assignment SL: Receptive and written productive skills

书面作业：接受技能和书面表达技能

比重 Weighting: 20%

This component consists of inter-textual reading linked to the core, followed by a written exercise of 300–400 words and a 100-word rationale. It is undertaken during the second year of the course and is externally assessed.

这项作业是先完成与核心主题相关的跨文本阅读，然后完成篇幅为300–400个英语单词（360–480个汉字）的写作练习，另外还要写出100个英语单词（120个汉字）的写作说明。学生于本课程的第2学年期间完成这项书面作业，并提交接受校外评估。

Core Topics 核心主题

Communication and media
交流与媒体

Global issues
全球性问题

Social relationships
社会关系

Objectives 目标

The purpose of the written assignment is to provide the student with the chance to reflect upon and develop further understanding of a core topic, as well as to develop inter-textual receptive and productive skills.

“Inter-textual reading” refers to the ability to read across different texts that may be linked by a common theme.

书面作业的目的在于使学生有机会对核心主题进行反思并产生更深刻的理解，同时也培养跨文本接受技能和表达技能。“跨文本阅读”指的是阅读属于同一主题的不同文本材料的能力。

The assignment 作业

The assignment has two parts: the task and a rationale. 这项作业有两个部分：写作练习和写作说明。

The task: Students produce a piece of writing that may be chosen from the recommended text types listed for paper 2 in this section. The subject of the assignment should have a specific focus, suitable for a piece of writing of 300–400 words in length. The content must be linked to one of the core topics and based on the information gathered from the three sources—such as articles, blogs and interviews—selected by the teacher. The length of each source must be 300–400 words.

写作练习：学生可以选用本节中列出的建议试卷2采用的文本类型完成一篇写作。作业的主题应当有一个具体的焦点，适合用来进行篇幅为300–400个英语单词（360–480个汉字）的写作。写作的内容必须是关于某一个核心主题的，并要基于从由教师挑选的3篇原始资料，例如报刊文章、博客和访谈中收集到的信息。每一篇原始资料的篇幅必须为300–400个英语单词（360–480个汉字）。

Paper 2 text types 试卷2文本类型

1. Article 文章
2. Blog/diary entry 博客/日记
3. Brochure, leaflet, flyer, pamphlet, advertisement
手册、传单、广告单、小册子、广告
4. Essay 议论文
5. Interview 访谈
6. Introduction to debate, speech, talk, presentation
辩论、演讲、谈话、演示的开场白
7. News report 新闻报道
8. Official report 正式报告
9. Review 评论
10. Set of instructions, guidelines
操作步骤说明、工作程序指南
11. Written correspondence 书面信函

The rationale: Students must write a 100-word rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved. **写作说明：**学生必须写出100个英语单词（120个汉字）的写作说明，介绍自己的作业，陈述自己的写作目的以及如何达到了目的。

The following example is for English B. 以下是英语B书面作业的一个实例。

Core topic	Global issues
Focus of sources	People trafficking into the UK
Sources (These sources will not have been previously read in class.)	1. Interview with a victim of trafficking 2. Newspaper article on Immigration authorities' intervention in a border control centre 3. Brochure of a charity that helps illegal immigrants
Topic of the assignment	Modern slavery
Text type	Interview
Title of the assignment	"Crossing the Channel"
Rationale	An explanation of the reasons for choosing the topic

The assessment of the task emphasizes **content and organization** over format. The student should **demonstrate understanding of the subject matter** of the written assignment, as well as the **ability to organize and use the information from the sources**.

对这项书面作业的评估注重其**内容和组织结构**而不是其展示形式。学生应当显示出对这项书面作业主旨的**理解**，并显示出对来自**原始资料的信息加以组织和利用**的能力。

The student should:

- o demonstrate understanding of the core topic
- o organize the information from the sources in a manner appropriate to the text
- o use the information from the sources to form a new text without copying
- o use language appropriate to the text type and purpose

学生应当：

- o 显示出对核心主题的理解；
- o 以适合所撰写的文本的方式对来自原始资料的信息加以组织；
- o 利用来自原始资料的信息形成新的文本，而不是进行抄写；
- o 使用适合文本类型和目的的语言。

○ **Assessment Criteria of Written Assignment (SL)**

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○ **Criterion A: Language** - How effectively and accurately does the student use language?

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Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Sentence structures are rarely clear.
3–4	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Sentence structures are sometimes clear.
5–6	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Sentence structures are usually clear.
7–8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Sentence structures are clear.

Written assignment SL: Students are required to adhere to a word limit of 300–400 words, plus a 100-word rationale. Students who fail to write the **minimum number of words** or who **exceed the maximum** will be **deducted 1 mark** from criterion A: language. If the word limit is exceeded, the assessment will be based on the first 400 words and the rationale.

普通课程的书面作业: 要求学生遵守300–400个英语单词（360–480个汉字），外加100个英语单词（120个汉字）的写作说明的字数限制。依据“标准A：语言”进行评估时，没有达到**最低字数**要求或超过了**最高字数**要求的学生将被**扣1分**。如果超出了字数的上限，将仅针对写作的头400个英语单词（480个汉字）和写作说明进行评估。

Criterion B: Content

- How well has the student used the sources to achieve the aim(s) stated in the rationale?
- How skillfully are the sources used for the task?
- How well organized is the information gathered from the sources?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student makes little use of the sources and has not fulfilled the aim(s) stated in the rationale. Use of the sources is superficial or poorly developed. There is no evidence of organization.
3–4	The student makes some use of the sources and partially fulfills the aim(s) stated in the rationale. Use of the sources is basic, though at least relevant. There is an attempt at organization.
5–6	The student makes use of the sources and generally fulfills the aim(s) stated in the rationale. Use of the sources is adequate. There is some organization.
7–8	The student makes good use of the sources and mostly fulfills the aim(s) stated in the rationale. Use of the sources is good. The work is mostly organized.
9–10	The student makes effective use of the sources and fulfills the aim(s) stated in the rationale. Use of the sources is effective. The work is organized .

Criterion C: Format

- o How correctly does the student produce the required **text type**?
- o 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 limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are evident.
4	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

Criterion D: Rationale - How clear and convincing is the rationale?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The rationale is not clear.
2	The rationale is clear to some extent.
3	The rationale is clear and directly linked to the sources .