

IB Written assignment SL: Receptive and written productive skills

書面作業:接受技能和書面表達技能

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.

這項作業是先完成與核心主題相關的跨文本閱讀, 然後完成篇幅為300–400個英語單詞(360–480個漢字)的寫作練習, 另外還要寫出100個英語單詞(120個漢字)的寫作說明。學生於本課程的第2學年期間完成這項書面作業, 並提交接受校外評估。

Core Topics 核心主題

Communication and media
交流與媒體

Global issues
全球性問題

Social relationships
社會關係

Objectives 目標

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.

書面作業的目的在於使學生有機會對核心主題進行反思並產生更深刻的理解, 同時也培養跨文本接受技能和表達技能。“跨文本閱讀”指的是閱讀屬於同一主題的不同文本材料的能力。

The assignment 作業

The assignment has two parts: the task and a rationale. 這項作業有兩個部分: 寫作練習和寫作說明。

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.

寫作練習: 學生可以選用本節中列出的建議試卷2採用的文本類型完成一篇寫作。作業的主題應當有一個具體的焦點, 適合用來進行篇幅為300–400個英語單詞(360–480個漢字)的寫作。寫作的內容必須是關於某一個核心主題的, 並要基於從由教師挑選的3篇原始資料, 例如報刊文章、博客和訪談中收集到的資訊。每一篇原始資料的篇幅必須為300–400個英語單詞(360–480個漢字)。

Paper 2 text types 試卷2文本類型

1. Article 文章
2. Blog/diary entry 博客/日記
3. Brochure, leaflet, flyer, pamphlet, advertisement
手冊、傳單、廣告單、小冊子、廣告
4. Essay 議論文
5. Interview 訪談
6. Introduction to debate, speech, talk, presentation
辯論、演講、談話、演示的開場白
7. News report 新聞報導
8. Official report 正式報告
9. Review 評論
10. Set of instructions, guidelines
操作步驟說明、工作程式指南
11. Written correspondence 書面信函

The rationale: Students must write a 100-word rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved.

寫作說明: 學生必須寫出100個英語單詞(120個漢字)的寫作說明, 介紹自己的作業, 陳述自己的寫作目的以及如何達到了目的。

The following example is for English B. 以下是英語B書面作業的一個實例。

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**.

對這項書面作業的評估注重其內容和組織結構而不是其展示形式。學生應當顯示出對這項書面作業主旨的理解，並顯示出對來自原始資料的資訊加以組織和利用的能力。

The student should:

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

學生應當：

- 顯示出對核心主題的理解；
- 以適合所撰寫的文本的方式對來自原始資料的資訊加以組織；
- 利用來自原始資料的資訊形成新的文本，而不是進行抄寫；
- 使用適合文本類型和目的的語言

Assessment Criteria of Written Assignment (SL)

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 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.

普通課程的書面作業：要求學生遵守300–400個英語單詞(360–480個漢字)，外加100個英語單詞(120個漢字)的寫作說明的字數限制。依據“標準A:語言”進行評估時，沒有達到**最低字數**要求或超過了**最高字數**要求的學生將被**扣1分**。如果超出了字數的上限，將僅針對寫作的頭400個英語單詞(480個漢字)和寫作說明進行評估。

Criterion B: Content

- o How well has the student used the sources to achieve the aim(s) stated in the rationale?
- o How skillfully are the sources used for the task?
- o 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.