

## Written assignment HL: Receptive and written productive skills

### Weighting: 20%

This component consists of a creative writing task of 500–600 words linked to one of the two works of literature read in class and a 150-word rationale. It is undertaken during the second year of the course and is externally assessed.

这项作业包括：根据在课堂上学习过的两篇（部）文学作品之一完成篇幅为500–600个英语单词（600–720个汉字）的创作，另外还要写150个英语单词（180个汉字）的写作说明。

Literature Works  
One of the  
2 literature works

### 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 one of the literary works read in class, as well as to develop their receptive and productive skills to a higher degree.

书面作业的目的是使学生有机会对在课堂上阅读过的一篇（部）文学作品进行反思并加深对它的理解，同时也要培养更高级的接受技能和表达技能。

### 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 creative writing that may be chosen from the recommended text types listed for paper 2 in this section. It will be based on a work of literature that the student has read as part of the course and may use related information from other reading material. The task must be 500–600 words in length. Examples of written assignments could be writing a new ending to a novel, interviewing a character, or a diary entry by one of the characters in a story or play.

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创作。这篇创作将基于学生在课程中曾阅读过的一篇（部）文学作品，还可以利用出自其它阅读材料中的相关信息。这篇创作的篇幅必须为500–600个英语单词（600–720个汉字）。这项书面作业的例子包括：为一部小说写一个新的结尾、采访一位人物，以故事或戏剧中一位人物的身份写一篇日记。

Paper 2 text types	
1. Article 文章	7. News report 新闻报道
2. Blog/diary entry 博客/日记	8. Official report 正式报告
3. Brochure, leaflet, flyer, pamphlet, advertisement 手册、传单、广告单、小册子、广告	9. Proposal 建议书
4. Essay 议论文	10. Review 评论
5. Interview 访谈	11. Set of instructions, guidelines 操作步骤说明、工作程序指南
6. Introduction to debate, speech, talk, presentation 辩论、演讲、谈话、演示的开场白	12. Written correspondence 书面信函

**The rationale:** Students must write a 150-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150个英语单词（180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。

<b>Source</b> 原始资料	Short story 短篇小说
<b>Task</b> 作业	Dialogue with a character from the short story 与短篇小说中一位人物的对话
<b>Text type</b> 文本类型	Interview 访谈
<b>Rationale</b> 写作说明	Introducing the assignment and objectives of the task and offering a brief summary of the literary work 介绍作业和作业所要达到的目标，简要地介绍相关的文学作品。

The student should:

- use effectively a range of language appropriate to text type and purpose
- create a piece of writing that is connected to the literary work
- handle the selected text type effectively.

学生应当：

- 有效地运用适合文本类型和目的的相应语言；
- 完成一篇与相关的文学作品有联系创作；
- 有效地应用所选择的文本类型。

## Written assignment assessment criteria (HL)

### Criterion A: Language

- o How effectively and accurately does the student use language?

**Failure to write the minimum number of words will result in a 1-mark penalty.**

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

高级课程的书面作业：要求学生遵守500–600个英语单词（600–720个汉字），外加150个英语单词（180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600个英语单词（720个汉字）和写作说明进行评估。

### Criterion B: Content

- o To what extent does the student show appreciation of the literary work?
- o How skillfully is the task planned?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The student does not make use of the literary work.</b> Connection with the text is superficial or little developed. There is no evidence of organization.
3–4	<b>The student makes little use of the literary work.</b> Connection with the text is basic. There is little evidence of organization.
5–6	<b>The student makes some use of the literary work.</b> Connection with the text is adequate and is used fairly well. There is some evidence of organization.
7–8	<b>The student makes use of the literary work.</b> Connection with the text is good. There is evidence of organization.
9–10	<b>The student makes good use of the literary work.</b> Connection with the text is effective. There is clear evidence of organization.

### 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	<b>1 The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
2	<b>The text type is generally recognizable and appropriate.</b> Some conventions appropriate to the text type are evident.
3	<b>The text type is recognizable and appropriate.</b> Conventions appropriate to the text type are effective.
4	<b>The text type is recognizable, appropriate and convincing.</b> Conventions appropriate to the text type are effective and varied.

### 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, pertinent and directly linked to the literary work.