**写作1、2期末复习大纲**

1. **考核方式**

本课程的考核采取两种形式：形成性考核和课程终结考试。课程总评成绩采用百分制（60分为及格线），形成性考核占20%，课程终结考试占80%。

形成性考核：形成性考核为作业考核，每级课程须提交六次作业，由辅导教师评判，六次作业的平均成绩即形成性考核成绩。

课程终结考试：为笔试，满分为100分，占课程终结考试成绩的100%。课程终结考试要求考生在规定时间内完成一篇闭卷作文，所选用题目与平时作业中所涉及的作文题目相类似，或是要求相似，

时间: 30 分钟

长度: 写作1，2大约为150 words, 3段。

**II. “英语写作”评分标准**

英语写作满分为100分，分为语言（满分50分）、内容（满分40分）、和**书写（满分10分）**三部分。三部分分值相加即为作文的总分。各部分评分标准如下：

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| 项目 | 分数 | 标准 |
| 语言 | 47分 | 用词巧妙，词汇丰富，表达手法灵活多变，写作技巧精湛，明显超出普通水平。语法结构严谨。 |
| 42分 | 用词得体，表达手法比较灵活。语法结构较好。 |
| 38分 | 用词正确，能灵活运用多种表达手法，偶有选词错误。语法结构一般。 |
| 34分 | 用词一般，表达手法单一。多处选词有误。语法结构需改进。 |
| 30分（及格） | 用词能力稍差，表达手法单一，选词有较明显错误。语法结构需较多改进。 |
| 20分 | 用词较差，表达手法单一。文中时用汉语词汇或拼音。选词有明显错误。语法结构急需改进。 |
| 15分 | 用词很差，表达手法单一。文中常用汉语词汇或拼音。用词拙劣，语法结构混乱，错误较多。 |
| 10分 | 不能正确使用词汇和语法。 |
| 内容 | 38分 | 文章内容切题，内容充实，思维新颖，见解独到，思想水平卓越。篇幅适当，行文流畅，有较强的可读性和趣味性。 |
| 34分 | 文章切题，思路清晰。篇幅适当，行文比较流畅，有一定的可读性和趣味性。 |
| 30分 | 文章切题，中心思想没有新意，思辨能力一般。篇幅适当，偶有有趣表达，句子结构一般。有时表达不清晰，易引起理解困难。 |
| 27分 | 文章基本切题，但思想表达能力有限，立意不清。篇幅较短。句子结构一般，有时意思模糊，理解较困难。可读性及趣味性较弱。 |
| 24分（及格） | 文章大致切题。篇幅不够，句子结构较差，缺乏可读性和趣味性。 |
| 20分 | 文章不切题。篇幅不够，句子结构较差，缺乏可读性和趣味性。 |
| 16分 | 文章离题较远。篇幅不够，句子结构差，无可读性和趣味性。 |
| 10分 | 文章离题。篇幅不够，句子结构混乱。 |
| 书写 | 9/10分 | 拼写及标点符号使用准确无误，书写整洁美观，能清晰认读。 |
| 8分 | 拼写及标点符号使用偶有错误。书写整洁，易于认读。 |
| 7分 | 拼写及标点符号使用有常见的错误。书写基本整洁，可以认读。 |
| 6分 | 拼写及标点符号使用有较多的错误，以致影响认读。书写基本工整。 |
| 4分 | 拼写及标点符号错误较多，书写不够工整，造成认读困难。 |
| 2分 | 拼写及标点符号错误极多，字迹潦草，全篇认读困难。 |

Marking Criteria (Writing)

# B.A. and DP Students

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| Marks (50) | Language Use |
| 47 | Student use of vocabulary is exceptional demonstrating a wide variety of skills in language usage of a standard rarely achieved by others. Grammar construction is excellent. |
| 42 | Student use of vocabulary is very good and demonstrates good variety in language usage. Grammar construction is very good. |
| 38 | Student use of vocabulary is quite good sometimes showing some variety of usage. There are a few instances of poor vocabulary choice. Grammar construction is average. |
| 34 | Student use of vocabulary is average showing no real variety in usage. There are many instances of poor vocabulary choice. Grammar usage needs obvious improvement. |
| 30 | Student use of vocabulary is a little below average and shows no variety in language usage. Very obvious instances of poor vocabulary choice. Grammar construction needs improvement. |
| 20 | Student use of vocabulary is below average and shows no variety in language usage. Some Chinese characters may appear in the essay. Obvious instances of very poor vocabulary choice. Grammar construction needs improvement. |
| 15 | Student use of vocabulary is well below average and shows no variety in language usage. Chinese characters appear in the essay. Very obvious instances of extremely poor vocabulary choice. Many problems in grammar construction. |
| 10 | This student is unable to use vocabulary and grammar correctly. |

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| Marks (40) | Essay — Content |
| 38 | Essay content is extremely relevant and shows an exceptional level of thinking skills rarely achieved by others. Sentence structure is such that it adds to the language flow of the essay making it extremely easy to read and very interesting. |
| 34 | Essay content is very relevant to the topic and shows the student has good thinking skills. Sentence structure mostly adds to the language flow. The essay is interesting and quite easy to read. |
| 30 | Essay content relates to the topic, however the student demonstrates only average thinking skills. Sentence structure is average, sometimes impeding meaning and/or understanding for the reader. The essay has a few points of interest. |
| 27 | Essay content mostly relates to the topic, however the student demonstrates poor thinking skills. Sentence structure is average, sometimes meaning is unclear and understanding slightly difficult for the reader. The essay has few points of interest. |
| 24 | Essay content has minor relevance to the topic. Sentence structure is a little below average and adds nothing to the readability of the essay. The essay is not interesting. |
| 20 | Essay content is mostly irrelevant to the topic. Sentence structure is below average and adds nothing to the readability of the essay. The essay lacks interest. |
| 16 | Essay content is mostly irrelevant to the topic. Sentence structure is well below average and adds nothing to the essay’s readability. The essay is not interesting. |
| 10 | Essay content is irrelevant to the task. Sentence structure very poor. |
| Marks (10) | Writing Mechanics [Spelling, Punctuation, Writing Clarity] |
| 9/10 | The student’s spelling and punctuation are of an extremely high standard. Writing is extremely legible. |
| 8 | The student has made a few spelling and punctuation errors. Writing is easily legible. |
| 7 | The student has made several spelling and punctuation errors which should not have been made. Writing is generally legible. |
| 6 | The student has made quite a few spelling and punctuation errors which mar the piece of writing. Writing is generally legible. |
| 4 | The student has made many spelling and punctuation errors which inhibit the reading process. Writing legibility is below average. |
| 2 | The student has great difficulty in correctly spelling many words and punctuation is poor or non-existent. Writing legibility is below average. |

1. **考试中注意要点**

* give your essay a title
* give a clearly stated topic sentence
* neat handwriting
* capitalization
* punctuation
* paragraphing
* word choice
* avoid making basic grammatical mistakes

1. **Key topics**

**写作1**

1. My favorite food/ my favorite holiday food
2. My pet
3. My neighbor

**写作2**

**1**. advantages and disadvantages of watching TV

2. my favorite book

3. An important traditional holiday in China/ An important holiday in USA

**祝大家考试顺利！**