

2002 年 香港中學會考生物科 (卷一) 問題 3(a)(i)(3) (篇章式參考答案 – 附圖式結構分析)

語體：後果解說

傳意功能：解釋事物產生的影響或重要性。

圖式結構：指令 ^ 現象確認 ^ 影響 [1-n]

圖式結構	語篇	語言特色
(現象確認)	x 的數值比 y 大，這表示植株出現淨得水。	陳述句「 x 的數值比 y 大」表達考生對讀數表中資料的理解。 言語過程「表示」帶出數據所代表的科學現象。
影響 1	這些淨得的水分在該植株的不同生命過程中是很重要的，例如新細胞的形成、光合作用、支持作用、細胞代謝等。	關係過程「是」對淨得的水分對植株的影響作出判斷。 運用詞語「例如」列舉一些例子說明淨得的水分的作用。 專科詞彙「新細胞的形成」、「光合作用」、「支持作用」、「細胞代謝」建構學科知識。

2002 HKCEE Biology (Paper I) Question 3(a)(i)(3) (Running answer text – with schematic structure)

Genre: Consequential Explanation

Communicative Function: To explain events which have a number of simultaneously occurring causes.

Schematic Structure: **Direction** ^ **Phenomenon Identification** ^ Effects [1-n]

Schematic Structure	Text	Linguistic Features
(Phenomenon Identification)	Value x is greater than value y . This indicates that there is a net gain of water by the plant.	Declarative 'Value x is greater than value y ' shows students' understanding of the data given in the table. Verbal process 'indicates' brings out the scientific phenomenon represented by the data.
Effect 1	The water gained is essential for various life processes, for example, formation of new cells, photosynthesis, support, cellular metabolism, etc.	Relational process 'is' makes a judgment on the importance of the water gained to the growth of the plant. The expression 'for example' introduces some

		<p>examples illustrating the use of the water gained.</p> <p>Subject-specific terms ‘formation of new cells’, ‘photosynthesis’, ‘support’, ‘cellular metabolism’ build subject knowledge.</p>
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Comparison

- Similarities and differences regarding the question:

Similarity 1

The ways to illustrate the experiment are similar in Chinese and English since they both make use of the declarative mood to impart information to students as in ‘下圖顯示一個用以研究某小植株水平衡的裝置，整個裝置置於一個通風及光線充足的房間內 8 小時’/‘The diagram below shows a set-up used to study the water balance of a small plant. The whole set-up was put in a well-ventilated and well-illuminated room for 8 hours’ supplemented by a diagram of the experiment set-up and a table showing important data. Besides, the directions given to students are also expressed in similar ways. Verbal processes ‘比較’/‘Compare’ and ‘解釋’/‘Explain’ in imperative mood in ‘比較 x 和 y 的數值，解釋 兩數值的差異對該植株健康生長有什麼重要性’/‘Compare values x and y . Explain the significance of their difference to the healthy growth of the plant’ are used in both texts to give instructions to students and guide them in writing the required answers.

Difference 1

It is realized from the texts that the use of passive voice is rather different in Chinese and English. It is revealed from the English text that in English language, the sentences can often be expressed in passive voice, as in ‘The whole set-up was put in a well-ventilated and well-illuminated room for 8 hours’. The passive voice used here functions to foreground the topic of concern ‘The whole set-up’. However, in Chinese language, to foreground the topic of concern, passive voice is not the device used and is seldom employed as in the counterpart of the above sentence in the Chinese text ‘整個裝置置於一個通風及光線充足的房間內 8 小時’ (The whole set-up was put in a well-ventilated and well-illuminated room for 8 hours).

- Similarities regarding the answer:

Similarity 1

Both texts identify the phenomenon whose effects on the small plant are to be explained by interpreting the data given in the question in the declarative ‘ x 的數值比 y 大，這表示植株出現淨得水’/‘Value x is greater than value y . This indicates that there is a net gain of water by the plant’

Similarity 2

It is noted that in both texts, relational process ‘是’/‘*is*’ and its associated attribute ‘很重要的’/‘*essential*’ make a judgment on the importance of the water gained to the growth of the plant.

Similarity 3

Examples are introduced in both texts by the expression ‘例如’/‘*for example*’ illustrating the use of the water gain in the plant and emphasizing its significance.