

Year 6/7

Second Language Learners

Writing — High

Content

Students present well-rehearsed information on familiar topics, including personal information such as name and age, introducing family members using kinship terms (e.g. 哥哥, 妹妹), and describing types and numbers of pets. Interests and activities are often expressed as preferences with some attempt at justifying preference using 因为 (because). Additional information is provided on some topics (e.g. nationality of parents), and content from current classroom learning, for example, food and health, home (rooms), clothing and colours, the body, seasons and weather. Students write texts of approximately 50 characters, or six sentences in length, generally with access to word lists.

Vocabulary

Students use vocabulary related to familiar topics (e.g. family, friends, leisure activities, and daily routines) using well-rehearsed, high-frequency items, often relying on word lists for support. They often employ specific vocabulary available to them in word lists not usually encountered at this level, for example, study (书房), or garden (花园), to describe places or objects. They use adjectives, time phrases, number phrases, and a limited range of conjunctions to extend their message.

Characters

Students write in characters, often using models or word lists. Writing may include a combination of characters, pinyin, and English, when providing additional information of personal interest not available in word lists, for example, yóuyong (swimming), netball. Most character writing is neat and legible, though not always well proportioned or with the correct number of strokes, for example, 的 (added strokes). Unfamiliar characters are often poorly written, even with copying from lists, for example, 我喜欢游泳 (missing the third component). Writing is generally presented on squared paper effectively, with each character allocated a square, and evidence of appropriate punctuation.

Forms and Structures

Students apply basic rules of Chinese syntax (subject-verb-object) when presenting well-rehearsed information about familiar topics. Students use verbs of identification (is/am/are 是), possession (have/has 有), preference (like 喜欢), and a range of verbs to describe daily activities or routine. They use a range of adjectives usually with the adverbs 很 or 不 only. Students write memorised or copied phrases, especially when using complex structures (e.g. 我喜欢猫, 因为它很美). Number measure phrases and simple conjunctions are used effectively, and the possessive particle (de 的) is used regularly when referring to personal information. Errors often reflect English expression, including using the verb 'to be' (是) rather than or as well as the adverb (很) with adjectival phrases (e.g. 我的妈妈是可爱) or omitting characters not obviously required in English, resulting in sentences being incomplete, for example, 我的爸爸是澳大利亚(人) Australian (person).

Discourse

Students use the conjunctions 和 and 因为 in rehearsed phrases (e.g. 我喜欢猫, 因为它很美). Their writing is organised into a paragraph of well-sequenced information, based on stimulus questions.