

Year 10

Second Language Learners

Writing — High

Content

Students present information as narratives, descriptions, and recounts related to their personal, social, and educational world. They present details about family members and friends, their home (e.g. address, features of their house), their interests, leisure activities (e.g. sports, hobbies), and their school life, (timetable and subjects, etc.). They relay information about topics of interest, for example, health and fitness, shopping and fashion, popular culture, and travel and tourism, including details about, for example, places and weather. They provide reasons for opinions and preferences. Students write texts of 120 characters (eight to twelve sentences) in length without support.

Vocabulary

Students employ a range of high-frequency vocabulary related to particular themes and topics to describe people, places, and events, and to express and justify opinions. Students use some specific vocabulary related to their own personal experience, for example, terms for sports and interests 弹钢琴, 功夫, 武术, music 摇滚乐, TV and film 爱情片, 电视迷, and a range of adjectives to describe their opinions, emotions, or impressions of people and events (e.g. 漂亮, 高兴, 美丽, 有意思, 有趣, 紧张).

Characters

Characters are written with considerable variability in terms of neatness and legibility. Individual characters may contain inaccuracies but are generally recognisable. Character components or strokes are occasionally inaccurate or confused, or omitted (e.g. writing 字 for 学, 句 for 可), omitting the radical by writing 召 for 绍, or substituting one familiar character for another (e.g. 生日 instead of 生日). Pinyin is occasionally used for complex or low-frequency characters (e.g. 电 ying (影), qing (情) 况, shu (数) 学). English is often used for proper nouns to name a school, city, or person. Squared paper is generally used effectively with each character allocated a square, indenting two spaces for a paragraph, and allocating a single square for punctuation.

Forms and Structures

Students use basic Chinese word order consistently, with a range of verb-object and adjectival predicates, adverbial constructions of time and prepositional phrases used to describe time, location, or participants in events. Number–measure phrases are used effectively, especially when referring to familiar subject matter. A range of modal verbs are used to express possibility or intention (e.g. 可以, 要, 会, 应该). Students express past tense using, for example, 了, time phrases, adverbs of frequency, for example, 有时候. Prepositional phrases using 跟, 从, 对, etc., are used to describe or elaborate on preferences, participants, time, or place (e.g. 我对音乐感兴趣). Students provide additional details using more complex structures such as attributive or relative clauses (e.g. 我最喜欢的课也是中文), or comparisons using 比, and 跟一样 (e.g. 他的功夫比我的好, 我的功夫和他的一样, 你的学校比我的大). Information is presented using coordinating conjunctions (e.g. 和, 但是, and 又... 又...) to link ideas, adverbs 也, 都 to describe the range of participants or actions, and subordinating conjunctions (e.g. 因为 ...) to relate ideas, or justify opinions and reasons (e.g. 我喜欢科学因为很有意思).

Errors occasionally occur because of an overextension of a word (or character) meaning, for example, ideas related to future aspirations are often expressed as 我想, rather than 我希望.

Students occasionally use English word order (e.g. placement of time 我们上课九点和下课三点半) and overuse the verb to be (是) with adjectives and number phrases (e.g. 我是十六岁).

Discourse

Students organise ideas into single paragraphs with each topic addressed in one or two sentences. Students display awareness of the audience by providing appropriate greetings/salutations and closures to correspondence, making enquiries using 什么 or 为什么, and occasionally asking questions in response to statements (e.g. 为什么你喜欢这个?).