

Writing — Average

Content

Students convey information related to their immediate, personal world including self-introductions, details about family members, friends, personal interests (likes/dislikes), school subjects, and year level. The information is typically presented using high-frequency vocabulary in rehearsed patterns and phrases. Responses are typically about 100 characters or six to ten sentences in length without support.

Vocabulary

Students use vocabulary that is relevant but not sophisticated, relying on high-frequency items to express familiar ideas, with frequent repetition of familiar verbs (e.g. 是/有/喜欢). They use high-frequency nouns to refer to activities, often without verbs (e.g. ... 我喜欢音乐, 足球). Elaboration involves simple descriptions in rehearsed phrases, using adjectives related to appearance, colour, shape, etc. Vocabulary choices are often supported by the use of dictionaries and word lists to allow students to communicate their personal ideas. Limited dictionary skills result in occasional inappropriate selection of words, for example, confusion between noun and verb forms (e.g. 戏剧排演 for 'drama rehearsal').

Characters

Students write characters that are legible, but may display a range of inaccuracies in strokes, components, or overall balance and proportion. Errors include missing or confused components and strokes, for example, the 口 component missing or transposed from 和, or writing 星 for 生, and 他 for 也. Students occasionally lack awareness of character spacing, dividing a compound character into two distinct parts (e.g. 的 being split into two squares on squared paper). Pinyin is sometimes used with the tone mark often absent or the word misspelt, for example, 'go' for gǒu (狗). English use is generally restricted to proper nouns, names of states, cities, or personal names. When writing on squared paper, the use of indents at the beginning of paragraphs and the provision of one square for punctuation are generally absent.

Forms and Structures

Students use basic sentence structures containing well-rehearsed phrases. At the sentence level information is presented as one key idea per sentence with minimal linking. Attempts at expressing more complex ideas are generally presented in learnt chunks or drawn from stimulus texts. Noun phrases are occasionally elaborated with relative or attributive clauses. Familiar, high-frequency verbs are used regularly (e.g. 是, 有, 喜欢), with simple negations (e.g. 不喜欢). Adjectives are occasionally used to describe people, places, or events. Numbers are used to state age, data, time, and counting with measure words generally limited to 个. Adverbial (time) or prepositional (participant + place) phrases using 跟, or 在 are used, often in rehearsed phrases (e.g. 每周末我跟爸爸一起去山, 在山我们骑自行车; 气温在二十五度左右). Modal verbs are used to express intention or offer advice (e.g. 我应该带衬衫...). Ideas are often linked without connectives (e.g. 我不喜欢英语, 是很难), or using 和 between nouns and 也 between actions/adjectives (e.g. 我喜欢音乐和足球. ; 我也喜欢看电视). Justification or reasons are provided using 因为 for likes/dislikes. Errors are evident in the overuse of the verb 'to be', (e.g. 我是十五岁, 他是很胖, 天气是暖和) and in the use of the possessive particle 的 (e.g. 我的十六岁).

Discourse

Paragraphs are short, often one or two sentences per topic. Recognition of audience is limited, with information presented as a series of factual statements on a range of topics.