

## Year 10 Background Language Learners

### **Writing — High**

#### **Content**

Students present a wide range of information related to their personal, social, and educational world. Topics include personal information, family life, friendships, school life, and leisure activities. They provide detailed personal information, details of family members, including family language and cultural background, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, the school timetable, and school facilities. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas. They describe features of life in Australia, such as famous scenic spots, and how they like to spend their leisure time. They make suggestions, for example, about scenic spots, give advice on weather conditions, make comparisons between experiences, places, and events. They express opinions and preferences, and explain reasons for their decisions. They put forward and justify ideas on issues of interest or concern. They write texts of more than 200 characters in length without support to achieve the aims of the task.

#### **Vocabulary**

Students' linguistic resource is wide ranging and is used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter, and their ability to express their ideas in characters.

Students address everyday topics in detail, expressing personal ideas and describing events or activities in the past, present, and future using a range of verbs and adjectives appropriately to describe their world (e.g. 开心, 聊天, 准, 有帮助, 逛街). They use specific terms to describe people and places, and elaborate ideas using a range of expressions (e.g. for time frequencies 有, 通常, 很少) and comparisons (e.g. 就像上海一样). They express thoughts, feelings, and emotions using a variety of colloquial and idiomatic expressions to enrich their message. They use English for unfamiliar expressions or when referring to proper nouns (place names).

#### **Characters**

Students' characters are generally neat, well formed and accurate in strokes, components, and overall proportion. They use a personal style of writing characteristic of a frequent user of the script. They seldom use pinyin; when it is used, spelling and tone are accurate (e.g. 我péi (陪)你一起去). Text formatting is applied with spaces at the beginning of each paragraph and for punctuation.

#### **Forms and Structures**

Students use a range of sentence structures with ideas expressed in a natural manner, for example, using the particle 的 for relative and attributive clauses (e.g. 在... 大的, 六 都在不同的教室). They use a range of constructions to express more detailed meanings, for example, to express duration 两个月澳洲式的生活, to make comparisons 就像上海的天气, 有一点不同, to express the extent of a situation using indefinite pronouns (e.g. 我什么 都喜 ), to describe a sequence of events or simultaneous actions using, for example, 放学以后 ...; 一 ... 一 ...; 在 ... 的 候; 一 ...就 ..., and to express future intention using modal verbs and adverbs (e.g. 将来, 就会), and past experience using aspect marker 过 and the tense marker 了.

They express conditionality using 如果 and 要是, and express contrast using 然... 但是... and 不过, and express cause and effect using 因为, 为了... and 一... 就... They use the particle 了 or 是...的 to add emphasis (e.g. 就行了, 悉尼最好玩了).

Errors in students' expression occasionally occur because of overgeneralisation of a rule or application of oral speech patterns in their writing.

### ***Discourse***

Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of the audience in greeting and closure, and engagement through direct reference to the reader in the text (e.g. 我 péi (陪) 你一起去).