

## Year 10 Background Language Learners

### *Writing — Average*

#### **Content**

Students write about their personal, social, and educational world. Content includes information about familiar topics related to their personal world, such as a self-introduction, (name, age, etc.), and details about family, school life, friends, hobbies and interests, and travel experiences. Topics addressed include factual information about themselves, family members and friends, their personal interests, hobbies, and sporting activities.

They describe aspects of their social life and describe their good friends, their interests including film, music, and TV. They detail information about their school, subjects, and facilities, and express preferences for particular subjects and opinions about learning Chinese. The average length of writing is about 120 to 150 characters, without support.

#### **Vocabulary**

Students use a range of vocabulary to share information about themselves and to describe family members, friends, and hobbies. They use vocabulary such as school, home, food, and leisure activities related to everyday contexts of use with confidence. They use a wide range of action verbs and modal verbs but are less certain of vocabulary choices in unfamiliar or more abstract subject areas.

They add descriptive detail about time and place to their message and express personal opinions and preferences, for example, about qualities of places or preferred activities. They use a range of adverb intensifiers to add emphasis or to compare places and events (e.g. 那么, 最).

#### **Characters**

Characters are generally accurate and legible. Characters are occasionally incomplete or incorrect, with similar (or homophonic) characters employed mainly because of difficulties mapping oral language information onto appropriate print forms, for example, 看 (春) 天, 下 (夏) 天, 开时 (始). Pinyin is occasionally used to replace low-frequency or complex characters, though pinyin spelling is often incorrect and influenced by oral dialect sounds, for example, rung (让) 人开心; yinwai (因为). Pinyin or English is sometimes used for place names (e.g. Opera House).

Use of squared paper for character writing is effective in both indenting paragraphs and allocating spaces to punctuation.

### **Forms and Structures**

Students' writing reflects natural oral language patterns, with flexibility displayed in the use of a range of verbs to express activity and emotion, a range of adjectival phrases to describe features of people or events, and prepositional phrases to identify participants and places. They provide additional detail using relative clauses, for example, in expressing preferences 我也最喜欢的是化学, and using adverbs to connect ideas, for example, 要点..., 同学也要 ... They use a range of constructions to express more detailed meanings, to express duration, to make comparisons, to describe a sequence of events using 以后 ... 一 ...就 ... etc., or simultaneous actions using, for example, 一 ... 一 ... 的 候; for example, 不上 的 候会根(跟)同学 ... and express future intention using modal verbs (e.g. 会), and completed actions using 了. They express conditionality using 如果 and 要是, and express contrast using 然... 但是... and express cause and effect using 因为. They use 是...的 to add emphasis.

Errors occur in the use of, for example, adverb modifiers 中国和澳洲的学校一点的不同, with evidence of English word order in placing prepositional phrases at the end of a sentence (e.g. 老 都很好 学生), in the inappropriate use of the alternative question form of 'or' (e.g. 跟同学 , 是做 的 西), and in the overuse of the conjunction 'and' (e.g. 都喜 踢足球和踢得很好).

Confusion is sometimes evident in selecting the appropriate structural particle (e.g. 好看得女人).

### **Discourse**

Students' ideas are sequenced in paragraphs with some awareness of the audience in the introduction to and closure of correspondence, though responses are often informal.