

## Year 10 First Language Learners

### Writing — High

#### Content

Students write texts related to issues of interest to teenagers. They write a range of informational and interpersonal text types such as diaries, letters, and emails, and imaginative texts in which they, for example, entertain, persuade, reason, advise, recommend, evaluate, and justify opinions and ideas. Their work includes both personal, factual information and some degree of abstraction. They create texts for both interaction in their personal worlds and for pedagogic tasks such as those in which they write about issues of concern to them, extending beyond the factual and informational to discussion of some abstract ideas and social issues.

They write about issues that affect them personally, including social and environmental issues, dilemmas of young people, and their own experiences and sense of identity, including their hopes for the future. They express their own ideas and give advice and share opinions about issues, provide personal logical reasoning to support their arguments, and elaborate their justifications by providing examples or evidence, relating personal experiences and sharing personal reflections to support their position. Their writing is fluent, authentic, condensed, and detailed. They write texts in excess of 200 characters without support.

#### Vocabulary

Students employ a wide range of vocabulary making deliberate choices to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students' knowledge of nouns includes a range of specialised abstract nouns (e.g. 物种; 深春; 微 ). Their knowledge of verbs includes higher order verbs such as 弥漫. The range of adjectives includes subtle forms (e.g. 特有的; 明朗). Their writing includes a range of colloquial forms (e.g. 多姿多彩; 恰恰相反; 来得快去得快). They display a good understanding of word functions (e.g. using 而 for 接) and natural expressions using adverbs (e.g. 便是, 恰恰相反). Evidence of use of dialect occurs (e.g. 八 , 室, 天, 少 ).

#### Characters

Characters are neat, well formed and accurate, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occasionally occur because of confusion between homophones (e.g. 觉的(得), 共(公)气(汽)车, 带(戴)着 MP3). There is little necessity to use pinyin, though when it is used spelling and tone are accurate (e.g. 舒服ji了). Students occasionally employ traditional characters because of their prior educational experience (e.g. 陣; 課; 電; 廳). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

#### Forms and Structures

Students express ideas in a natural manner, employing a range of complex constructions to express more detailed meanings, for example, complements of degree (e.g. 来得快, 去得快), time phrases to express tense, sequence, or duration (e.g. 下 后; 一 ... 一 ...; 到了澳洲后; 有 ...有 ...; 气温将升高). Linguistic devices are regularly applied to make the writing more natural, for example, the reduplication of the measure word 一 微 , the particle 了 to show ease or add emphasis (e.g. 就行了), and other informal expressions (e.g. 一下). Students use a variety of sentence structures, for example,把sentences,被sentences (passive sentences), declarative sentences, imperative sentences, and exclamation sentences.

They use a range of coordinating constructions to qualify information using conditional clauses, for example, 如果; 要是... 的 , 就..., providing reasons using 因 , adding emphasis using, for example, 便是最... 的了, or就, adding additional information using 除此... 之外, and making comparison using, for example, 不像中国的春天. They control the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs. They state a position, and elaborate ideas using examples when developing an argument. They create coherence by referring to existing ideas in the text and adding emphasis to a particular view or idea.

### **Discourse**

Students are aware of appropriate formatting and stylistic devices, presenting ideas in paragraphs with a clear relationship between ideas. Statements are made with sufficient support and summary sentences as closure. Students appropriately recognise the audience in greeting and closure and engagement through direct reference to the reader in the text (e.g. 如果你到了澳大利 , 你会 上 里的 天; 我一定会 你去 一下澳洲的街道).