

Year 10 First Language Learners

Writing — Average

Content

Students write texts related to issues of interest to teenagers. They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters, emails, and conversations in which they, for example, persuade, advise, recommend, evaluate, and justify opinions and ideas. The nature of students' writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge.

Content includes a wide range of information related to students' personal, social, and educational world. Topics are addressed in detail, including details of frequency, time, place, and participants in such events.

They share detailed information about, for example, people, places and events, and make comparisons across time and place. When writing about issues or abstract concepts, responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion. Arguments are often not persuasive because of insufficient evidence and supporting detail and the lack of logical connection between ideas. Students write texts in characters in excess of 150 characters without support.

Vocabulary

Students' language resources are sufficient to enable them to generate ideas on many topics, but their responses may be restricted or superficial. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and students' general knowledge. Students readily express their personal ideas using vocabulary relating to their personal world, including school subjects, hobbies, and daily routine. They use a range of descriptive words, and a range of adverbs to enhance descriptions (e.g. 最, 一般), and time expressions 有时, 通常, 很少, approximations (e.g. 左右), and conjunction words (e.g. 但是), and make comparisons using terms (e.g. 还有一点不同, 就像上海一样).

Characters

Students write the characters neatly with personal style. They occasionally use homophone characters (e.g. 以 (已) 达到八 水平). They also make mistakes by adding or omitting strokes (e.g. “令 (今) 年”) because of the visual ambiguity between characters. Students seldom use pinyin, although when it is used the spelling and tone are accurate. Text formatting is generally applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Forms and Structures

Students rely on basic grammatical patterns used in familiar contexts to express their ideas. Students' writing is more akin to informal, spoken language than formal, written language. A range of sentence structures are used with ideas expressed in a natural manner, though some errors in expression occur, often because of the application of oral speech patterns in their writing. A range of complex constructions are used to express more detailed meaning, for example, to express duration, to make comparisons, or using question words as indefinite pronouns to express the extent of a situation. A range of cohesive devices are used to elaborate and qualify the message, such as using time phrases to locate events in the past, present, or future in narrative accounts. They use a range of coordinating constructions to qualify information and to provide reasons. Their sentences are sometimes influenced by English word order (e.g. 我喜欢烧饭在我的假期里).

Discourse

Students write texts with recognition of features of the text type and use devices to create cohesion across the text as a whole. They use letter features, such as salutations, and appropriate terms of address. 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.