

Year 12

Second Language Learners

Writing — High

Content

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment. They write about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia.

They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives. They describe people, places, and events, and give narrative accounts of historical events and recount personal experiences. They express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence for opinions, preferences, or decisions.

Vocabulary

Students use a range of vocabulary to describe personal characteristics, experiences, and achievements, school life, education and facilities, and employment skills and capabilities. They use a wide range of nouns (e.g. 压力, 脾气, 成绩, 设备, 顾客, 才能) and adjectives (e.g. 紧张, 流利, 放松, 无聊, 愉快, 礼貌, 热情, 聪明, 耐心, 努力, 专心) to convey personal meanings and to add descriptive detail and emotion to their ideas. Errors may occur through inappropriate dictionary selection for the context of use (i.e. selecting a verb instead of a noun form e.g. 体验 instead of 经验, 玩笑 for 'fun', 乞讨 as 'to ask'), and they occasionally use a single-syllable word instead of a double-syllable word, for example, 很多活动, 包括: 走 (路) 等等. 我最喜欢冲浪, 因为我爱洋 (海洋).

Characters

Characters display overall neatness and legibility and are presented in squares with appropriate balance and proportion. Low frequency, complex characters, or characters with low-frequency components may be incorrect (e.g. 辩论, 人缘), and students occasionally use homophonic characters (e.g. 理 for 里, 相 for 象, 直能 for 只能, and 用发 for 用法). Text formatting, in terms of indenting and punctuation, varies.

Forms and Structures

Students use basic Chinese sentence structures with phrases for time or place generally positioned before the verb (e.g. ...在三点半左右放学回家). Noun phrases containing possessive, attributive, and relative clauses using 的 are used to add detail (e.g. 所以我最喜欢在城市最有名的大书店工作). They use number phrases beyond 万 (10 000), with measure words extending beyond 个.

They describe people and events using adjectives and adverbs of scope and degree, often using coordinating constructions to describe the qualities of people, or places, or events (e.g. 又很友好, 又好动; 又耐心, 又专心). They describe events using adverbs of frequency (e.g. 不常; 从来; 总是), and sequence events using ...就, and 才 (e.g. 下午五点半才回家). They identify relationships between participants or the direction or impact of events using prepositional clauses (e.g. 老师对他们的学生很耐心; 我对澳亚书店的工作感兴趣; 对健康很好).

They use complements of direction and result (e.g. 可以学到一个新的语言), though may lack awareness of complements of degree (e.g. 我会说汉语流利; 我会用电脑很好). They use high-frequency modal verbs to express possibility or capability, for example, 会, 可以 (e.g. 我会说英语, 汉语和一点儿法语). Time phrases (e.g. 从我小) and tense indicators are used to locate events in time and to express duration (e.g. 当店员两年了; 我去年中学毕业; 我学习汉语八年了). Adverbs of time, including 的时候; 以前; 以后, are used when referring to events in sequence. They coordinate ideas using conjunctions including 又...又..., 但是, 或者, and subordinating conjunctions including 因为...所以...; 不但...而且...; 因此... (e.g. 我的朋友们说我不但聪明, 而且努力; 除了有科学, 数学, 历史以外, 还有...), and show conditionality using 要是, or 如果.

They make comparisons using (不) 一样 (e.g. 和澳大利亚学生不一样). They extend their ideas with the use of examples using 比如 and 'etcetera' ...等等. Application of some structures may be confused, for example, making comparisons with the preposition 比 (e.g. 比...很少). English grammar may interfere with meaning, for example, omitting the object (e.g. 我学了八年中文, 所以我会说(中文)), or placement of time or place at the end of the sentence (e.g. 我也喜欢学习在澳大利亚学校; 我在学校的露营从十一月十五日到十一月十八日), or putting the reason after a statement (e.g. 他们活动性是很玩笑, 因为我和我的好朋友最喜欢活动性). Students may overuse the verb 'to be', especially with adjectival phrases (e.g. 学校的露营是很玩笑; 每个上午我们是醒来在开始阶段), or display confusion in the use of 和 and 也 (e.g. 我也会用电脑和会开车).

Discourse

Students generally perform better in personal account writing than they do in persuasive and evaluative writing. Students display a degree of interactivity, directly engaging with their audience and using inclusive language as appropriate in making suggestions or decisions, etc. Students display awareness of the appropriate text format for the task, for example, date on a diary entry, date and salutation in a letter, or addressing the specific person using their personal name or title, and in concluding a letter. They use paragraphs effectively to reflect topic shifts.