

Year 12 Second Language Learners

Writing — Average

Content

Students write about aspects of their personal life: sharing personal information, and describing their family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, and their subjects.

They write about their leisure time: their sporting and other interests such as music and film, and activities such as 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 people, places, and events and recount personal experiences, with some reasons given for opinions, preferences, or decisions. They make simple comparisons stating, for example, advantages and disadvantages, and generally present limited information or justification to support their ideas.

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.

Vocabulary

Students give details about their immediate social and educational world using a limited range of vocabulary, enhanced with a set of specialised terms related to topics of interest. Restrictions in vocabulary choices limit their ability to discuss wider issues or abstract ideas. They use high-frequency verbs and adjectives (e.g. 有意思; 有趣) to describe people, actions, and events, with a selection of more specialised terms (e.g. 紧张, 耐心, 热情, 尤其, 礼貌).

Their vocabulary choices may be inappropriate, based on dictionary use errors, for example, confusion between verb and noun forms (e.g. 我的妈妈方案这个旅游) or using adjectives as nouns (e.g. 很多好玩). The influence of English words (e.g. 母父), or an overextension of a meaning attributed to the word is common, for example, 告诉 (tell) for 说 (say); 课 (lesson) for 班 (class); 如果 (if) for 是否/能不能 (whether or not).

Characters

Characters display overall neatness and legibility, with characters presented in squares with appropriate balance and proportion. Errors include using a character of similar sound, omitting a component, transposing components, using a similar component, or adding or omitting strokes. Text formatting occasionally displays paragraph indents and punctuation spacing.

Forms and Structures

Students use basic subject-verb-object and adjective structures effectively. They rely on a limited range of structures to convey ideas restricting their expression of more complex ideas. They add detail and elaborate the message using simple attributive and relative clauses (e.g. 所以学生们有好的教育). Adjectives are used with high-frequency adverbs of scope and degree.

They identify participants and direction of an action using prepositions (e.g. 和, 跟, 给, 对). They rely on basic verb forms to describe actions or events (e.g. 我看你的广告), with co-verbs (e.g. 到, 坐) used to describe destinations and means of transport, and modal verbs used to express capability and possibility though they may be used without appropriate verb complements (e.g. 我会说汉语流利; 会用电脑很好...).

Complements of degree, direction, potential, and result are occasionally evident, though may be confused (e.g.我说得到汉语和英语和还会用电脑.;我可以汉语和英语很好). Simple time phrases are used to express point of time and duration of time and tense markers, mainly relating to the past (e.g.住了;去过).

Tense markers may be inappropriate in context, particularly in the future tense (e.g.你将来很喜欢住在澳大利亚;希望你们会觉得), and are occasionally omitted (e.g.和我曾经在书店工作).

Students use adverbs of frequency when describing activities and routines (e.g.每天,常常), though they are not always effective because of incorrect positioning or overextension of meaning. Indefinite pronouns are used occasionally (e.g.什么的;什么都好). Number phrases generally contain the measure word 个 with more specialised measure words seldom used.

Students connect ideas using coordinating conjunctions, though these are often formulaic and repetitive (e.g.可是,但是), with some attempts at using subordinating conjunctions, for example, 因为...所以...;不但...而且...;除了...以外 (e.g.而且去你的书店定期地,所以我知道它是很好;除了有礼貌以外,我还很聪明). Students make comparisons between ideas using 比 or 跟...一样 (e.g.中国学校的科目跟澳大利亚学校的科目一样). They sequence information or events using, for example, 另外,还有,然后,最后,再说 (e.g.我另外很有礼貌和对顾客热情). Errors may be based on an application of English word order in their writing, for example, positioning prepositional phrases including time or location using 在 at the end of the sentence (e.g.学习在澳大利亚;我在商店工作以前), in omitting the object (e.g.在大学我学习了), and in the overuse of the verb 'to be' 是很耐心;是实在好. Attempts to express duration of time are often misplaced (e.g.我五年学习汉语;住了在中国三年). Some particles are often omitted, for example, the structural particle 会很好经验;是很成功公司;是挺热情;我也有好电脑专长.

Discourse

Students display limited awareness of audience, presenting information with little attempt at engagement, inclusive language, or negotiation. Ideas are generally organised and sequenced using topic sentences and paragraphs.