

Year 12 Background Language Learners

Writing — Average

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. Students convey information and opinions with limited flexibility, describing activities or events without much reflection or abstraction of ideas or elaboration of details. They present limited arguments, relying heavily on personal, anecdotal knowledge and experience rather than substantial evidence to support their ideas.

Vocabulary

Students use a range of vocabulary and display control of a range of subject matter including both concrete and abstract terms (e.g. 印象; 名胜古迹; 文化传统; 态度; 社会交际; 安全; 人生; 机会). Verbs include a range of cognate verbs (e.g. 决定; 记得; 以为), and adjectives include familiar four-character phrases (e.g. 风景优美), and specialised terms (e.g. 刻苦积极).

Errors occur when language choices are inappropriate in context (e.g. 制造 for 工业; 理由 for 原因; 非常深深了解), or when they do not distinguish between nouns and verbs (e.g. 悉尼歌剧馆看起来很像一个大船的驾驭(帆)), reflecting inaccurate dictionary choices.

Characters

Students' character writing is generally fluent and accurate, although errors occur when they confuse homophones (e.g. 改编 for 改变; 心苦 for 辛苦; 维绕 for 围绕) or attempt to write characters containing low-frequency components 鼓励; 传统. Use of the three structural particles 的; 地; 得 is often confused, with the possessive 的 being overused.

Forms and Structures

Students provide information on familiar subject matter and use linguistic resources flexibly to present their ideas. They use complex sentence structures to link ideas within and between sentences when presenting well-rehearsed information, but structures are occasionally informal, based on oral language patterns (e.g. 别太担心啊; 没什么意思; 提高提高; 这不应该是; 怎么回事儿). They use a range of noun phrases, including attributive and relative clauses to add specific information, and use demonstrative pronouns to refer back to topics and issues. They add descriptive detail to their message through their choice of adjectives and add clarity using particular adverbs of scope, degree, time, frequency, and comparison (e.g. 更; 真; 越来越...; 那么多; 就; 才; 有时; 我只好答应了).

They describe relationships between participants or ideas using prepositional phrases (e.g. 对他的影迷非常友好; 我相信这些方面和经验会让我成为这份工作最佳人选). They use a range of complements to describe the degree, direction or result of an action (e.g. 我很快就回来澳大利亚了; 考试能考得好), and locate ideas in time using a range of time and tense indicators (e.g. 看着它们充满期待的眼神). They identify actions completed or past experiences (e.g. 吃过, 做完), including negative forms. They use modal verbs to express capability, obligation, or possibility (e.g. 可以; 会; 能; 可能; 应该).

Students use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures (e.g. 一群老鼠, 一阵吼叫声), with the occasional overuse of 个 (e.g. 一个大船). They also employ verbal measures 有一次, ordinal measures 第一位, measures with demonstratives 这个, and for time sequence 下个... They make use of a range of conjunctions (e.g. 不过; 还有) to link ideas and coordinate their message (e.g. 教堂街的服装店不但价钱公道, 而且你也可以买到很漂亮的衣服), and make comparisons using both (没有) 那么 and 比 forms. They occasionally apply the 把 structure (e.g. 把我从梦乡叫醒), and employ diverse forms of negation 请别嫌弃我们, 别太担心啊. They use a range of devices to structure and sequence information within the text (e.g. 这时...; 忽然... 首先; 其次; 最后; 小时候).

Discourse

Students display understanding of different writing styles, for example, persuasive and personal, and present information in a format appropriate to the text type, such as a diary entry, letter, speech, article. They show awareness of the audience, for example, in expressing gratitude, using formal terms and expressions (e.g. 贵公司; 贵书店; 此致; 敬礼), and using rhetorical questions to engage the audience with their argument.