

Year 12 First Language Learners

Writing — High

Content

Students write a range of texts using formal and informal registers. They create a range of text types (e.g. diary entries, articles, opinion pieces, reviews, speeches), in which they, for example, persuade, reason, evaluate, advise, recommend, evaluate, justify, or entertain. They write in detached, impersonal ways or from personal and emotional perspectives in both real and imagined situations. Their writing extends beyond the factual and informational to the discussion of abstract ideas and social issues, including drawing on ideas presented in Chinese literature. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. the impact of Economic Reform on daily life in China, or environmental problems). They write about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. They discuss changes in the world, and reflect on significant events and influences in their lives, including their hopes for the future, both as individuals and as members of the wider society.

Topics include issues such as the pressures of school life, changes in family structure in modern China, the influence of technology on their lives, environmental issues related to the use of plastic bags, the impact of the Three Gorges Dam, and the relationship between environmental protection and economic development. Students summarise information and express their own ideas and opinions about issues. They clarify the main statements and provide evidence such as facts, quotations from sources, and personal logical reasoning to support their arguments. They elaborate their justifications effectively through balanced analysis of both positive aspects and negative aspects. They add personal opinions and write persuasively with emotion and impact. They relate personal experiences and share reflections about, for example, a camping experience, outlining the personal benefits of such an experience (e.g. how to work in a team, but how to become independent).

Vocabulary

Students use a wide range of vocabulary from which they choose the most appropriate and effective language for the required context, purpose, and audience.

Their vocabulary range reflects their usual contexts of use and extends into specific topics of interest or research. They have knowledge of a variety of terms, enabling them to vary the expression. They use a range of vocabulary chosen to express abstract and complex ideas with clarity and effectiveness (e.g.

然方便了 物, 但是也存在着隐患; 因此是购物时最经济的选择; 这无疑方便了购物; 我学会了团 的力量; 在社会生存). Their knowledge of nouns includes a range of specialised abstract terms (e.g. 三峡工程; 量; 特大洪 灾害; 泥石流; 坍塌事故). Students' knowledge of verbs includes higher order verbs such as 改善; 采取; 控制; 体会. Students distinguish between subtle meanings of words, particularly four-character phrases, and apply them appropriately in context (e.g. 具 ...条件; 剥削 民; 家庭破裂; 拒 融入). They express their personal ideas, emotions, and perspectives using a range of terms such as 我 ...; 下面我想 我的看法...; 我不禁思考...; 我相信... They use terms of address related to different registers, including respectful forms of address (e.g. 重庆交通大学岩石所所长; 江泽民主席; 戴晴女士). Their writing includes a range of colloquial forms that add stress and create an informal tone where appropriate (e.g. 但是方法不可行哦).

Students use idioms (e.g. 多姿多彩; 恰恰相反; 与日俱增; 相 相成; 不容忽), and a range of quotations (e.g. 天将降大任于斯人也, 必先苦其心志; 吃得苦中苦, 方 人上人) as appropriate, and some expressions from classical Chinese (e.g. 可 仁者 仁, 智者 智; 利弊皆而相伴). They make choices in their use of words for literary effect (e.g. to describe actions and scenery). For example, 小企 一 一 地上岸了; 湛 的天空中漂浮着几 白云; 我默默地 下心愿...

Characters

Characters are neat, well formed, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occur occasionally because of confusion between homophones (e.g. 信心实 (十)足).

Forms and Structures

Students' writing includes frequent use of object focus construction (distancing), which is handled effectively (e.g. 言语的不同, 中西文化的差异, 价值观的不同, 往往让海外华人处于矛盾的心理中; 但许多价值观他们仍没有改变). Time, including past, present, and future tense is expressed using a range of forms including referring to duration and frequency.

They use a variety of sentence structures including, for example, '把' sentences 把三峡工程给环境带来的负面影响降到最低值, '被' sentences (passive sentences) 因为他们觉得自己不被体会理解, the '所' structure 三峡工程所给我们带来的福利, 也是有目共睹的, declarative sentences, rhetorical questions 难道上大学的人就一定找得到工作?, imperative sentences, and exclamation sentences 我们定能为子孙后代造永福!

Discourse

Students' writing is fluent, authentic, condensed and detailed. Information is presented in paragraphs with a clear relationship between ideas. Statements are provided with sufficient supports, and summary sentences are used as closures. Writing is presented in an appropriate format with recognition of the audience in the greeting and closure, and engagement through direct reference to the reader in the text and through interactive questions (e.g. 我希望你在以后的道路上 自己要信心十足). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Students show control of the sequencing of ideas, referring back and forth, and elaborating ideas across paragraphs to create coherent texts. In developing an argument, students use devices such as stating a position, then elaborating using examples, quotations, and anecdotes (e.g. 例如, 一些化学工厂... 来水灾害; 就像比 盖茨... 成 世界首富了). They create internal coherence by referring to existing ideas within the text (e.g. 正如我 才提到的), and by using stress. They add emphasis to a particular view or idea. They explore the complexity of views and decision making (e.g. 所以我 持可持 展, 不 是三峡工程, 在 建 和 展上都 遵循 一 略; 我 国家 多 施一些保 三峡工程周 生 境的政策, 尽量把三峡功臣 境 来的 面影响降到最低).

Students use rhetorical questions to problematise an idea or position a reader (e.g. 三峡工程到底符合可持续发展战略吗; 更何况, 社会需要的是综合性人才, 而并不是只停留在学术层面上的, 对吧).

In concluding an argument, students summarise ideas (e.g. 信息技术的发展带给社会的改变是方方面面的, 信息大爆炸时代给予了我们方便的生活) *before* stating a final position. In relation to narrative, students use a number of time markers to sequence ideas over time. For example, they locate events using, for example, 当... 时; 而如今, and create flashbacks. They use literary techniques to create certain effects suitable to context, purpose, and audience. They use metaphors, similes, figurative language, 家庭煮夫; 黄脸婆, and humour, 像古人“头悬梁, 锥刺股”的精神可以学习, 但方法不可行哦! 那样对自己身体伤害较大, as well as direct and indirect speech and alliteration to embellish their writing.