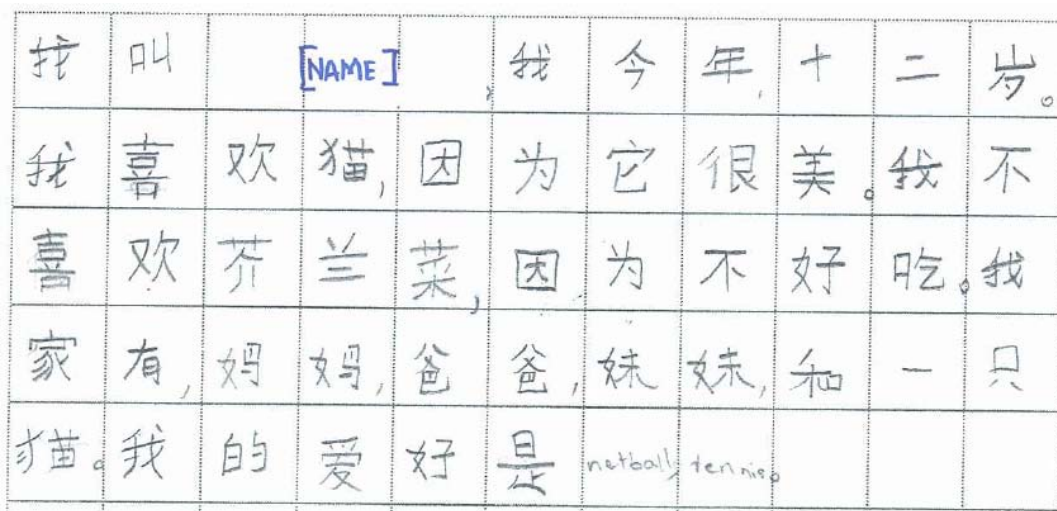


Year 6/7 Writing Exemplars

Second Language Learners

Writing — High (1)



Commentary

Learner Background and Program Context

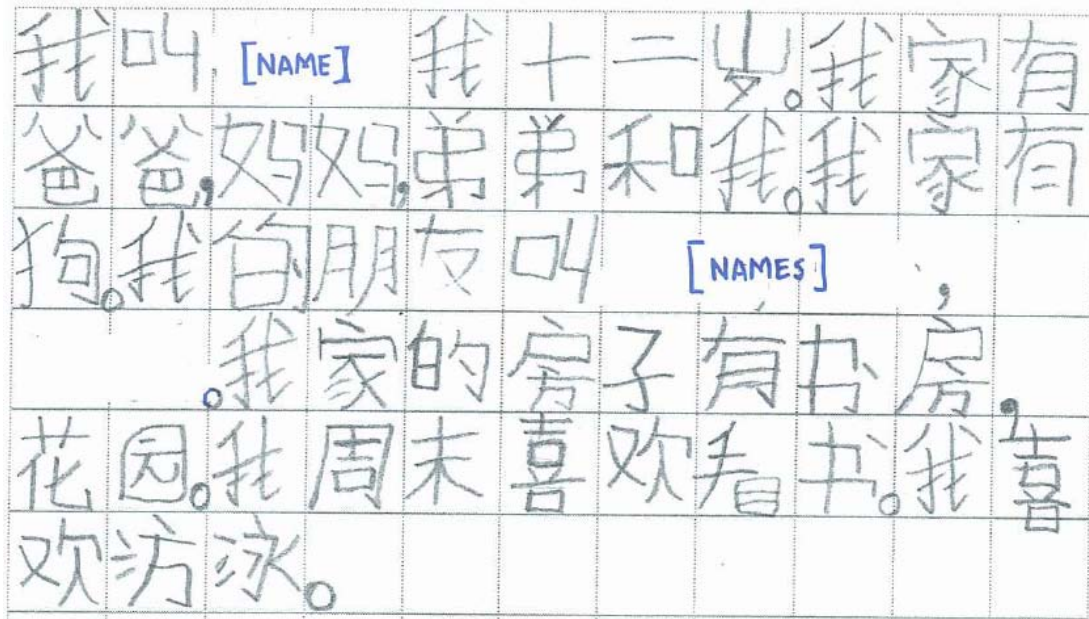
The student was born in Australia and speaks English at home. The student has studied Chinese since Prep (7 years). The student reports that she has attended Saturday school for 1 year. The Chinese program has two 60-minute lessons per week (approximately 80 hours per year).

Features of Achievement in this Example

The student presents information about self (name, age), likes and dislikes (pets, food), family members, and interests. Sentences are accurate, with correct use of verbs and adjectives, including negation, measure words, and possessive 的. The conjunction 因为 (because) is used to justify likes and dislikes, using a simple descriptive phrase. Characters are neat and well formed, with few errors in stroke number. Information is presented in a paragraph but with no clear sequence of ideas.

Year 6/7 Second Language Learners

Writing — High (2)



Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student has studied Chinese since Year 1 (6 years). The Chinese program has one 60-minute lesson per week (approximately 40 hours per year).

Features of Achievement in this Example

The student presents information about self (name, age), family members, pets, friends (names), home (rooms), and interests (activities). Some low-frequency vocabulary (study (书房) and garden (花园)) are included. Sentence structures are generally correct in the use of verbs, and the possessive 的, although no adjectival or numeral phrases are used. Characters are generally accurate, but display unfamiliarity with stroke sequence and overall balance and proportion, with one component missing from the character 游. Information is presented in one paragraph without punctuation spacing.

Year 6/7 Second Language Learners

Writing — High (3)

**Commentary****Learner Background and Program Context**

The student was born in Malaysia, arrived in Australia at the age of 5, and speaks English at home. The student has studied Chinese since Year 1 (6 years). The Chinese program has one 60-minute lesson per week (approximately 40 hours per year).

Features of Achievement in this Example

The student presents information about self, family, friends, home, and interests. Vocabulary includes a range of high-frequency terms related to family and includes some specialised terms, for example, Korean 韩国人, play violin 拉小提琴, and play on the computer 玩电脑. Sentence structures are generally correct in the use of verbs including the negative 没有, the possessive 的, adjectival phrases, and numeral phrases with the appropriate measure word. Characters are generally accurate with high familiarity with stroke sequence and overall balance and proportion. The characters for 'friend' 朋友 are incorrectly represented as 'read a book' 看书 (probably copied incorrectly from lists). Information is presented in one paragraph with appropriate punctuation and spacing.

Year 6/7 Second Language Learners

Writing — High (4)

我	的	名	字	是	[NAME]	。	我	是	
十	二	岁	。	我	的	家	有	六	个
人									
。	我	有	妈	妈	，	爸	爸	，	哥
哥									
，	婆	婆	和	公	公	。	我	的	宠
物									
是	一	个	狗	。	我	的	朋	友	是
，		，	[NAMES]	，		，	[NAMES]	，	和
有	许	多	。	我	喜	欢	听	音	乐
在	学	校	我	喜	欢	数	学	和	美
术									
。									

Commentary

Learner Background and Program Context

The student was born in Australia, of parents born in Vietnam, and speaks both Vietnamese and English at home, with some exposure to Cantonese and Mandarin. The student has studied Chinese since Year 1 (6 years), and attended a Chinese immersion program from Reception to Year 2. The Chinese program has two 60-minute lessons per week (approximately 80 hours per year).

Features of Achievement in this Example

The student presents information about self (name, age), family members, friends (names), interests, and favourite subjects, using some specialised vocabulary, 婆婆, 公公. The student describes her world and her interests in a sequence of statements with few errors or omissions. She uses the preposition 在 to talk about her interests at school, and the possessive 的 when referring to her family, pets, and friends. She attempts to express a personal meaning, 'there are many' (friends) using the phrase 有许多 (inappropriately). Characters are neat and well formed, with attention to stroke sequence. Information is presented in a single paragraph with punctuation spacing.