

## Year 6/7 Second Language Learners

### Writing — Average (1)

我	我	的	家	庭	和	我	的	朋	友	!
我	叫	[NAME]	我	几	岁	十	二	。		
我	有	十	几	条	鱼	。				
我	的	朋	友	叫	[NAME]	和	[NAME]	。		
我	周	末	喜	欢	做	dance				

### Commentary

#### *Learner Background and Program Context*

The student was born in Australia and speaks only English at home. The student is in Year 7 and has studied Chinese since Year 4 (4 years). The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

#### *Features of Achievement in this Example*

The student attempts to answer each of the questions required by the task. The student relies heavily on the stimulus questions to provide simple personal information: name, age, pets, friends, and interests, with most of the information presented in English. The stem of each question is copied and information inserted, although the question word is not removed from the statement about age (几岁). A rehearsed response is provided to a question about pets (十几条鱼). There is little evidence of knowledge of sentence structure as most new input is provided in English; however, the connective 和 and measure word 条 are used correctly. Character writing is neat and legible, but with evidence of copying, particularly with unfamiliar characters 条 and 鱼. Squared paper is used correctly. There is no evidence of discourse features with each sentence presented on a new line. Punctuation is presented in the Chinese style.

## Year 6/7 Second Language Learners

### Writing — Average (2)

wo jia you ~~si~~ <sup>si</sup> ge ren.  
wo you ma ma,  
wo you ba ba.  
wo you mei mei,  
~~wo he~~ wo he.  
wo ma ma xi huan zǐ sè, wo ma ma you duǎn,  
~~wo~~ juǎn, zōng sè tóu fa.  
wo ba ba xi huan hōng sè, wo ba ba you  
duǎn, zhí, huī sè tóu fa.  
wo mei mei xi huan fēng hōng sè, wo  
mei mei yǒu duǎn, zhí, huāng sè tóu fa.  
wo xi huan lán sè, wo you cháng, juǎn,  
zōng sè tóu fa.

### Commentary

#### **Learner Background and Program Context**

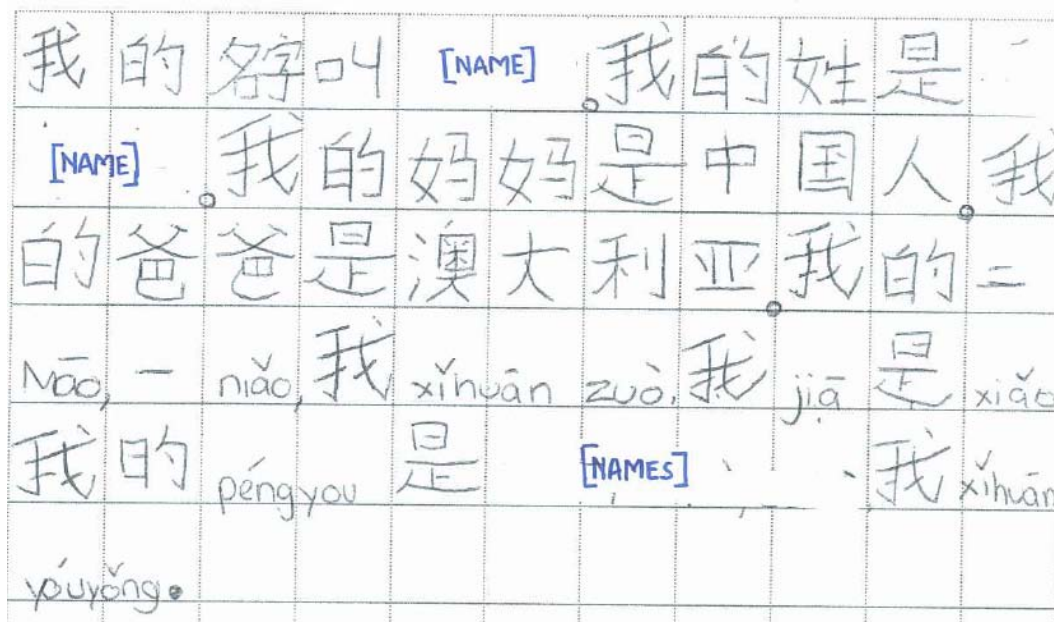
The student was born in Australia and speaks English at home. The student is in Year 6 and has studied Chinese since Year 4 (3 years). The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

#### **Features of Achievement in this Example**

The student attempts to answer the questions required by the task, providing simple personal information about his/her family, based on a prepared response, which probably represents a recently completed task in class. The student introduces his/her family, and includes the same information for each family member: favourite colour and details of their hair in three adjectives — long/short, straight/curled, and colour. Sentences are largely accurate in word order and are simple, with no use of the possessive 的 or simple connectives 也 or 和. The entire text is in pinyin with spelling largely correct, usually without tone marks. However, the text is comprehensible in context. There is little evidence of discourse, with each sentence written on a new line. Punctuation is presented in the English style.

## Year 6/7 Second Language Learners

### Writing — Average (3)



### Commentary

#### *Learner Background and Program Context*

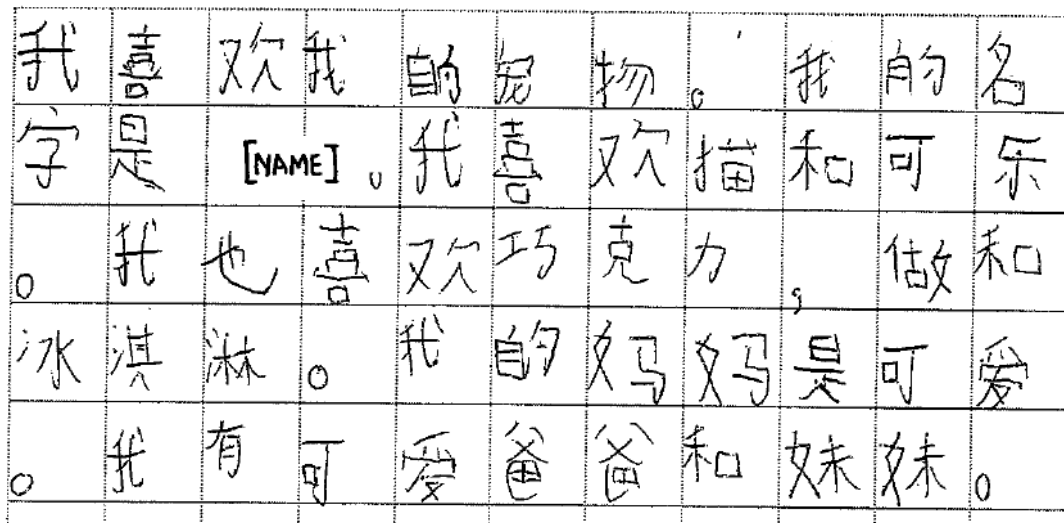
The student was born in Australia and speaks English at home. The mother was born in China. The student has attended 5 years of community school. The student has studied Chinese at school in Year 7 only (1 year). The Chinese program has three 40-minute lessons per week (approximately 80 hours per year).

#### *Features of Achievement in this Example*

The student provides personal information: name, surname, parents' nationalities, pets, interests, and friends. Sentences are generally correct in the use of verbs and possessive phrases. Errors are evident in the absence of measure words and in the use of the verb 'to be' with adjectives. Characters are neat and generally accurate, perhaps copied from word lists. Where pinyin is used, tone marks are correct. Squared paper is used effectively with one exception (名字). Information is presented in one paragraph without indents or punctuation spacing.

## Year 6/7 Second Language Learners

### Writing — Average (4)



#### 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 (7 years). The Chinese program has three 40-minute lessons per week (approximately 60 hours per year).

##### *Features of Achievement in this Example*

The student presents personal information about pets, food, and family members, including preferences (喜欢) and descriptions. Sentences are simple and display English word order, with errors in the use of the verb 做 and conjunction 和 (made with...), the use of the verb 'to be' with an adjective, and the absence of the attributive 的. Characters are often inaccurate in stroke number and arrangement, with evidence of copying from word lists. Information is presented in a paragraph without linkage or sequence, but with appropriate punctuation spacing.