

Year 6/7 Background Language Learners

Writing — High (1)

我	，	我	的	家	庭	和	我	的	朋	友	
每	个	人	有	不	同	的	爱	好			xìng
我	的	妈	妈	他	喜	欢	煮	菜	给		kè
人	吃	我	朋	友	[NAME]	喜	欢	玩	电		
子	游										

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents, and speaks Putonghua at home. The student has studied Chinese at school since Year 1 (6 years) and has attended community school for 6 years. The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

Features of Achievement in this Example

The student presents information without relying on the stimulus questions for support. The student uses her mother as an example of people's personal interests, describing her interest in cooking for others (using the preposition 给), and her friend's interest in computer games. The student uses all structures effectively, including the specifier 每 with measure word 个, and attributive clauses with particle 的. Characters are neat and accurate. Information is presented in a single paragraph (incomplete) with some punctuation spacing.

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Writing — High (2)

我	的	名	字	是	：	[NAME]	。	我	是	十
二	岁	。	在	家	我	有	四	个	人	。
我	的	爸	爸	，	妈	妈	，	弟	弟	和
我	。	我	的	很	好	的	朋	友	是	
			[NAMES]							
								和		。
我	喜	欢	他	们	因	为	他	们	很	好
。	我	的	爱	好	是	玩	运	动	，	跟
动	物	玩	和	跟	我	的	朋	友	玩	。
我	很	喜	欢	吃	冰	淇	淋	。		

Commentary

Learner Background and Program Context

The student was born in Australia and the parents in South-East Asia. Hakka and Mandarin are spoken at home. The student has studied Chinese since Prep (7 years) and attended a Chinese immersion program from Reception to Year 2. The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

Features of Achievement in this Example

The student presents information about self (name, age), family members, friends (names), interests including food, using some specialised vocabulary, 动物, 冰淇淋. The student explains her reason for liking her friends using 因为, and describes her interests in a sequence of phrases using the preposition 跟 to specify participants. She uses the adverb intensifier 很 with both adjectives and modal verbs. Ideas are expressed using simple constructions, including use of the attributive clause and the possessive 的. Characters are neat and well formed, with attention to stroke sequence. Information is presented in a single paragraph with punctuation spacing.

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Writing — High (3)

		我	的	名	字	是	[NAME]	。	我
有	一	个	哥	哥	。	他	二	十	岁
。	我	有	妈	妈	，	有	爸	爸	，
有	十	四	条	鱼	但	是	他	们	都
死	了	。	我	也	有	五	个	鸡	。
它	们	每	天	有	三	到	五	个	鸡
蛋	。	我	的	朋	友	是	[NAMES]		
						和	[NAME]	。	有
眼	镜	。	[NAME]	也	有	眼	镜	。	他
们	都	是	中	国	的	除	了	[NAME]	。
我	喜	欢	玩	电	脑	。	我	喜	欢
玩	棒	球	。	我	喜	欢	玩	棒	球
。	我	有	大	的	家	有	楼	梯	。
两	层	和	有	一	个	室	外	游	泳
池	。								

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks both Cantonese and Mandarin at home. The student has studied Chinese since Year 1 (6 years) and has attended community school for 7 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 a range of topics: self, family, pets, friends, interests, and home, using a range of specialised vocabulary (e.g. 鸡蛋, 眼睛, 电脑, 棒球 and 楼梯). The student provides detailed information about pets, providing additional information using the coordinating conjunction 但是, the adverb of scope 都, and the tense marker 了. The student uses time and number words, including approximation, to describe chickens laying eggs daily. Ideas are expressed naturally and effectively, although some expressions are influenced by English, for example, the placement of a clause with 除了 (besides) at the end of a sentence, and the use of 和 between verb clauses. Characters display correct stroke sequences. Information is presented in one paragraph with indent but no punctuation spacing.

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Writing — High (4)

我	的	名	字	叫	古	子	炎	,	今	年
十	一	岁	。	我	的	家	有	爸	爸	,
妈	妈	和	妹	妹	。	我	没	有	宠	物
。	我	有	很	多	朋	友	,	可	很	多
是	网	友	。	我	喜	欢	我	的	朋	友
因	为	他	们	和	我	说	话	,	和	我
玩	。	我	周	末	喜	欢	在	家	里	看
电	视	,	听	歌	。					

Commentary

Learner Background and Program Context

The student was born in China and came to Australia at the age of 2. She speaks Mandarin at home. The student has been studying Chinese since Year 1 (6 years) and has attended community school for 6 years. 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 a range of topics: self, family, pets, friends, and interests, using some specialised vocabulary (e.g. 宠物, 网友 and 听歌). The student qualifies her statements using the coordinating conjunction 可是 to describe her friends as Internet friends, and uses the subordinating conjunction 因为 to justify why she likes her friends. She places information in the correct sequence when describing when and where she does things on the weekend. Ideas are expressed using a range of structures, including the negative 没, adjectival attributives, the preposition 和, and location 在. Expression is natural and effective. Characters are neat and accurate. Information is presented in a single paragraph with punctuation spacing.