

Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)

你	好	我	叫	[NAME]	我	十	五	岁	我	的	生	日	是	-	月
二	十	五	日	我	家	有	四	个	人	我	爸	爸	妈	妈	第
一	弟	弟	和	我	我	对	音	乐	有	兴	趣	我	喜	欢	摇
滚	乐	我	是	影	迷	我	喜	欢	恐	怖	片	了	又	紧	张
又	刺	激	我	不	喜	欢	爱	情	片	我	是	电	视	迷	
我	喜	欢	动	画	片	连	续	剧	和	喜	我	不	喜	欢	剧
我	最	不	喜	欢	体	育									

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English and some German at home. The student has studied Chinese since Year 7 (4 years). The Chinese program has three 60-minute lessons per week (approximately 120 hours per year).

Features of Achievement in this Example

Information is provided on a range of topics: personal information, family members and interests, with considerable detail on film, music, and TV interests, including film types, and TV programs; her impressions of horror movies and reasons for these views, using the adverb 又..又..to link adjectives. She uses the preposition 对 when expressing interest in, for example, music. Vocabulary includes a range of specific terms including 刺激 (exciting) and 连续剧 (TV series). Few reasons are given for opinions or preferences. Characters are generally neat and written with attention to stroke sequence. Information is presented in a single paragraph without indents or punctuation spacing. Length 100 characters.

Year 10 Second Language Learners

Writing — High (2)

我	很	高	兴	下	周	可	以	见	到	你	澳	大	利	亚	的
十	月	天	气	很	热	所	以	带	很	多	件	汗	衫		
让	我	介	绍	一	下	我	的	学	校		我	的	学	校	很
小	但	有	美	丽	的	花	园		你	的	学	校	比	我	大
我	想	你	喜	欢	我	的	课	尤	其	中	文	因	为	我	的
老	师	很	好		我	最	喜	欢	的	课	也	是	中	文	因
为	我	有	很	多	朋	友	在	澳	大	利	亚	和	中	国	
我	喜	欢	说	话	他	们	所	以	我	喜	欢	学	中	文	
在	下	课	和	周	末	我	去	弹	钢	琴	课	游	泳	和	网
球		我	和	我	的	朋	友	也	去	海	滩		你	来	澳
大	利	亚	我	可	以	带	你	看	悉	尼	大	桥	和	悉	尼
歌	剧		我	们	也	可	以	去	海	滩					

Commentary

Learner Background and Program Context

The student was born in Australia, of parents born in Korea and Malaysia, and speaks mainly English at home. The student has studied Chinese since Year 7 (4 years) and does not attend community school. The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

Information is provided on a range of topics: weather and appropriate clothing, linked by the subordinating conjunction 所以. She describes her school using the conjunction 但是 (but) to express positive and negative aspects of the school environment and the adverb 比 to compare schools in China and Australia. She describes her interests in school subjects giving reasons with the conjunction 因为, and causal relationships using 所以. She lists her leisure activities and things she does with friends, using prepositions to describe participants and the linking adverb 也 between verbs. She provides a list of suggested activities using the modal verb 可以. Vocabulary includes some specialised terms (e.g. 弹钢琴 and 去海滩), and grammatical items, for example, 尤其 (especially). There are few errors in expression, apart from the absence of a preposition in the phrase 我喜欢说话他们. Information is presented in two paragraphs with occasional punctuation spacing but no indents. Length 180 characters.

Year 10 Second Language Learners

Writing — High (3)

		你	好	。												
		我	们	的	城	市	的	十	月	天	气	很	好	。	天	
气	不	太	冷	也	不	太	热	，	可	是	有	时	候	会	下	
雨	。	你	应	该	带	han	shan	和	外	tao	。					
		澳	洲	的	学	校	还	可	以	的	。	八	点	半	开	
shi	，	三	点	半	放	学	。	每	天	要	上	七	节	课	。	
我	最	喜	欢	shu	学	课	和	科	学	。						
		在	澳	洲	我	们	有	很	多	的	地	方	呀	是	很	
好	玩	的	。	我	们	有	很	多	和	pi	ao	亮	的	海	边	和
很	多	的	地	方	你	可	以	买	衣	服	。					

Commentary

Learner Background and Program Context

The student was born in Australia of parents born in Thailand and Singapore. The student speaks Thai and English at home, with some exposure to Mandarin. The student has studied Chinese since Year 7 (4 years) and attended community school for 4 years. The Chinese program has three 60-minute lessons per week (approximately 120 hours per year).

Features of Achievement in this Example

Information is provided on a range of topics: describing the weather, including some qualified information using adverbs 不太...不太...and the phrase 有时候, and the modal verb 会 to express the possibility of rain, and 应该 ought to suggest clothes required. School life is described using the colloquial 'ok', with the timetable described using the adverb of frequency 每(天) (every (day))and imperative modal 要 (must). The student uses attributive clauses to create complex subjects when recommending places to visit. Sentences also include a range of descriptive phrases, although ideas occasionally lack coherence because of overuse of 和 (and) instead of 也, 还 (also, as well) etc. Characters are neatly written with attention to stroke sequences, some low-frequency characters are replaced with pinyin. Information is presented in a letter format with paragraph indents and punctuation spacing. Length 150 characters.