

Year 10 Background Language Learners

Writing — Average (1)

你	好	高	雅	。	我	是	[NAME]	，	上	十	一	年	级	。	
澳	大	利	亚	的	十	月	是	看	天	，	有	很	多	绿	色
的	树	。	十	月	的	天	气	还	好	，	不	会	太	热	，
不	会	太	热	。	你	可	以	带	连	子	和	衫	。		
澳	洲	的	学	校	不	一	样	的	。	我	们	一	天	有	六
节	课	，	从	早	上	八	点	半	，	到	下	午	三	点	。
我	们	没	有	那	么	多	课	。	我	最	喜	欢	的	课	是
中	文	课	。	我	下	课	的	时	候	有	唱	歌	和	打	篮
球	。	我	周	末	喜	欢	和	我	的	朋	友	去	看	电	影
和	买	东	西	。	你	到	澳	大	利	亚	可	以	去	悉	尼
看	o	p	e	r	a		h	o	u	s	e	，			
h	a	r	b	o	u	r		b	r	i	d	g	e	，	
d	a	r	i	n	g			h	a	r	b	o	u	r	
还	有	很	多	地	方	。									

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks English at home with some exposure to Cantonese and Mandarin. The student has studied Chinese from Year 7 (4 years). The student has not attended 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 presented on a range of topics: weather, expressing possibility using the modal 会, and describing the environment, referring to the green trees of summer. In referring to school life the student makes comparisons between China and Australia using a range of structures, including (不)一样 and (没有)那么, and relates actions using the time phrase 的时候 (when ...). Leisure time and recommended activities are presented as lists of activities. The language is natural, colloquial and effective. Characters are neat, and generally correct, with errors limited to a few confused characters (e.g. 看 for 夏), or omitted components. Information is presented with recognition of the audience, without paragraph indents, but with punctuation spacing. Length 160 characters.

Year 10 Background Language Learners

Writing — Average (2)

(a)	我	们	十	月	的	天	气	开	始	热	了	,	十	一	、			
	十	二	和	一	月	是	夏	天	。	我	们	衣	服	衣				
(b)	澳	大	利	亚	的	学	校	比	中	国	的	不	一	样	。			
	我	们	很	早	开	始	。	学	校	的	课	八	点	二	十	五		
	分	开	始	的	。	我	最	喜	欢	学	英	文	和	历	史	。		
	下	课	的	时	候	,	我	和	我	的	好	朋	友	一	起	出		
	去	吃	东	西	。	周	末	的	时	候	,	去	参	加	运	动		
	和	妈	妈	去	买	东	西	。										
	澳	大	利	亚	有	很	多	好	的	地	方	去	玩	儿	。			
	Queensland	有	Great Barrier Reef	,	是	很	美	丽	的	海	、	有	的					
	看	鱼	。	Northern Territory	有	一	个	大	古	头	叫	Ayers Rock	。					

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents, and speaks Cantonese at home. The student has studied Chinese since Year 7 (4 years) and attends Year 9 at community school. The Chinese program has five 40-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

Information is presented on a range of topics. Weather is described using the particle 了 to express change of state. School life in China and Australia are compared using comparisons, though the structures are confused, using 比 rather than 跟 with (不) 一样. Adverbial clauses (很早) are used to refer to the school timetable, and events are related using the time phrase 的时候. Information is presented in complex constructions, incorporating time phrases, prepositions supported by adverbs of scope, and verb complements to describe direction of the action (e.g. 下课的时候, 我和我的好朋友一起出去吃东西). Recommendations for tourist activities involve listing, with some descriptive phrases to justify choices. Ellipsis and attributive and relative clauses are used regularly. Characters are written with a high degree of familiarity but lack neatness and balance. Information is presented in three distinct paragraphs with no indents but with punctuation spacing. Length 160 characters.

Year 10 Background Language Learners

Writing — Average (3)

		我	的	名	字	是		[NAME]			。	我	是	十	
五	岁	和	上	十	年	级	。	我	的	爱	好	是	美	术	。
我	很	喜	欢	上	美	术	课	和	最	喜	欢	画	画	。	
		我	的	家	有	爸	爸	妈	妈	哥	哥	弟	弟	和	我
有	很	多	人	说	我	和	我	的	哥	哥	一	样	。	我	们
都	喜	欢	一	样	爱	好	体	育	和	音	乐	。	我	不	想
跟	我	的	哥	哥	一	样	。								
		我	和	我	的	哥	哥	都	喜	踢	足	球	和	踢	得
很	好	。													
		星	期	六	和	星	期	日	我	和	我	的	哥	哥	喜
欢	打	不	好	人	。	我	也	同	很	好	看	得	女	人	睡
觉	。														

Commentary

Learner Background and Program Context

The student was born in Australia of parents born in Hong Kong and speaks Cantonese at home. The student has studied Chinese since Year 7 (4 years), and has attended community school for 5 years. The Chinese program has five 40-minute lessons per week (approximately 130 hours per year)

Features of Achievement in this Example

Information is provided on a range of topics: personal information including interests, and family information, in particular interests and activities shared with his brother, using comparisons 和... 一样, 跟... 一样 and the verbal complement 踢得很好 to describe their abilities and express personal opinions using, for example, 不想. Some English expressions are evident in the overuse of 是 and 和. Characters are neat and accurate. Information is presented in a sequence of paragraphs with indents and punctuation spacing. Length 100 characters.

Year 10 Background Language Learners

Writing — Average (4)

我	的	名	字	是	[NAME]														
我	今	年	十	六	岁	我	上	十	0	年	级								
我	的	爱	好	是	上	网	he	hua	bing										
我	喜	欢	he	我	的	好	朋	友	去	出	去	wan							
我	喜	欢	的	运	动	是	tiao	wu	he	hua	bing								
hai	beh	是	我	jua	喜	欢	去	的	di	fung	yin	wai	会	很	kuo				
乐																			
我	喜	欢	hung	国	音	乐	bi	ru	2	NE	1	he	2	pm					
yin	wai	jai	sie	音	乐	会	rung	人	开	心									
我	家	li	有	在	口	人	我	的	爸	爸	妈	妈							我的
可	爱	的	go	he	我	我	们	一	家	很	开	心							一佳 ting
音	乐		一	qi	运	动													

Commentary

Learner Background and Program Context

The student was born of Chinese-born parents and speaks Cantonese and Mandarin at home. The student has been studying Chinese since Year 9 (2 years) and has attended community school for 3 years. The Chinese program has one 120-minute lesson per week (approximately 80 hours per year).

Features of Achievement in this Example

The student provides some personal information. She then describes activities with friends using prepositions and complements of direction, and attributive clauses to specify sporting and other interests, including going to the beach. Reasons are provided using the conjunction 因为. She describes and explains her interest in music using 比如 to list examples and using the causative 让 (to let, make) to show the impact of such music on her and others. She describes her family and pets, expressing an opinion on why her family is so happy. The student uses a range of vocabulary (e.g. 上网, 开心, 比如). Characters are poorly constructed and are often replaced with pinyin, which is often misspelt or reflects Cantonese pronunciation. Information is presented as a sequence of sentences without formatting. Length 120 characters.