











## Commentary

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

The student writes about her personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes about school life in Australia in a report or article for students in China, encouraging them to study in Australia. She begins with a self-introduction then provides a personal opinion and reasons why she likes to study in Australia, and encourages them to follow her example. She gives a list of reasons why Australia is a good place to study: friendly students and teachers, quality teachers who create interesting lessons for students, good school facilities, including sporting facilities, and lists the range of sporting opportunities available to students. She then compares the workload between Australian and Chinese schools, suggesting Australian students are less stressed than Chinese students. She concludes with a description of leisure time activities and places to visit, and an encouragement to come to Australia to study. Information is presented in a logical sequence, although paragraphs often contain more than one topic. Interactivity is limited with reference to the audience confined to the introduction and the concluding statement, although the entire text is focused and persuasive in tone, referring back to the purpose of the text regularly.

The student uses a good range of vocabulary, including sporting activities and adjectives to describe school life (e.g. 耐心, 无聊, 紧张, 放松). Verbs are generally simple with no complement evident, and tense markers sometimes overused (e.g. 将来). Sentence structures are effective with a wide range of conjunctions, including 因为.. 所以..; 因此..; 不但.. 而且..; 要是.. 就..; 但是..; 除了... 以外). Some confusion is evident with time and place phrases, and the use of comparisons. Some English expression is evident, for example, in 有很好玩. Characters are neat and well formed, with occasional components omitted, but generally legibility is high.

## Year 12 Second Language Learners

## Writing — High (3)

王人伟经理：您好！

我是 NAME。我对澳亚书店的工作感兴趣。

我今年十九岁。我去年中学毕业。我上了

SCHOOL 女子学校。我现在上阿德莱德大学学习

法律和英语。因为我学习汉语八年了，所以我

现在会说。我会说英语、汉语和一点儿法语。

我是一个外向的人。我又友好又认真。我

的朋友们说我不但聪明，而且努力。我很人缘

儿好，所以我对顾客热情和耐心。很多人常常

告诉我有礼貌。

我去年在饭店当服务。我也在 Dymocks 当店

员两年了。我最近在天学图书馆。我也会用

电脑和会开车。我觉得我有很多体验。

除了每个星期上大三天以外，我能工作

星期五，星期六和星期日。我对售货员的工作

感兴趣。我的电话号码是六〇九三二一八。

祝您好，

NAME

二〇〇九年十一月四日

S-T-P-A-0

## 澳大利亚的学校

Question No. 9

我叫 NAME 和我上一个澳大利亚的学校。我上  
school 女子学校，阿德莱德。我觉得澳大利  
亚的学校非常好。

澳大利亚的学校常常有很多设备，比如：  
小餐馆，图书馆，体育馆，很多电脑室等等。  
在澳大利亚的文化运动非常重要。我们的学校  
有很多学校运动会，比如：足球，网球，篮球  
划船，等等。

在澳大利亚老师不但聪明，而且努力。他  
们对学生又耐心又专心。澳大利亚的学生也又  
很友好又好动。我们的学校的课通常小，所以  
学很容易。

澳大利亚的学校除了有科学，数学，历史  
以外，还有经济，戏剧，籍。每个学生能选择  
他们的课。还我的看法是除了上十二年级以外，  
我们的作业不太难。

澳大利亚的学校也有很多课外活动。学校  
要学生参加，因为对健康很好。我们学校有辩论  
队，象棋，运动会和音乐队。

而且中学毕业上大学很好，因为澳大利亚  
的大学非常好。

我觉得多门的学校好，因为自己能学  
很多，而且会有很多好玩儿。



## Commentary

### *Features of Achievement in this Example*

The student writes about her personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes about school life in an article for students in China.

In the article she introduces herself, then describes facilities at school, including sporting facilities, mainly relying on lists. She then describes the qualities of teachers and students, and small class sizes (though not well expressed). She lists school subjects, noting that students can choose their own subjects. She lists extracurricular activities, noting that it is compulsory for students to participate. She concludes with a statement about Australian universities and reinforces her positive impressions of her school. Interactivity in the article is limited; the text displays little sense of audience, with little evidence of persuasive language or reference to the purpose of the article. The text is generally organised well and paragraphed with indents and punctuation spacing. Vocabulary is generally good, with a range of items mentioned, although sometimes overusing a word, for example, 课 out of context. The texts display a controlled use of linguistic resources to good effect, avoiding complexity in order to increase accuracy, with statements often followed by lists of examples. Conjunctions are used regularly to connect ideas or provide reasons including 又..又..; 不但..而且..; 因为..所以..; 除了..以外. The student relies heavily on listing items at a vocabulary level rather than describing situations, qualities, or activities in detail. Characters are neat and legible with few errors in strokes or components.