

Year 12 Background Language Learners

Writing — Average (1)

Question 11

兰兰:

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你好, 谢谢你的来信。我~~还~~还~~没~~没~~得~~得~~和~~和你爸爸一次问我要不要帮你找工作。~~那~~~~哪~~那好吧, 我来~~到~~到你们那里~~工~~工作。

旅游的事, 我~~会~~会~~十~~十月才~~去~~去。我~~觉得~~觉得找工作~~是~~是第一的。不过, 我还没有那么~~多~~多的工作经验, 你爸爸~~会~~一定会给我这个工作~~吗~~吗? ~~还~~还有, 我工作~~的~~的时候, 需要多少个时间上班呢? 我觉得~~如~~如~~课~~上课上班的时间太~~长~~长, 我怕我不能~~跟~~上去。

~~再~~再~~谢~~谢你的来信, ~~我~~因为我现在还在~~找~~找个~~好~~好的工作~~来~~来做。我~~去~~去~~法~~法国~~旅~~旅游是来看看那里~~有~~有什么工作好~~做~~做, ~~有~~有什么工作~~多~~多人喜~~欢~~欢的。多谢!

我~~一~~一次~~等~~等你~~的~~的来信
会

你的朋友

大伟

Question 13②

二〇〇九年,十月,五日,星期三

小书,

今天是中国~~的~~^过年的日。我们一家人要去参加。
在那里要有爸爸,妈妈,姐姐,哥哥,叔叔,
等等。我觉得得很高兴。

我们那时应该准备好了东西,但是
很多东西还在我叔叔那里。要去找他都
找不到,因为每个人都在做他们自己的
事。

要晚了,天都也~~也~~^弄黑了,不~~过~~我们还没
有准备好呢。吃饭的时候,我的奶奶
~~一~~一边吃一边~~弄~~大叫,一次说我们
应该~~也~~怎么样准备事。真不~~及~~舒
适,我都~~也~~回去家了。

到家的时候,我爸妈都在吵架。爸
爸对妈妈说:"这个都是你的~~错~~错!"妈妈
回答:"这不是我的错!都是你的错!"
到现在我要睡觉时,他们还~~也~~在吵着
架。吓,真奇怪!我~~也~~得今天在家里玩着
电脑呢。

Commentary

Features of Achievement in this Example

The student writes a letter in response to a job offer, and a diary entry about a day out in which some incident occurs. In the diary entry the student provides a context for the incident, being a family outing at Chinese New Year. The situation develops around preparations for the outing, as no one can find uncle, who has much of what they need.

As the day progresses the family discuss the problem over a meal. Finally they return home, where the parents quarrel over responsibility. The student goes off to bed, wishing he had stayed home and played computer games.

Both texts display appropriate text formatting, with the letter displaying appropriate interactivity, engaging directly with the audience through the use of questions and colloquial expressions. The language of the diary text is natural, fluent, and rather informal, as might be expected in a diary entry. Ideas are expressed using a wide range of vocabulary with clear connection between ideas and logical sequence overall. Sentence structures are accurate and varied, with good use of conjunctions, complex attributives, verb constructions, a range of tense markers, and accurate placement of time and place phrases. Character writing is rapid but messy, with some character errors and the use of homophones.

Year 12 Background Language Learners

Writing — Average (2)

To: da wei.wang@aoyabookshop.com.au
 From: name @ .edu.au
 Subject: Job Application

王经理:

你好! 我叫 NAME, 我今年十八岁,
 下个星期中学毕业。我对工作感兴趣, 我想
 当一名兼职售货员。

我觉得我是一个外向的人, 有很多朋友。
 他们说我是一个友好和热闹的人。我也很喜欢
 刻苦, 我对人际交往很感兴趣。你说澳亚书店
 有小说部, 历史部和美术部, 等等。其实我今
 年学历史课, 美术课, 我的爱好是看书!

我爸爸和妈妈都是中国人, 所以我会说
 汉语, 说得很好。其实我小的时候, 我爸爸有
 一个小的书店。小的时候, 我是一个兼职售货
 员, 所以我学习书店的知识。

我希望收到你的回信,

NAME

二〇〇九十一月十一日

Question No.

11

二〇〇九十一月十一日 下很多雨
 今天最有意思！我跟朋友们去看电影，
 看电影的时候，我们看到中国的最有名的人：
 JACKIE CHAN！我说：“这是一个很好的机会，
 我们可能跟他说汉语！”所以我们以后跟他说
 “您好！您怎么样？”他说他在澳大利亚旅游，
 说他觉得澳大利亚的风景很好看！
 我很开心因为我最喜欢 Jackie Chan 的电影，
 比如：‘Rush Hour’和‘THE TUXEDO’。我觉得他的
 电影真有意思和热闹，有时候很好看和热情。
 其实他对他的影迷非常友好！他不但是
 一个好动的人，而且他也非常刻苦！我妈妈
 说跟他说话以后，我的性格不同了因为我更
 高兴，更刻苦。
 我的看法是他的性格和我的性格真是一样的。
 他和我都对生活有一个积极的态度。
 除了态度以外，我们都喜欢体育运动，看电视
 和学习中国文化。
 我们说话以后，他给我他的电影票。我们
 都说“谢谢！谢谢！”所以今天是一个非常好
 的天。我现在知道 JACKIE CHAN 又有名又友好，
 他真是一个外向的人。我觉得这是我的生活的
 最重要经历。太好了！

Commentary

Features of Achievement in this Example

The student writes a job application letter and a diary entry about a day out with friends. In the diary entry, the student describes an outing to the cinema, where they meet a famous Chinese movie star.

The diary recounts the conversation between the students and the film star, and reflects on the student's reasons for liking the star, the films he has appeared in, why he is popular, and the impact meeting the star has had on the student. The student then compares his own personality with that of the film star, finding points of comparison in their attitude and personality, interest in sport and Chinese culture. He concludes with a summary of the day and its impact on him. Discourse features are well developed, with information in paragraphs with appropriate formatting and sensitivity to audience in the job application letter. The student's diary writing is simple and effective, using a range of linguistic resources to express his own meanings, including some key terms (e.g. 开心, 热闹, 热情, 刻苦, 性格, 积极, 态度, 经历). The story draws on the student's own knowledge and experience, with a clear recount of events, including reported speech, and descriptions of interests and experiences, with comparisons and reflection. Linguistic structures include a range of verb complements, time phrases, sequence markers, and prepositional phrases. Characters are legible with occasional errors in characters or strokes.