Chinese

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Rationale for Selection of Examples

The following discussion outlines considerations governing the selection of examples of student achievement in Chinese at each of the exit points (Year 6/7, that is, the end of primary schooling, Year 10, and Year 12), for the three identified groups of students, based on the findings of the quantitative analysis.

Year 6/7

Learner Groups

The quantitative analysis indicated that the cohort for Chinese at this level comprised 182 second language learners, 54 background language learners, and 13 first language learners. The examples for primary Chinese provide evidence of student achievement in regular second language learning programs (i.e. no immersion or bilingual program data). The score analysis at Year 6/7 identified differences in performance among these three student groups.

Within the second language learner grouping, a difference in performance was evident between the general second language learner group and those within that group (N=13) whose first language was related to Chinese (namely Japanese, Korean, and Vietnamese). The latter group performed at a higher level than the others. It was also found that for second language learners the study of Chinese for more than 4 years yielded a substantially higher performance in both Reading and Writing, but there were no grounds for claiming an association between intensity of learning and level of achievement.

Performance in Reading and Writing between background language learners and first language learners, as defined for this study, showed no significant difference. For background language learners, experience of community schooling resulted in a marginally better performance in Writing, but this was not statistically significant.
On this basis, a range of Writing samples were selected at both average and high levels for second language learners. At the high level a sample of performance of a student from a first language background related to Chinese was also included, to reflect the higher performance that this subgroup displayed. The samples selected for background language learners and first language learners are combined, given the lack of distinction between their performances at this level.

No Oral samples were selected at Year 6/7 as descriptions of performance were based on classroom observation, and individual performances were not documented or rated.

**Year 10**

*Learner Groups*

The examples for Year 10 provide evidence of student achievement for second language learners, background language learners, and first language learners. The quantitative analysis indicated that the cohort for Chinese at this level comprised 70 second language learners, 40 background language learners, and 13 first language learners.

The three groups displayed significant difference in performance in Reading and in Writing. Within the second language learner group:

- Students with more than 4 years’ prior study outperformed students with less than 4 years’ study, but the difference was not statistically significant.
- Students with a related first language (Japanese and Korean) displayed no evidence of high performance in Writing (although this may be because of their often limited duration of study of Chinese in the school classroom).
- Experience of other language study displayed no statistical difference (and the other languages studied by 51 of the 70 second language learners included a wide range of languages).
- Numbers of students with study abroad experience was too small for inferences to be made.

The distinction in Writing between background language learners and first language learners was not significant. Within the background language learner group, 31 of the 40 students had some experience of community schooling (ranging from 1 to 8 years). Their performance was marginally better but displayed wide variation, allowing no conclusion to be made on the impact of community schooling on performance.

On this basis, a range of Writing samples were selected at both average and high levels for second language learners, with high-level performance samples reflecting the performance of students with some East and South-East Asian background who do not, however, speak these languages regularly at home. The samples selected for background language learners include a range of community language school experience. Samples selected for first language learners include students born in China who arrived in Australia at different ages.

Oral samples were selected at Year 10 with samples of performance based on video recorded face-to-face conversations and extracts transcribed for inclusion in the samples. Performance samples for second language learners include students with extended in-country experience. Background language learner performances include students with different home dialects and community school experiences.

**Year 12**

*Learner Groups*

The examples for Year 12 provided evidence of student achievement for second language learners, background language learners, and first language learners. The achievement of second language and background language learners was derived from performances in examinations in Year 12 Continuers/Second Language courses.
Exemplars with Commentaries

The Chinese panel determined whether each student sample be allocated to the second language learner or background language learner category, based on their experience in judging student work and their knowledge of characteristics of performance likely to be seen in students with a background in Chinese language as determined for this project. Any ambiguous student samples were excluded from the analysis and selection of samples for this document. The achievement of first language learners was derived from performances in First Language/Background Speakers examinations.

The score analysis at Year 12 identified significant differences in performance between these three student groups, although lack of student profile data limited the ability to analyse these samples in any greater detail.
Year 6/7 Writing Exemplars

Second Language Learners

Writing — High (1)

 Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student has studied Chinese since Prep (7 years). The student reports that she has attended Saturday school for 1 year. 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 self (name, age), likes and dislikes (pets, food), family members, and interests. Sentences are accurate, with correct use of verbs and adjectives, including negation, measure words, and possessive 的. The conjunction 因为 (because) is used to justify likes and dislikes, using a simple descriptive phrase. Characters are neat and well formed, with few errors in stroke number. Information is presented in a paragraph but with no clear sequence of ideas.
Year 6/7 Second Language Learners

Writing — High (2)

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student has studied Chinese since Year 1 (6 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 self (name, age), family members, pets, friends (names), home (rooms), and interests (activities). Some low-frequency vocabulary (study (书房) and garden (花园)) are included. Sentence structures are generally correct in the use of verbs, and the possessive 的, although no adjectival or numeral phrases are used. Characters are generally accurate, but display unfamiliarity with stroke sequence and overall balance and proportion, with one component missing from the character 游. Information is presented in one paragraph without punctuation spacing.
Year 6/7 Second Language Learners

Writing — High (3)

Commentary

Learner Background and Program Context
The student was born in Malaysia, arrived in Australia at the age of 5, and speaks English at home. The student has studied Chinese since Year 1 (6 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 self, family, friends, home, and interests. Vocabulary includes a range of high-frequency terms related to family and includes some specialised terms, for example, Korean 韩国人, play violin 拉小提琴, and play on the computer 玩电脑. Sentence structures are generally correct in the use of verbs including the negative 没有, the possessive 的, adjectival phrases, and numeral phrases with the appropriate measure word. Characters are generally accurate with high familiarity with stroke sequence and overall balance and proportion. The characters for ‘friend’ 朋友 are incorrectly represented as ‘read a book’ 看书 (probably copied incorrectly from lists). Information is presented in one paragraph with appropriate punctuation and spacing.
Year 6/7 Second Language Learners

Writing — High (4)

<table>
<thead>
<tr>
<th>我的名字是 [NAME] 。我是</th>
<th>十二岁。我的家有六个人</th>
<th>我有妈妈，爸爸，哥哥</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>婆婆和公公。我的宠物</td>
<td>是一个狗。我的朋友是</td>
</tr>
<tr>
<td></td>
<td>有许多。我喜欢听音乐。</td>
<td>在学校我喜欢数学和美术</td>
</tr>
</tbody>
</table>

Commentary

Learner Background and Program Context

The student was born in Australia, of parents born in Vietnam, and speaks both Vietnamese and English at home, with some exposure to Cantonese and Mandarin. The student has studied Chinese since Year 1 (6 years), and attended a Chinese immersion program from Reception to Year 2. 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 self (name, age), family members, friends (names), interests, and favourite subjects, using some specialised vocabulary, 婆婆, 公公. The student describes her world and her interests in a sequence of statements with few errors or omissions. She uses the preposition 在 to talk about her interests at school, and the possessive 的 when referring to her family, pets, and friends. She attempts to express a personal meaning, ‘there are many’ (friends) using the phrase 有许多 (inappropriately). Characters are neat and well formed, with attention to stroke sequence. Information is presented in a single paragraph with punctuation spacing.
Year 6/7 Second Language Learners

Writing — Average (1)

Commentary

Learner Background and Program Context
The student was born in Australia and speaks only English at home. The student is in Year 7 and has studied Chinese since Year 4 (4 years). The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

Features of Achievement in this Example
The student attempts to answer each of the questions required by the task. The student relies heavily on the stimulus questions to provide simple personal information: name, age, pets, friends, and interests, with most of the information presented in English. The stem of each question is copied and information inserted, although the question word is not removed from the statement about age (几岁). A rehearsed response is provided to a question about pets (十几条鱼). There is little evidence of knowledge of sentence structure as most new input is provided in English; however, the connective 和 and measure word 条 are used correctly. Character writing is neat and legible, but with evidence of copying, particularly with unfamiliar characters 条 and 鱼. Squared paper is used correctly. There is no evidence of discourse features with each sentence presented on a new line. Punctuation is presented in the Chinese style.
Year 6/7 Second Language Learners

Writing — Average (2)

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student is in Year 6 and has studied Chinese since Year 4 (3 years). The Chinese program has two 45-minute lessons per week (approximately 60 hours per year).

Features of Achievement in this Example

The student attempts to answer the questions required by the task, providing simple personal information about his/her family, based on a prepared response, which probably represents a recently completed task in class. The student introduces his/her family, and includes the same information for each family member: favourite colour and details of their hair in three adjectives — long/short, straight/curled, and colour. Sentences are largely accurate in word order and are simple, with no use of the possessive 的 or simple connectives 也 or 和. The entire text is in pinyin with spelling largely correct, usually without tone marks. However, the text is comprehensible in context. There is little evidence of discourse, with each sentence written on a new line. Punctuation is presented in the English style.
Year 6/7 Second Language Learners

Writing — Average (3)

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The mother was born in China. The student has attended 5 years of community school. The student has studied Chinese at school in Year 7 only (1 year). The Chinese program has three 40-minute lessons per week (approximately 80 hours per year).

Features of Achievement in this Example

The student provides personal information: name, surname, parents’ nationalities, pets, interests, and friends. Sentences are generally correct in the use of verbs and possessive phrases. Errors are evident in the absence of measure words and in the use of the verb ‘to be’ with adjectives. Characters are neat and generally accurate, perhaps copied from word lists. Where pinyin is used, tone marks are correct. Squared paper is used effectively with one exception (名字). Information is presented in one paragraph without indents or punctuation spacing.
Year 6/7 Second Language Learners

Writing — Average (4)

| 我喜欢我的宠物。我的名字是 [NAME]。我喜欢糖和可乐。我也喜欢巧克力，做和冰淇淋。我的妈妈和爸爸是可爱。我们有可爱的爸爸和妹妹。 |

Commentary

Learner Background and Program Context
The student was born in Australia and speaks English at home. The student has studied Chinese since Year 1 (7 years). The Chinese program has three 40-minute lessons per week (approximately 60 hours per year).

Features of Achievement in this Example
The student presents personal information about pets, food, and family members, including preferences (喜欢) and descriptions. Sentences are simple and display English word order, with errors in the use of the verb 做 and conjunction 和 (made with...), the use of the verb ‘to be’ with an adjective, and the absence of the attributive 的. Characters are often inaccurate in stroke number and arrangement, with evidence of copying from word lists. Information is presented in a paragraph without linkage or sequence, but with appropriate punctuation spacing.
Year 6/7 Background Language Learners

Writing — High (1)

<table>
<thead>
<tr>
<th>我,我的家庭和我的朋友</th>
<th>每个人有不同的爱好。</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的妈妈他喜欢煮菜给我吃。</td>
<td></td>
</tr>
<tr>
<td>他朋友 [NAME] 喜欢玩电脑。</td>
<td></td>
</tr>
<tr>
<td>旅游</td>
<td></td>
</tr>
</tbody>
</table>

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.
Exemplars with Commentaries

Year 6/7 Background Language Learners

Writing — High (2)

My name is [NAME]. I am ten years old. At home I have four people. My dad, my mom, my brother and me. I like my friends because they are very good. My hobby is playing sports and playing with my friends. I like eating ice cream.

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.
Year 6/7 Background Language Learners

Writing — High (3)

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.
### Year 6/7 Background Language Learners

**Writing — High (4)**

| 我的名字叫杰克，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.
Year 6/7 Background Language Learners

*Writing — Average (1)*

![Image of written text in Chinese]

**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 1 (6 years) and has attended community school for 5 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 self (name, age), family members, interests (sports), and friend (name), and includes some specialised vocabulary such as grandparents. Sentences are simple with effective use of pronouns, verbs, measure words, time phrases using 在，and possessives. Characters are accurate with evidence of current stroke sequences. Some vocabulary is presented in pinyin, with spelling errors. Information is presented in a paragraph with punctuation spacing.
Exemplars with Commentaries

Year 6/7 Background Language Learners

Writing — Average (2)

Commentary

Learner Background and Program Context

The student was born in Australia and the parents in South-East Asia. Both English and Hakka (Chinese dialect) are spoken at home. The student has studied Chinese since Reception (7 years) and attended a Chinese immersion program from Reception to Year 2. The Chinese program has two 60-minute lessons per week (approximately 80 hours per year).

Features of Achievement in this Example

The student presents personal information (name, age), interests (likes and dislikes) including food preferences and activities. Sentences are simple but effective, using correct structures for verbs ‘to be’, ‘to have’, and ‘to like’, including negation and the use of an adjective as a noun modifier. Characters are poorly constructed, with many compound characters written across 2 squares, but stroke sequence is largely correct. Information is presented in a paragraph without indent, but with punctuation spacing.
Year 6/7 Background Language Learners

Writing — Average (3)

Commentary

Learner Background and Program Context

The student was born in Australia of Hong Kong parents and speaks both English and Cantonese at home. The student does not attend Chinese community school. The Chinese program has one 60-minute lesson per week (approximately 40 hours per year).

Features of Achievement in this Example

The student presents personal information and describes her family, friends, interests, and her home, using some specialised terms (e.g. 层 and 弹钢琴). Sentences are simple and effective, with correct use of the verb ‘to have’, and adjectival phrases, measure words, possessive 的, and the numeral 两. Errors include overuse of the verb ‘to be’, and omission of the verb 叫. Characters are generally correct, although not always well proportioned, with evidence of copying from lists (e.g. 家). Information is presented in one paragraph without indents, but with punctuation spacing.
Year 6/7 Background Language Learners

Writing — Average (4)

Commentary

Learner Background and Program Context

The student was born in Australia of Vietnamese-born parents and speaks Cantonese at home. The student has studied Chinese since Year 1 (6 years) and has attended 7 years of community school. 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 family, friends, and interests and uses some specialised vocabulary including 手指 and 健康. Sentences include some complex constructions that are not always accurate. They include attributive clauses, time phrases, and use of the conjunction 因为 to explain reasoning. The quality of character writing varies considerably, with high-frequency items written well, but many characters incorrect or confused, hindering the meaning of ideas. Information is presented in one paragraph with indents and punctuation spacing.
Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)

<table>
<thead>
<tr>
<th>你叫 [NAME] 我十五岁 我的生日是一月 二十五日 我家有四 个人 我爸爸 妈妈 我</th>
<th>你叫 [NAME] 我十五岁 我的生日是一月 二十五日 我家有四 个人 我爸爸 妈妈 我</th>
</tr>
</thead>
<tbody>
<tr>
<td>我</td>
<td>我</td>
</tr>
<tr>
<td>妹妹</td>
<td>我</td>
</tr>
<tr>
<td>我对音乐有兴趣 我喜欢摇滚</td>
<td>我对音乐有兴趣 我喜欢摇滚</td>
</tr>
<tr>
<td>我是影迷 我喜欢恐怖片了又紧张</td>
<td>我是影迷 我喜欢恐怖片了又紧张</td>
</tr>
<tr>
<td>又刺激 我不喜欢爱情片 我是电视迷</td>
<td>又刺激 我不喜欢爱情片 我是电视迷</td>
</tr>
<tr>
<td>我喜欢动画片 电影和喜剧</td>
<td>我喜欢动画片 电影和喜剧</td>
</tr>
<tr>
<td>我最喜欢体育</td>
<td>我最喜欢体育</td>
</tr>
</tbody>
</table>

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 非 常 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。

你应该带包和雨伞。

澳洲的学校还可以的。八点半开课。

三亚，三点半放学。每天要上七节课。

我最喜欢学课和科学。

在澳洲我们有很多的地方是很好玩的。我们有很多明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 should 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.
Year 10 Second Language Learners

Writing — Average (1)

| 我叫小明，我十六岁，我上十年级。我 | 家有一个弟弟和一个妹妹，我有一个 | 爸爸和一个妈妈和我。我有一只猫。 | 他是很胖。我喜欢打网球和打乒乓球。 | 我不喜欢调查，我喜欢玩金属音乐。 | 我最喜欢说汉语！

Commentary

Learner Background and Program Context

The student was born in Australia and speaks only English at home. The student has studied Chinese since Year 5 (6 years). The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

The student covers a range of topics: personal information (name, age, year level), family members, pets (including a descriptive phrase), and interests (likes and dislikes). A range of vocabulary is used — adjectives (胖) and nouns (网球), including terms such as research (调查) and heavy metal (金属). The student expresses his interests in heavy metal music and emphasises his enjoyment in speaking Chinese using the superlative intensifier 最, reinforced by a set of exclamation marks. Sentences are generally accurate in word order, including the use of measure words and adverbs (e.g. 不, 最) preceding both adjectives and verbs. The coordinating conjunction 和 is used to list nouns, but is used inappropriately between verb phrases. The verb 是 ‘to be’ is inappropriately used with an adjectival clause. Characters are neat, and display accurate stroke sequences, with correct punctuation spacing. Length 80 characters.
## Year 10 Second Language Learners

### Writing — Average (2)

<table>
<thead>
<tr>
<th>你好，我叫 [Name]。我十五岁，我上十年级。我的家有四个人。我的生日是十二月六号。我有很多朋友。每周末我跟朋友一起去看电影。在学校的我考得好。在我家我学得好。下课以后，我做作业。我有很多爱好。我喜欢骑自行车。我还喜欢音乐。我也喜欢看书。我也喜欢听音乐。我也喜欢看动作片。书和小</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>听</td>
<td>听</td>
</tr>
<tr>
<td>Rock</td>
<td>音乐</td>
</tr>
</tbody>
</table>

### Commentary

**Learner Background and Program Context**

The student was born overseas, was raised in Australia, and speaks English at home. The student has studied Chinese since Year 6 (5 years). The Chinese program has five 40-minute lessons per week (approximately 130 hours per year).

**Features of Achievement in this Example**

The student covers a range of topics: personal information (name, age, year level, and birth date), activities with friends, personal interests, and school life, using a range of high-frequency vocabulary. The student describes his activities with friends, specifying frequency using 每, and the collective action using a preposition and the adverb 一起. He repeats this structure to describe his activities with his father. He describes his successes at school using verb complements 靠得好 and 学得好 and sequences events in time using 以后. He lists a range of interests using the adverb 也 for each new activity. The student uses some additional grammatical structures, including numerical expressions for age and date and locational phrases using 在. Errors occur in information sequencing, for example, the placement of location phrases, and the absence of directional complements 上 (上). Characters are neat and strokes are generally accurate. The text is presented in one paragraph without punctuation spacing or indents. Length 140 characters.
Year 10 Second Language Learners

Writing — Average (3)

Commentary

Learner Background and Program Context
The student was born in Australia and speaks English 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
The student covers a range of topics: personal information (name, age, and residence), family members including parents’ occupations, personal interests, school life including subjects and reasons for subject preferences, and types and numbers of pets. Vocabulary includes some low-frequency items (e.g. detective 侦探 and documentary 纪录片). Sentence structures include the use of measure words for counting, the possessive 的, conjunctions 和 to link nouns, the adverb 也 to link actions, and the verb complement 住在 to describe a place of residence. Adjectives include 难 difficult, and the colloquial 马马虎虎 ‘so so’ to describe subjects, though the adverb intensifier 很 is absent, the verb 是 ‘to be’ is used inappropriately instead. Errors also include overuse of the verb ‘to be’, underuse of possessive 的, and absence of the subordinating conjunction 因为 when providing reasons. Characters are written quickly with a degree of familiarity, but minor errors are common, (e.g. 第第 for 弟弟. 他 for 他). The text is presented in a single paragraph without indents or punctuation spacing. Length 160 characters.
Year 10 Second Language Learners

Writing — Average (4)

|    | 我的城市的十月天气是暖和气温在二十五度左右我应该带衬衫裤子短裤和牛仔裤澳洲的高中生每天要上六节课从早上九点到下午三点。我最喜欢的是戏剧和数学。我们下课后和周末戏剧表演你到了澳洲的时候你会去看看吗？
|    | [NAME] |

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student has studied Chinese since Year 8 (3 years). 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 temperature using the approximation 左右, clothing as appropriate to weather, school life including preferred subjects and timetable, and personal interests and recommended activities for tourists. A range of vocabulary is used, with evidence of dictionary use in the selection of some items although it is not always appropriate (戏剧排演). The student uses relative clauses to create more detailed noun phrases, uses the specifier 每 when talking about frequency, and the coverb structure 从...到... to refer to duration of time (the school day). The particle 了 and the phrase 的时候 are used to sequence events. He uses the superlative 最 when referring to favourite subjects, and ellipsis in omitting the subject in an attributive clause. Sentence structures are generally correct, drawn mainly from the stimulus text. Errors occur in the use of the verb 是 ‘to be’ with adjectives. Characters are generally legible but lack familiarity with stroke sequence, or overall proportion, or in the use of squared paper. Information is presented in a single paragraph with paragraph indents but no punctuation spacing. Length 100 characters.
澳大利亚的十月天气很好。有时候会冷，有时候很暖和。澳大利亚有四个季节。十月是春天。你应该带很多连衣裙和短裤。因为天气很好。澳洲的学校很好。高中学生，每天有六节课，从早上八点二十分到下午三点。我们每一节课都有不同的教室。平常是老师带着我们去上课。我的学校的老师和同学都很好。我喜欢数学和汉语课。我们下课的时候也会去教室聊天，有时候会去逛街。平常我们都回家的。周末的时候，我喜欢跟我的哥哥去公园打篮球。我也喜欢跟朋友去看电影。
澳洲有很多好玩的地方。比如，悉尼塔。悉尼塔很有名。可以吃好吃的，也有很多好玩的。来澳洲，不如去我们中国的城看看。我们的中国城很有趣。每个星期六都会有很多小店在街上卖东西。有很多好吃的也可以买很多漂亮的衣服。在那里，可以买很多好玩的玩具。中国城的东西都很特别。来澳洲一定要去大冷港，大冷港也可以叫廿九港。
Commentary

Learner Background and Program Context

The student was born in Australia of parents born in Singapore and Malaysia, and speaks mainly English at home.

The student has studied Chinese since Year 8 (3 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: the weather and clothing required, school life, weekend activities, and tourist sites. In describing school life in Australia the student describes the timetable and explains where lessons are held using adverbs of frequency, and aspect markers (e.g. 平常是老师等着我们去上课). She describes her leisure time with friends using a range of time phrases to express frequency or sequence of events and prepositional phrases to identify participants in events. She uses 比如 to suggest tourist sites and 不如 to emphasise sites best visited. Vocabulary choices are varied and effective, (e.g.漂亮, 聊天 and 逛街). The language is natural, colloquial and effective. Information is presented in a single paragraph without indents or spacing. Length more than 300 characters.
**Year 10 Background Language Learners**

*Writing — High (2)*

| 我叫 [NAME]，我姓 [NAME]，...。
| --- |
| 年十五岁，在 [SCHOOL] 中学上十年级。
| 我家有六口人，他们是爸爸，妈妈...
| 两个哥哥，妹妹和我。
| 今年有三门课。我喜欢电脑...。
| 电脑和日语课，我最喜欢数学课，但...。
| 有时我觉得很难。放学以后我和朋...。
| 友们常常一起去公园打篮球或在学校...。
| 回家以后我通常做作业，做完的...。
| 时候我喜欢读小说，看电视，如果电...。
| 视没有什么看，我就一边在电脑同朋...。
| 友们说话，一边听音乐。

**Commentary**

*Learner Background and Program Context*

The student was born in Australia of Vietnamese-born parents and speaks Cantonese at home. The student is currently in Year 10 and attends Year 11 at community school. The Chinese program has five 45-minute lessons per week (approximately 150 hours per year).

*Features of Achievement in this Example*

Information is provided on a range of topics, including self and family, school, leisure time, and interests. When referring to school life the student uses specific measure words, for example, relating to subjects, and expresses a personal view on difficult subjects using the conjunction 但是 and the verb 觉得 (to think, feel). A range of adverbs are used to express frequency of events, and time phrases and complements of result are used to sequence events in time (e.g. 回家以后我通常做作业，做完的时候我喜欢...). Prepositions and adverbs of scope are used together to identify participants in events. She uses the conjunction 如果 to express conditionality and uses the indefinite 没有什么 to describe a possible scenario, linking with the adverb 就 to express concurrent activities using the adverbs 一边...一边... Information is presented with accuracy and a clear sequence of ideas. Characters are written neatly and accurately. Information is presented in paragraphs with indenting and punctuation spacing. Length 180 characters.
Year 10 Background Language Learners

Writing — High (3)

| 高雅，你好。我们一起高高兴兴。
| 你来可以来。
| 澳大利亚的十月天气不冷不热，很舒服。
| 上海的天气只是热一点。你会多赏你上海。
| 澳洲的学校不是 Joan 班的上海的学校。
| 那样，我们从早上八点半开始上学，到
| 下午一点半，就不变了。还有，一点不同。
| 就是我一天六节课，我什么都喜欢。
| 但是，最喜欢的是羽毛球。
| 语文课，数学课，英语课和历史课。
| 我下课有时候最喜欢打羽毛球。
| 在我，这个城市是最好玩的。在澳洲，最
| 好玩的地方。
| 玩。

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks Cantonese and Mandarin at home. The student has studied Chinese since Year 5 (6 years) and attended 2 years of community school. The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

The student provides information on a range of topics. In describing the weather, the student contrasts the weather in Australia and Shanghai using the comparative 像, qualified by the clause 一样热一点. In talking about school life, the student contrasts school life using the demonstrative (不是...) 那样, and sequences his description of events using the adverb 就 (then) and 一...就... (as soon as...), and links his ideas using 还有 (as well). He uses a wide range of high-frequency vocabulary, and employs a range of sentence structures, including complex attributive clauses, indefinite pronouns 没什么 and inclusive constructions 什么...都... Information is expressed in a natural manner in a colloquial style (...就行了). Length 240 characters.
Year 10 Background Language Learners

Writing — Average (1)

| 你好高雅。我是 [NAME]，上一年级。 | 澳大利亚的十月是夏天，有很多绿色的树。十月的天气还好，不会太热，不会太闷。你可以带裙子和衬衫。 | 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，我最喜欢的是中文课。我下课的时候有唱歌和打篮球和买东西。你到澳大利亚可以去悉尼看-opera house, harbour bridge, darling harbour 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)

| 序列 | 我们七月的天气开始热了，十一—
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>我们和一月是夏天。我们衣服衣</td>
</tr>
<tr>
<td>2</td>
<td>澳大利亚的学校比中国的不一样。</td>
</tr>
<tr>
<td>3</td>
<td>我们很早开始。学校的课程是二点二十五</td>
</tr>
<tr>
<td>4</td>
<td>今天发的。我最喜欢学英文和历史。</td>
</tr>
<tr>
<td>5</td>
<td>下课的时候，我和我的好朋友一起出</td>
</tr>
<tr>
<td>6</td>
<td>去吃东西。周末的时候，去参加运动</td>
</tr>
<tr>
<td>7</td>
<td>和日妈妈去买买东西。</td>
</tr>
<tr>
<td>8</td>
<td>澳大利亚有很多好的地方去玩儿。</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>我的名字是</th>
<th>[NAME]</th>
<th>是十</th>
</tr>
</thead>
<tbody>
<tr>
<td>五岁和上十年级</td>
<td>我的爱好是美术</td>
<td></td>
</tr>
<tr>
<td>我很喜欢上美术课和最喜欢画画</td>
<td>爸爸妈妈哥哥弟弟和我</td>
<td></td>
</tr>
<tr>
<td>有很多人说我和我的哥哥一样</td>
<td>我们都喜欢一样爱好体育和音乐</td>
<td>不想</td>
</tr>
<tr>
<td>跟我的哥哥一样</td>
<td>我和我的哥哥都喜踢足球和踢得</td>
<td>很好</td>
</tr>
<tr>
<td>星期六和星期日我和我的哥哥常</td>
<td>打不好人，我也同很好看得女人睡</td>
<td>觉</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>我的名字</th>
<th>是</th>
<th>[NAME]</th>
</tr>
</thead>
<tbody>
<tr>
<td>我今年十六岁,</td>
<td>我上</td>
<td>0 年级</td>
</tr>
<tr>
<td>我的爱好是上网</td>
<td>he hua bing</td>
<td></td>
</tr>
<tr>
<td>我喜欢他</td>
<td>我的好朋友</td>
<td>去出去</td>
</tr>
<tr>
<td>我喜欢的运动是</td>
<td>you hua bing</td>
<td></td>
</tr>
<tr>
<td>hai bing 是</td>
<td>我喜欢去的</td>
<td>di feng</td>
</tr>
<tr>
<td>乐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我喜欢</td>
<td>hung 国音乐</td>
<td>bi ru 2 NE 1 he 2 pm</td>
</tr>
<tr>
<td>yin wai</td>
<td>jai sie 音乐</td>
<td>zhen 人开心</td>
</tr>
<tr>
<td>我家</td>
<td>有五口人</td>
<td>我的爸爸妈妈, 我的</td>
</tr>
<tr>
<td>音乐</td>
<td>qi 运动</td>
<td></td>
</tr>
</tbody>
</table>

### 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.
Year 10 First Language Learners

Writing — High (1)

| 我住在阿德莱德。 | 我住在阿德莱德。 | 十月的南澳已 | 进入深秋，弥漫着夏天的味道。 | 下来的日子气温将升高，你应该多 | 备夏天衣服。如耳心带。短袖。与中国 | 国的学校对比，澳洲的学校更人性化 | 化，学生所压力相对轻微。我最喜欢 | 你科目是数学。下课或周末我会先把 | 时间花在图书馆里。如果你到了该大 | 你会爱上这里的蓝天。与大自 | 然亲近。就像是最棒的游说已。 |

Commentary

Learner Background and Program Context

The student was born in China and came to Australia in 2009. The student is currently studying Chinese in Year 10. The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

Information is presented about weather and school life with some reference to China. The student uses a range of specialised vocabulary to express detailed ideas (e.g. 徐漫, 深春, 人性化). The student uses natural colloquial information sequencing, for example, using a prepositional phrase to signal a new topic, and effective choices to add emphasis or to compare information. The language displays a high-level literary style, with deliberate choice of structures and vocabulary for maximum effect. The text is presented as a single paragraph with indent and punctuation spacing. There is limited recognition of the audience and no recognition of the text type. Length 160 characters.
### Year 10 First Language Learners
**Writing — High (2)**

| 澳大利亚 | 十月的天气和中国是相反的。十月份的天气是春天，天气较冷你需要带些春天穿的衣服，比如长
T恤和一两件外套。这里的学校非常轻松，我们一天有六节课，从早上8点45分到下午3
点15分。这里上课很轻松，每节课有不同的科目，我们就拿着书本到不同的教室上课。我喜欢科
学课和数学课，我们下课一般都回家，除了星期五下课我们都会到城市中心逛逛，和朋友一起吃晚餐。周末我们会
参加一些体育活动，和家人一起驾车旅行。你到澳洲的时候可以去黄金海岸，布里斯班，悉尼玩。还有很
多好玩的地方。 |

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**Commentary**

**Learner Background and Program Context**

The student was born in China and came to Australia in 2006. The student began attending Chinese classes in Year 10. The student speaks both Hokkien (dialect) and Mandarin. The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

**Features of Achievement in this Example**

Information is provided about weather and climate, school life, leisure time and tourism, with comparisons made between the climate in Australia and China. The student uses a range of vocabulary including 相反的, 轻松, 逛街, 晚餐, 驾车游行, 和 a range of sentence structures, including modal verbs, tense markers, conjunctions, and adverbs (e.g. 需要, 拿着, 除了, 一般). Characters are fluent and correct. The text lacks letter formatting and is presented in paragraphs with indents and punctuation spacing. Length 250 characters.
Year 10 First Language Learners

Writing — High (3)

Exemplars with Commentaries

# Commentary

Learner Background and Program Context

The student was born in China and came to Australia in 2006. The student attended Chinese class in Years 9 and 10. The student speaks Mandarin and a dialect at home. The Chinese program has one 120-minute lesson per week (approximately 80 hours per year).

Features of Achievement in this Example

Information is presented about weather and climate, school life, leisure time and tourism, with comparisons made between China and Australia. The student uses a range of vocabulary (e.g. 恰恰相反, 与, 不像, 过后, 不得不, 除此之外, 十分, 特有的) and some complex sentence structures, including idiomatic expressions and colloquial phrases. Characters are fluent and generally accurate with some use of pinyin where characters were not recalled immediately. The text is presented in a single paragraph with indent and punctuation spacing. Length 250 characters.
Year 10 First Language Learners

Writing — Average (1)

| 我们这边的十月是春天，天气不冷也不热。这里一年四季都绿色，看起来舒服极了。我建议你多带一些春
  天穿的衣服和一或两套厚一点的衣服。我们这边和中国不一样。我们一天有四或五节课，从上午8点到下午3:20。
  我们的课都不一样，所以我们要去不同的教室去上课。老师也会在那边等着我们。
  我最喜欢数学和中文。一般我玩电脑我跟朋友一起上街，在我放学以后，我一般很少出门，在周末的时候。
  这边有很多好玩的，像去海边捉螃蟹，去动物园，去山上等等。

Commentary

Learner Background and Program Context

The student was born in China and arrived in Australia in 2007. He attended Chinese classes in Years 9 and 10. The Chinese program has three 70-minute lessons per week (approximately 140 hours per year).

Features of Achievement in this Example

Information is presented on weather, school life, and leisure time, with some comparison with life in China using simple and effective sentence structures without few complex or literary forms. Opinions are expressed using the verb 建议 in a natural manner, for example, using the phrase 看起来 to refer to feeling about the weather, and 一般 when talking in general terms about his own activities. The adverb 像 is used when providing examples of leisure activities. Some time phrases are placed incorrectly at the end of the sentence. The text is presented in a sequence of short paragraphs with appropriate indent and punctuation spacing. Length 200 characters.
Exemplars with Commentaries

Year 10 First Language Learners

Writing — Average (2)

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我最喜欢的名字叫小明，今年
我十六岁。我有很多爱好，其中是打羽毛球和
听音乐。我喜欢跟朋友一起踢足球。我爱到海岸游泳和
玩沙。澳洲的海边非常优美干净，令
我感到非常留恋。如果我心情
就会上网看新闻或玩游戏。
每天放学，我通常一小时完成学校
给的作业。我认为早完功课很
重要；人应该勤劳一点，才能取到最盼望的
结果。我希望我出大学之后能当医生
事都是应该会有的。我最恨
整天呆在床上睡觉的坏情人。
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Commentary

Learner Background and Program Context

The student was born in China and arrived in Australia in 2006. The student has been studying Chinese at an after hours school since Year 9 (2 years). The student speaks Mandarin and a dialect. The Chinese program has one 120 minute lesson per week (approximately 80 hours per year).

Features of Achievement in this Example

Information is presented on climate, school life, and leisure time, including tourist activities. Vocabulary is wide ranging and descriptive, with some precise terms used in a literary style, although some items are inappropriate in context (e.g. 探访 游玩). Sentence structures include a wide range of features including adjectival attributes, modal verbs, adverbs of emphasis and frequency, and a range of verb structures. Characters are fluent but not neat, with a number of incorrect, homophone characters used that impact on overall intelligibility. The text is presented with sensitivity to the audience and appropriate formatting. Length 250 characters.
Year 10 Oral Exemplars

Second Language Learners

Oral — High (1)

Transcript

考官：你好，你叫什么名字？ 考生：我叫 [NAME]。
考官：你多大？ 考生：十六岁。
考官：今年上几年级？ 考生：今年上十一年级。
考官：你学习什么科目？ 考生：数学，音乐，英语，化学，历史和中文。
考官：你喜欢什么科目？ 考生：我最喜欢历史。
考官：为什么？ 考生：因为很有趣。
考官：什么历史？ 考生：是，不是很久历史。
考官：现代。 考生：（点头）现在。
考官：给我介绍一下你的家。 考生：我的妈妈是韩国人，我的爸爸是马来西亚人。
考官：有一个弟弟和一个妹妹。 妹妹在这学校。
考官：弟弟在哪儿学？ 考生：[SCHOOL]。
考官：你跟你弟和妹妹说什么语言？ 考生：什么？
考官：你跟他们说什么话？ 考生：啊，英语。
考官：为什么？ 考生：因为他不可以说。
考官：你爸爸做什么工作？ 考生：他是，他做连衣裙。
考官：你住哪儿？ 考生：我住北，yea, I don’t know.
考官：你怎样来学校？ 考生：坐火车。
考官：需要多长时间？ 考生：40 分钟。
考官：你喜欢这个学校吗？ 考生：我最喜欢这个学校。
考官：为什么？ 考生：因为有很多参加，可以，很，很好老师。
考官：你在这个学校有好朋友吗？ 考生：我有好朋友。
考官：你喜欢跟他们一起做什么？ 考生：我喜欢和她一起做饭，和去看电影，和去海滩。
考官：你喜欢什么活动？ 考生：活动？
考官：你星期六星期天喜欢做什么？ 考生：哦！我星期六去打篮球，星期天，星期六下午去很多地方和朋友，星期天我去数学学校。
考官：星期天？去数学学校？挺好玩儿的，对么？ 考生：不是。
考官：你毕业以后打算做什么？ 考生：我不懂。
考官：你明年上 12 年级。 考生：是。
Exemplars with Commentaries

考官：以后打算做什么？想做什么？要上大学么？

考生：哦！我要上大学，我要去美国大学，但是我
不知道我可以吗。

考官：为什么想去一个美国的大学？考生：因为我喜欢美国。

Commentary

Learner Background and Program Context

The student was born in Australia of parents born in different Asian countries and speaks mainly English at home. The student has studied Chinese since Year 7 (4 years). The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

The student presents information about family, school life, and leisure time. Personal meanings are expressed in short statements generally containing a single idea. When talking about school subjects, the student explains her interest in history, and specifies the course as Modern History with the phrase不是很久历史 (it isn’t ancient history) when no other term was immediately available to her. When discussing languages used at home the student explains why English is the language of choice among siblings with the phrase‘因为他不可以说 (中文), highlighting the overextension of the meaning of the modal verb可以instead of会. She qualifies her hope to study in the United States of America with the response 考生：哦！我要上大学，我要去美国大学，但是我不知道我可以吗. Interaction is enhanced by the student’s willingness to express some personal ideas in response to each question asked, even when the student lacks a precise term (e.g. 考官：你爸爸做什么工作？ 考生：他是，他做连衣裙). The student sustains the conversation in a confident manner, overcoming false starts and lack of comprehension with a detailed response wherever possible. Vocabulary knowledge includes a range of activities related to school and leisure. Sentence structures include time phrases, number–measure phrases, some location words and some adjectival predicates. The student uses Chinese to express a lack of comprehension or request repetition and maintains the flow of conversation, seldom requiring thinking time. Errors are limited to the misuse of a verb as a noun（参加）, the omission of的, or inappropriate use of modal verbs.
Year 10 Second Language Learners

**Oral — High (2)**

**Transcript**

考官：你好。考生：你好。
考官：你叫什么名字？考生：我叫张博文，是我的中文名字。
考官：那好，你今年多大？考生：今年我十六岁。
考官：你在哪儿学习？考生：我在悉尼学习，在 [SCHOOL]。
考官：今年几年级？考生：哦，我是十一年级。
考官：你为什么学习中文？考生：因为我觉得中文很 …很有意思。
考官：请给我介绍一下你的家。考生：我的家，我的家里有五个人，
爸爸妈妈弟弟姐姐和我。我们都住在悉尼的北边。
考官：你爸爸做什么？考生：我的爸爸，他，，制作自己的公司。
考官：你妈呢？考生：妈妈，她以前是护士。但是现在没做了。
考官：你在这个学校有朋友么？考生：在这学校？我有，我有朋友，
但是也有别的学校的朋友。
考官：你喜欢跟你的朋友在一起做什么？考生：我喜欢一起打橄榄球， 和去电影院，
电影院， 也去海滩。
考官：你喜欢什么运动？考生：我最喜欢打橄榄球，
也喜欢打棒球和打篮球。，都喜欢。
考官：你放假的时候喜欢做什么？考生：喜欢跟我的朋友玩儿，一起玩。
我也喜欢去别的国家旅行和看看我的朋友。
考官：你喜欢旅行么？考生：喜欢，我喜欢。
考官：你去过什么地方？考生：我去过中国，英国和美国。
考官：你怎么有机会去这么多的地方？你跟谁去的？考生：啊，我跟我的家。
考官：你爸爸喜欢旅行么？考生：啊，对。他都喜欢的。他也喜欢滑雪。
考官：啊，是吗？那你就是那个冬天去的吗？考生：对，对，去的时候是冬天。
考官：那些国家的冬天就是我们的夏天，所以你没有机会到海边去。考生：对。
考官：你去过中国吗？考生：我去过。
考官：你喜欢中国吗？考生：我喜欢，我喜欢。我在中国住了五个月。
考官：真的吗？考生：对，对，在黑龙江。
考官：真的吗？这个去滑雪的时候吗？考生：啊，不是，我是交换，交换生。
考官：真的吗？在什么城市？考生：在佳木斯。
考官：佳木斯？那么远的地方。考生：对。
考官：所以呢，你的中文应该是很好的，对么？考生：对， 但是现在不太好了。
考官：那是什么时候？考生：什么？
Exemplars with Commentaries

考官：你什么时候去佳木斯的？
考生：上个年，上年，不，去年的一月到五月。
考官：你上学了？在佳木斯上学？
考生：对对，在佳木斯一中。
考官：那个学校的学生英文水平怎么样？他们会说英文吗？
考生：对，他们会说英文..这么好，比我的中文好。

Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. He has studied Chinese since Year 8 (3 years). The Chinese program has three 50–55-minute lessons a week (approximately 100 hours a year).

Features of Achievement in this Example

The student shares information about family, friends, interests, travel experiences, and experiences in China. Personal meanings are expressed in a sequence of one or two complete sentences. Discussion of a topic extends over a sequence of exchanges with smooth transitions between participants. The student expresses personal meanings and provides additional information about his family (e.g. occupations) and his friends (studying at other schools), often qualifying his statements using the conjunction 但是, or adverbs of scope to add more precise detail (e.g. 也喜欢打棒球和打篮球..都喜欢； 喜欢跟我的朋友玩儿.. 一起玩). He provides details of past experience using the aspect marker 过, and the tense marker with time phrases (e.g. 中国住了五个月). He confirms statements appropriately using the affirmative 对 rather than 是, and self-corrects effectively when dealing with a complex idea (the correct term for last year), for example, 上个年.. 上年.. 不.. 去年的一月到五月. The student compares his Chinese ability to the English ability of students in China using the comparative 比 and emphatic 这么 (e.g. 他们会说英文... 这么好， 比我的中文好). The student speaks with confidence and fluency, sustaining the interaction with few requests for repetition or clarification, and little need for thinking time or pauses for word searching. Sentence structures are often complex and sentences contain detailed information (e.g. 我也喜欢去别的国家旅行和看我的朋友). Structures include attributive clauses, number--measures, a range of adverbs, time phrases and tense markers, and comparisons and conjunctions. Intonation patterns are sound.
Year 10 Second Language Learners

Oral — Average (1)

Transcript

考官：你好

考生：你好

考官：请介绍一下你自己

考生：我姓 [NAME]，我叫 [NAME]，我十五岁，和我是高中学生。今年我上十年级。我家有四个人，他们是我的爸爸，妈妈，一个弟弟和我。我的爸爸是四十五岁，他是医生。我的妈妈也是四十五岁，和她是医生。他们工作在医院。我的弟弟十二岁，和他是小学生。他上六年级。

考官：这就是为什么你想当医生吗？

考生：（不明白）

考官：你将来想干什么？你毕业以后，你上大学想学习什么？你以后想做什么？

考生：Is that what I would like to do?

考官：Yes. 职业 ... in the future.

考生：我喜欢。. . . . . how do you say a doctor?

考官：我想当医生。当 to be。

考生：我喜欢当医生。

考官：为什么？

考生：我不知道。

考官：你有朋友吗？

考生：我有朋友。

考官：你最好的朋友是谁？

考生：Yes.

考官：慢点。你最好的朋友是谁？the best。考生：她，她叫 Vicky。

考官：你喜欢她么？

考生：（点头）

考官：为什么？

考生：因为她是可笑的。Is that why do I like her？

考官：Yes

考生：Coz she’s funny.

考官：你们在一起会干什么？

考生：嗯。. . .

考官：你们在一起喜欢干什么？喜欢做什么？

考生：喜欢听音乐，打篮球，打羽毛球和游泳。

考官：你喜欢看书吗？

考生：我喜欢看喜剧电影。

考官：看书吗？

考生：Oh, yea, yea，喜欢看书。

考官：你喜欢看什么书？

考生：我不知道。

考官：你喜欢看喜剧电影？

考生：（点头）

考官：哪一部？

考生：（不明白）

考官：比如呢？for example？

考生：我喜欢看... I don’t know.

考官：你喜欢吃什么？

考生：我喜欢... is that what do I like to do？

考官：吃。

考生：Oh, eat. 我喜欢吃...

考官：Indian food？

考生：No, everything.

考官：你喜欢吃中国菜吗？

考生：（点头）

考官：你放假打算做什么？

考生：（不明白）
Exemplars with Commentaries

考官：你什么时候放假？
考生：我时候，喜欢去旅游。
Did you say how I spend holidays?

考官：Yes.
考生：我暑假喜欢去旅游和看朋友。

考官：那你今年暑假有什么打算？
考生：（摇头）

考官：今年暑假，this summer holiday.
考生：哦，我不知道。

考官：你喜欢旅行吗？旅游吗？你喜欢旅游吗？
考生：Where do I like to go?

考官：You just said like，我喜欢去旅游。考生：Yea.

考官：Yea, so I ask you,你喜欢去旅游吗？考生：Do I like to travel？

考官：Yes.
考生：Yea.

考官：你去过哪些地方？
考生：我去了有在印度，和美国，和... yea, that's it.

Commentary

Learner Background and Program Context

The student was born in India and speaks two Indian languages. She arrived in Australia in 1999 and has studied Chinese since Year 6 (5 years). The Chinese program has four 45-minute lessons per week (approximately 120 hours per year).

Features of Achievement in this Example

Personal meanings are expressed about family (including age, occupation, and location), friends, interests, including food preferences and holiday plans. The student expresses ideas about her best friend, attempting to describe her friend as humorous, using 因为 and the is的 structure to highlight her key characteristic. In describing interests the student has difficulty expressing detailed information in response to requests for elaboration. She relies on 喜欢 when discussing interests and holidays, and lists places visited in the past using the tense marker 了 rather than the aspect marker 过. The flow of the interaction is restricted by repeated requests for clarification and the use of gesture to confirm or reject propositions from the interlocutor. The student often relies on English to clarify meanings or complete statements. Vocabulary is dominated by high-frequency items, mainly related to personal activities and experiences. Sentences are short and structures are limited to subject-verb-object structures, likes and dislikes, and occasional reasons using 因为.
Year 10 Second Language Learners

**Oral — Average (2)**

**Transcript**

考官：你好

考官：你叫什么名字？

考官：我叫 [NAME]。你是哪国人？

考官：他们是谁？

考官：你住哪儿？

考官：你怎样来学校？坐什么车来？

考官：需要多长时间来学校？

考官：要用多长时间坐公共汽车来学校？

考官：How old are you? 

考官：你在这个学校有朋友吗？

考官：你喜欢跟他们一起做什么？

考官：喜欢做什么？

考官：你喜欢做什么？you like to do what? 你和朋友喜欢做什么？With your friends...

考官：你喜欢运动吗？

考官：你放假的时候喜欢做什么？

考官：When you go on holidays, what do you like to do?

考官：容易。

考官：你喜欢学习汉语吗？

考官：学习汉语难不难？难吗？容易吗？

考官：为什么？

考生：你好

考生：我叫 [NAME]。 你呢？

考生：我爸爸，妈妈，姐姐，哥哥和我。

考生：你住哪儿。。啊！我住 [PLACE]。

考生：公共汽车。

考生：时间？Sorry。

考生：How long does it take? 二五分？

考生：二十分。

考生：多大。。多大。。No, I don't know.

考生：我，二，一，十六岁。

考生：我有多朋友。

考生：我喜欢的一起，跟他们，我喜欢。

考生：做什么？

考生：What does it mean?

考生：你喜欢做吉他，我喜欢玩吉他，因为.. 这个吉他.. I just like it. 我最喜欢这个吉他。

考生：我喜欢，我喜欢运动。 我做 water polo. Yea，我最喜欢 water polo。我不知 water polo 中文怎么说。

考生：你放假，，I don't know what to say.

考生：我，我喜欢， 去城市，悉尼城市。 因为我去海边，很 easy 忙。Is it 忙？？

考生：容易。

考生：啊，我喜欢说汉语。

考生：容易吗。啊，我觉得中国人，中国课，汉语课不容易。

考生：我，我，说，我会说汉语不好。
Commentary

Learner Background and Program Context

The student was born in Australia and speaks English at home. The student has studied Chinese since Year 8 (3 years). The Chinese program has three 50–55-minute lessons a week (approximately 100 hours a year). The student has extended in-country experience (5 months).

Features of Achievement in this Example

The student presents personal information about family, friends, and interests, travel to school, and opinions on learning Chinese. Statements about familiar information (family) are fluent and generally accurate. Responses to questions about other topics result in hesitant word or phrase level responses containing a single idea. He expresses personal ideas about his interest in guitar, and in studying Chinese language with some difficulty, although he monitors his production and attempts to give some precise and accurate answers where possible (e.g. 考官：你喜欢做吉他，我喜欢玩吉他，因为. . 这个吉他.. I just like it. 我最喜欢这个吉他。; 考官：你喜欢学习汉语吗? 考生：啊，我喜欢说汉语。考官：学习汉语难不难? . . 难吗? . . 容易吗? 考生：容易吗。啊，我，我觉得中国人，中国课，汉语课不容易。考官：为什么? 考生：我. . 我. . 说. . 会说汉语不好).

Interaction is restricted by limitations in the student’s linguistic resources, but he applies a range of strategies to seek support in both English and Chinese in order to sustain the conversation (e.g. I don’t know water polo 中文怎么说). Vocabulary knowledge is generally limited to high-frequency terms related to familiar topics including self, family, school, and interests. The student’s ability to manipulate sentence structures and compose an extended response is limited. Sentence structures include simple subject-verb-object or adjectival predicates, with some use of the conjunction 因为 to express a verb complement of degree 我会说汉语不好.
Year 10 Background Language Learners

*Oral — High (1)*

**Transcript**

老师：你毕业以后打算做什么？
学生：我想去 [PLACE] 做 BUSINESS。

老师：为什么去 [PLACE] 呢？
学生：因为我的姐姐去那里，她说很好。
老师也带我去她的学校，我也觉得很好。

老师：请给我介绍一下你的学校。
学生：我们的学校是一个女校。有 1000，我不太清楚。
还有，我们的学校有很多科，有很多 FACILITIES。
好像游泳池，篮球场足球场，音乐馆，还有美术馆。

老师：你喜欢这个学校么？
学生：喜欢。

老师：为什么？
学生：因为这里的老师很好，人也很好。我有很多朋友。

老师：你有很多朋友吗？你喜欢跟他们在一起做什么？
学生：啊，我喜欢，我们喜欢。我有一个最好的朋友，
我每个星期天都和她一起去教堂，我们去完教堂就吃饭，
看电影，逛街，这样的东西。

老师：去教堂，什么教堂？
学生：就是 [PLACE] CHURCH。

老师：在哪里？
学生：在 [PLACE]。

老师：你为什么喜欢去那个教堂？
学生：因为它，这里的人，啊，那里的人和我都有一样
的兴趣，就是相信 GOD。就是一起。

老师：是一个亚洲人的教堂，还是全部分人的教堂？
学生：是全部人的教堂，因为去的英文 SERVICE，
都是说的英文。我们的 pastor 是英文，是澳大利亚人。

老师：你自己喜欢做什么？
学生：我喜欢看电视，看电视剧，唱歌，看书。

老师：唱歌，你就是那个学校的了吧？
学生：是啊。

老师：你唱歌唱得怎么样？
学生：还好吧。

老师：你喜欢唱什么歌？
学生：Pop music。

老师：中文的还是英文的？
学生：都喜欢，我在中国交换生的时候，
我的交换生她教了我一个中文歌。

老师：你还喜欢什么运动？你喜欢运动吗？
学生：我喜欢运动。我喜欢打篮球，打羽毛球，
和打篮球，wait，游泳。

老师：你参加那个学校什么运动那个？
学生：就是打羽毛球，我们打了我们赢了，很开心。
还有现在我们打篮球。

老师：你说过你毕业以后打算做什么。你喜欢旅行吗？
学生：喜欢。
Exemplars with Commentaries

老师：喜欢去哪儿？
学生：我喜欢去外国地方。
老师：什么地方？
学生：美国日本。我去过南非呢，南非好玩。
老师：南非？害怕么？
学生：不怕。
老师：有人说那个， 南非洲的一些地方挺危险的。
学生：我觉得不危险。
老师：你为什么喜欢南非呢？
学生：因为是一个很不一样的地方。
老师：怎么不一样？
学生：我们的文化， 什么都不一样。
老师：你喜欢去自然的地区吗？
学生：自然？
老师：不是那个城市， 那个农村的， 接近大自然的， 看动物的， 去看那个斑马什么的。去过么？
学生：去过。 我们去过... 恩... you know the car, safaris。
老师：好玩吗？
学生：好玩。 因为它们是 wild animal。 它们看到人都会跑走。 所以， 如果看到， 都是很远的看到的。

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks some Chinese at home. The student has studied Chinese at school since Year 7 (4 years). The Chinese program has four 50-minute lessons per week (approximately 130 hours per year).

Features of Achievement in this Example

The student discusses a range of topics and expresses detailed personal meanings without hesitation, engaging in a sequence of exchanges on a topic or issue. Personal meanings are expressed about her school life. She describes the school facilities, explains why she likes the school, and gives examples using 好像. In relation to her faith, she explains why she attends a particular church, comparing her interests with others (e.g. 老师：你为什么喜欢去那个教堂？ 学生：因为它， 这里的人， 啊... 那里的人和我都一样 的兴趣， 就是相信 GOD。 就是一起). When discussing her interest in travel, she recounts places visited, and explains her reasons for enjoying South Africa. She describes its features using comparative terms and her experiences seeing wild animals using a range of conjunctions, conditional phrases, and verb complements (e.g. 老师：好玩吗？ 学生：好玩， 因为它们是 wild animal。 它们看到人都会跑走。 所以， 如果看到， 都是很远的看到的). The interaction flows naturally, with topics shifts occurring smoothly as the conversation develops. The student remains an active conversational partner throughout, willing to code switch in order to maintain the flow of conversation. The student’s vocabulary is broad and detailed, not restricted by the topic. Sentence structures are often complex and detailed, including a range of verb complements and tense markers, complex attributives, and conjunctions including conditional terms. She speaks quickly, without much thinking time, often having to recast the sentence as she recognises weaknesses or lack of detail in the utterance. Sentences are not always accurate or complete, but the information is conveyed effectively. The students seldom requests repetition or clarification, except with an occasional unfamiliar term (e.g. 自然).
Year 10 Background Language Learners

Oral — High (2)

Transcript

老师：你是在什么地方出生的？ 学生：纽西兰。NEW ZEALAND。
老师：什么时候来澳大利亚的？ 学生：我是 2000 年来的。
老师：你有兄弟姐妹么？ 学生：我有一个妹妹。
老师：一个妹妹？她多大？ 学生：今年是。。。十二。
老师：十二岁？你在家和你妹妹，还有父母亲，有什么语言说话？
学生：经常说这个英文。
老师：是吗？为什么？你们都会说普通话，对吗？ 学生：我不知道。
老师：爸爸妈妈说什么语言？ 学生：上海话。
老师：你会说上海话吗？ 学生：一点。
老师：说一句听听。自己介绍，用上海话。 学生：我的名字是 BOBBY。
老师：你妈妈和爸爸经常跟你说英文还是普通话？ 学生：平常英文。
老师：你妈妈不说上海话么？ 学生：会说。我妈妈会说汉语跟上海话，我爸爸说上海话，
      汉语和广东话。
老师：你跟你妹妹说什么语言？ 学生：英文。
老师：你学习中文有多长时间了？ 学生：我是，，，可能，，，五年了。
老师：你的发音很清晰很标准。有没有上周末的中文班？
      学生：是啊，我是每个星期天去这个[PLACE] 的中文学校。
老师：在哪里你做些什么呢？老师教些什么呢？ 学生：老师教些第四环节的。
老师：觉得难么？ 学生：难啊。
老师：怎么难？ 学生：我这个中文水平还拿不到。
      做这个作文和作业还蛮难。
老师：你写作文的时候要用字典帮你吗？ 学生：要。因为我很多字我不知道。
老师：你戴眼镜，你喜欢读书吗？ 学生：嗯。
老师：平时喜欢做什么？ 学生：我喜欢做数学，科学，这样子。
老师：你的爱好是数学么？ 学生：对
老师：你经常读中文书吗？ 学生：不读。
老师：那你的普通话是跟谁学的？
      学生：就跟我的父母啊，在家里，这个这个，朋友，这个就。
老师：现在上十年级的中文课，提高你的汉语水平么？ 学生：提高，提高，我觉得很好。
Exemplars with Commentaries

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks Mandarin and English at home. The student has attended community school for 11 years and has studied Chinese at school since Year 7 (4 years). The Chinese program has five 40-minute lessons a week (approximately 130 hours a year).

Features of Achievement in this Example

The student covers a range of topics and expands on information as requested during the conversation, engaging in a sequence of exchanges on one topic or issue without difficulty. Personal meanings are expressed about his language background, his use of Chinese, and his studies at day school and community school. He describes his parents’ language resources, and the contexts in which he uses Chinese (Putonghua), the challenges he faces at community school, and the benefits of learning Chinese at day school. Interaction is maintained through short statements, with specific factual information, without reliance on the structure of the question. Sentence structures are natural and effective, with a few errors evident that may be due to dialect influence. The student uses adverbs of time, frequency, and tense markers, optative verbs, potential complements, and attributive phrases effectively. The student appears to understand all questions and requests, seldom requiring repetition or clarification. Some thinking time is evident when recalling information. Answers are intelligible although responses are consistently short and generally limited to a single item of information.
Year 10 Background Language Learners

Oral — Average (1)

Transcript

老师：请介绍一下你自己，用大概一分钟的时间。
学生：再说一下。
学生：啊
学生：[NAME]。
学生：十六岁。
学生：墨尔本。
学生：[NAME] hospital.
学生：5年。
学生：四岁。
学生：广东话。
学生：没有。
学生：很多东西。
学生：我都喜欢中国菜。
学生：嗯。
学生：嗯，喜欢。都喜欢。
学生：爸爸。
学生：中国菜。
学生：做作业。
学生：看电视，玩电脑。
学生：喜欢。
学生：我不知道。
学生：不喜欢。

学生：因为。。。我不知道，因为我妈妈爸爸都没有，都不…

老师：近视眼。你能不能读中文书？
学生：不能。
学生：我觉得不好。
学生：都喜欢。
学生：因为，我初中大学时候能去中国。
学生：（点头）
学生：（点头）
学生：学。
学生：因为多分。
学生：写字。
Exemplars with Commentaries

老师：你中学毕业以后有什么计划么？
学生：不知道。
老师：如果你去中国，你想去那些地方呢？
学生：北京，上海。
老师：为什么？
学生：看。。。不知道。

Commentary

Learner Background and Program Context

The student was born in Australia of Chinese-born parents and speaks Cantonese at home. The student has not attended Saturday school. The student has studied Chinese at school from Year 4 (7 years). The Chinese program has five 40-minute lessons a week (approximately 130 hours a year).

Features of Achievement in this Example

The student covers a range of personal topics including interests, travel, future plans, and family background. Responses are short, generally combining an affirmative/negation or single item of factual information. Personal meanings are expressed on topics of particular interest to the student, such as his interest in studying Chinese and reasons for doing so. He includes his future plans to travel to China and key places he wishes to visit, and why. He also desires to gain high points in Year 12. Interaction overall is limited as the student generally responds in single phrases containing a single factor idea. When uncertain the student is likely to seek closure to the topic by responding with a negative statement (e.g.不知道, 不能). Sentence patterns are limited and basic but generally accurate, with no errors evident in expression despite the limited response. Vocabulary includes a range of terms as appropriate to the topic, and structures include potential complements, indefinite pronouns, specific and relative time phrases, and conjunctions. The student understands most questions, although he occasionally requests a recast, or more specific information before responding. Responses are intelligible and accurate, although short and not expansive.
Year 10 Background Language Learners

Oral — Average (2)

Transcript

学生：我叫 [NAME]，我今年十六岁。我有一个姐姐，妹妹，家里有五口人。
我... what else. 我的妈妈爸爸三十年以前到澳大利亚，
他们先到阿德莱德，住了几年就到 [PLACE]，还有…

老师：你爸爸做什么工作？
学生：我的爸爸现在好像不工作，我五年还，
都，我五年没见过他了。

老师：你妈妈工作么？
学生：她工作的。她是个 chemist。

老师：在什么地方？
学生：在 hospital。

老师：你明年还打算学习中文么？
学生：打算，因为我妈让我学。

老师：你自己想学吗？
学生：Maybe。

老师：你觉得中文难么？
学生：有的时候难，有的时候还可以。
老师：什么难，什么不难？
学生：我不会，有的时候不会读，还有写。
但是说话我觉得还可以。

老师：你觉得越学越难，还是越学越容易啊？
学生：Oh。。。越学越难吧。

老师：你平常喜欢做什么？
学生：平时上街看电影，踢足球啊。

老师：你的朋友多吗？
学生：我觉得挺多的嘛。因为我小学去两个不同的学校。

老师：你对选择朋友有什么不同的标准？
学生：我没有，我不是选他们吧。

老师：你喜欢跟什么样的人做朋友？
学生：嗯。。。不。

老师：没有任何要求吗？
学生：NOT REALLY

老师：你喜欢看电影么？
学生：喜欢。

老师：最近看什么电影？
学生：我最近没看过电影。但是我喜欢看哈利伯特。

老师：喜欢读书吗？
学生：喜欢。

老师：什么书？跟我们介绍一本你读过的书好吗？
学生：学校要我们看 [title]。我觉得还可以。

老师：那是什么书？我没有读过，介绍一下。
学生：是澳大利亚的书。他们说，RACISM。

老师：RACISM 中文怎么说？
学生：我不知道。以前的 LAWS，还有…

老师：OKAY。你平常有工作么？
学生：我帮我爸爸妈妈的饭店里帮忙。

老师：什么饭店？
学生：CAFÉ

老师：在哪里？
学生：在 [PLACE]。

老师：是中国饭店？
学生：不是，是澳洲饭。

老师：你觉得中国的文化和生活方式和澳大利亚的有什么不同。
学生：SORRY
老师：中国的文化和生活方式。知道什么意思吗？
学生：LIFE。不同。。。我觉得中国很，怎么说。。
老师：随便说。
学生：说不出来中文。
老师：最后问你一个问题吧。你毕业以后有什么打算？ 学生：我毕业以后去国家，OVERSEAS，想去大学，还不知道学什么呢。
老师：你去年参加了一部话剧演出对吗？它叫什么名字？
学生：我参加了SECRET GARDEN。
老师：SECRET GARDEN 讲什么？ 学生：它讲的一个小女孩，她的父母都死了，还有，她就要跟她的叔叔住。而且她的叔叔的老婆死了。她很难过，还有，她叔叔有个儿子，她就跟他的儿子玩儿。哦，她叔叔的儿子病了，她就天天帮他，把身体弄健康。 帮他做运动啊。
老师：最后的结局是什么？ 学生：他们都高兴啦！

Commentary

Learner Background and Program Context
The student was born in Australia of Chinese-born parents and speaks Mandarin at home. The student attended community school for 6 years and has studied Chinese at school in Year 10 only (1 year). The Chinese program has four 45-minute lessons per week (approximately 120 hours per year).

Features of Achievement in this Example
The student expresses detailed personal information about a range of topics and expands on information as requested during the conversation. She provides details about her relationship with her father using the generalisation 好像，and the negative past 我五年没见过他了. She talks about learning Chinese, including her mother’s expectations using the causative 让 and t using the adverb of time phrase and modal verb 我不会，有的时候不会读，还有写 to express her challenges in learning Chinese. When talking about a recent performance in a play she recounts the main ideas of the story, describing key characters and events in the play using a range of terms to sequence information (e.g. 还有，而且，and 就). Interaction is well maintained by the student, using a range of strategies including fillers, occasional English words, and colloquial expressions when unable to formulate a response (e.g. 不同...我觉得中国很，怎么说...老师：随便说。 学生：说不出来中文). Overall the student uses a wide range of vocabulary, including adverbs of frequency, scope, and degree, and time phrases. Use of tense and aspect markers is very effective, including the experiential 过 and the past tense 了. Verb complements include potential (in the negative) and resultative forms. The student seldom requests repetition or clarification unless the purpose of the question is not understood, and is able to express an inability to provide information requested when it is beyond her personal knowledge or experience. Thinking time is evident, especially when dealing with abstract ideas or unfamiliar topics. Responses are highly intelligible with a high degree of ellipsis, omitting unnecessary repetition and providing often detailed yet concise responses. Use of Chinese fillers to express surprise or agreement is natural and effective.
Year 12 Writing Exemplars

Second Language Learners

Writing — High (1)

我叫小瑞。我读完广告后的工作，我
对这个工作感兴趣。我今年二十一岁了。我学
半个月。我不但工作努力，而且比较认真。
我除了非常有责任心以及顾客热情。另外,
我不但会说英语，而且会说汉语。我除了
有礼貌以外，我也会用电脑。我最喜欢你的澳
亚书店，所以我最想在城市最有名的大书店
工作。我会工作从星期一到星期日的中午十二
点到下午四点。要是你不要。另外，我会在七
书店，所以我是该职位的最佳人选。
你好，我叫小雨。我今年十八岁了。我家有四口人。我有爸爸妈妈，两个姐姐和我。我
的爸爸在澳大利亚学校工作。我会介绍澳大利亚学校的某些特点，吸引和鼓励更多
中国学生来澳大利亚学习。虽然我的学校离我
的家很近，但是我觉得我的学校非常方便。一般来说，澳大利亚的学校很大，非
常现代。澳大利亚的学校不但有很多同学而且有
很多老师。一般来说澳大利亚老师对同学很好，
除了澳大利亚老师对同学很好以外，澳大利亚
老师最喜欢帮助别人。另外，澳大利亚老师教
非常细，所以我很开心。学习在澳大利亚学校
不但很方便，而且很有趣，而且很容易。除了澳大
利亚老师对同学很好以外，澳大利亚同学也对
别人很。一般来说，同学非常友好，所以要是
你想找新朋友，就很容易。澳大利亚同学喜欢
和好的朋友一起出去。比如，年轻人最喜欢
和朋友去看电影、看歌舞，在大卖场买东西等
等，所以你可以有机会学习澳大利亚校园文化。

一般来说，澳大利亚的学校有很多设备，比如有
很多电脑，网上，很大图书馆，很多书等等。
另外因为澳大利亚学校越来越好，越来越好，
所以中国学生有很多机会。澳大利亚学校文化
不但有趣，而且对澳大利亚人很重要。
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 a letter about school life in Australia. She writes about the quality of teachers and students and about leisure activities, presenting a clear and persuasive argument why Australia is a good place to study. The letter about school life begins with personal information, then draws heavily on the stimulus task to state the purpose of her letter. Information is presented as a letter with few discourse features, no paragraphing or indents, but with punctuation spacing. She provides information about her own school, qualifying her statement about the convenience of the school with the fact that the school is quite far (error in character) away. She describes general characteristics (using 一般来说) of Australian schools, big, modern, with high-quality teachers who are kind and helpful, helping students to achieve success. She describes students as friendly, who like going out together, and lists activities they enjoy together. She concludes with a list of facilities in schools, arguing that these provide Chinese students with more opportunity (to succeed). Interactivity is limited with no direct reference to the audience in the body of the letter, or in the conclusion. Vocabulary is simple but effective, with a range of adjectives used and with adverb intensifiers including 越来越. Sentence structure is varied, with some lapses in word order showing the influence of English patterns. Some complex attributive constructions are evident, although verbs are mostly simple and in the present tense, with few complements or tense markers. The student uses a wide range of conjunctions, coordinating using, for example, 另外 and subordinating using 虽然...但是...;不但...而且...; 除了...以外...; 因为...所以... These are used at times unnecessarily and formulaically, necessitating much repetition of information where ellipsis was warranted. Characters are neat, with occasional errors on strokes in some key, complex characters (e.g. 澳).
书店经理：您好

我叫 NAME，今年我十八岁。最近，我看
了你的广告，叫“招聘兼职售货员”。我很高兴
，因为我觉得这个工作合适我。

上月我十二年级毕业。我五年学习汉语，
因为我会说汉语流利，不但汉语成绩非常好，
而且我的英语成绩很好。我也学习电脑学，所
以我会用电脑很好。我的朋友常常告诉我我很努
力，因为考试的时候我不出去看电视或
看电影。

我对售货员的工作很感兴趣，因为我很喜
欢和顾客聊天。我也喜欢这份兼职工作，因为从
我小，到现在我爱阅读书，特别是历史的书。

我的电话号码：8 3 9 3 1 0 5 2

我希望很快收到你的回信。

祝你好！

NAME

二〇〇九年十月二十四日
学习在澳大利亚

你好中国学生！我叫NAME。我住在澳大利亚，我在学校叫SCHOOL中学，今年我学习了十二年级。我非常喜欢在澳大利亚学习，因为我觉得澳大利亚是一个很漂亮和放松的国家。今天我想讲诉一些我在澳大利亚的校园文化，我觉得你们还会喜欢学习的。

在澳大利亚，老师和学生都非常友好。上课的时候，老师对他们的学生很耐心，不发脾气。每天很有意思，因为老师总是准备很好，因此他们的学生从来没觉得无聊。澳大利亚的学校还有很好的设备，特别运动的设备。不但有很大的体育馆，而且有很多游泳池。

如果你你喜欢参加运动，你会很高兴住在澳大利亚！你有机会参加很多课外活动比如：划船，打篮球，排球，足球，棒球等等。

我也觉得你将来的澳大利亚学校文化，因为澳大利亚学习压力比中国学习压力少。在这里的学校，我的老师给我的作业，因为我作业很容易，所以我不需要紧张。

我也喜欢学习在澳大利亚学校，因为在周末我和朋友一起去海边，有很多东西。除了学习以外，澳大利亚还有很漂亮的地方，所以你们从来没觉得无聊。我希望你都有机会到澳大利亚学习！
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)**

![Image]

王大伟经理：您好！

我是 NAME。我对贵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。我在上海德来德大学学习

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。

我是一个外向个人。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

儿工，所以我对顾客热情和耐心。很多人常常

告诉我我有很礼貌。

我去年在饭店当服务。我也在Dymocks当店

员两年了。我最近在大学学图书馆。我也学会

电脑和会开车。我觉得我有很多体验。

除了每个星期上大三个天以外，我能工作

星期五、星期六和星期日。我对销售员的工作

感兴趣。我的电话号码是六00九三二十八。

祝您好，

NAME

二00九年十一月四日
澳大利亚的学校

我叫NAME，和我上一个澳大利亚的学校。我上

SCHOOL女子学校，那里很美，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，很多电脑等等等

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

排球，等等。

在澳大利亚老师不仅聪明，而且努力。他

们对学生又耐心又专心。澳大利亚的学生也又

很好又很动。我们的学校有很多学生，所以

学很容易。

澳大利亚的学校除了看科学，数学，历史

以外，还有经济，戏剧，等等。每个学生都能选择

他们的课。我所有的科目除了上一年级以外，

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。学校有舞蹈

队，吉他队，运动会和乐队。

而且中学毕业上大学很好，因为澳大利亚

的大学非常棒。

我选修了音乐

很多，而且有很多活动参加。
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, 言 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.
你好，他的广告公司美啊一个帮助很多人
设计师吗？我非常高兴！你知道我很喜欢美
术大学我学习了，学完后我想设计
的工作。我觉得要换！我的第一工作那么
好！谢谢兰兰，你不忘记我。你是一个好朋友。

我的美术很多，我会说英文，所以这会帮你
的爸爸如果他有外国的留学。我也有
好电脑特长。我用电脑很多，所以我是非常
忙！

有一个小问题在这个时间和你和我的家人说
的。我的父母去法国这个星期。我觉得得
我们可以在机场打电话和去法国
在十四……

好的！谢谢，兰兰！请给我细节！
今天是我的生日会，我刚刚十八岁。今天应该很开心，但是有很多问题。

第一个问题是妈妈忘记了我的生日蛋糕。妈妈说：“哦，我太忙了，忘记了！对不起！”我不高兴。

第二个问题是写作打我，所以我就哭了。他要我玩电子游戏，但是我告诉我妈妈，这是我的生日，妈妈竟然说：“不要！”所以他又打了我，我很失望的。

最后我的姐姐没有给我礼物！上个月她告诉我，“在你的生日会我要给你一个特别的礼物！”很多次我问她，“是一个iPad吗？我想要！”她答：“或许！”今天我问她：“礼物在哪里？”她告诉我她没有钱，所以她也没有买我一个礼物！

今天的家庆祝不好。我想明年的生日会好一点。

Commentary

Features of Achievement in this Example

The student writes about his personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes an imaginative story about a family celebration. The student presents information according to text type (letter, diary) with information sequenced appropriately in paragraphs. In the diary, the student outlines the events of the day in a sequence of three paragraphs, describing his mother’s reaction to forgetting his birthday cake, a fight with his brother, and recounting his sister’s promise to buy a special present and his disappointment when she failed to buy it. Each paragraph sequences events in time and uses reported speech to recount conversations. Ideas are presented using simple sentence structures. Evidence of English word order is apparent when trying to explain a complex idea. Use of conjunctions generally relies on English rather than Chinese information sequencing. Tense is expressed effectively largely using 了 or 没有. Verb complements of result are largely absent. Dictionary use leads to the inappropriate selection of words (e.g. nouns for verbs). Characters are legible but lack balance and proportion.
Year 12 Second Language Learners

Writing — Average (2)

王

我在书店对工作感兴趣。我在书店
因为我认为书店是实在好。还有我觉得图
书店是很成功公司。另外因为我将来要有自
己的书店所以我觉得在书店工作会有很
好经验。我正在上大学。”我每个星期五和星
期六可以工作但是我每个星期不可以工作。我
每个星期日不可以工作因为我每个星期日打篮
球。这是大问题吗？

我是很友好的人。我很好而且是很耐心。
因为我很耐心所以我对顾客很热情。我在
商店工作以前。顾客总是说我很热情。还有
我工作努力和我是认真。另外，我常说得到
汉语和英语和会还会用电脑。
Question No. 9.

澳大利亚学校文化

我上个年去了澳大利亚。我在澳大利亚去了阿德莱德。我在阿德莱德上中学。澳大利亚学校文化是实在好。因为澳大利亚学校文化是实在好，所以我很鼓励更多中学生去澳大利亚学习。

澳大利亚学校文化跟中国学校文化不一样。比如，澳大利亚老师对学生不太严格。因为澳大利亚老师是很冷静的。所以他们说话是很容易。还有，澳大利亚学生没有爱上中学学太长。因为放学三点完。因为学校三点完，所以学生可以跟朋友一起花更多时间。学生放学以后放学以后参加课外活动。比如，一些人打篮球，打排球，打网球等等。还有，如果，你来澳大利亚学习，你有机会上网校。网校。再跟我的同学去一起去去了蓝色的山。

中国学校跟澳大利亚的科目跟澳大利亚学校的科目一样。比如澳大利亚学生学习汉语，英语，数学等等。

我觉得，去澳大利亚学习是很很很好的。
Commentary

Features of Achievement in this Example

The student writes about his/her personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes a report about school life in Australia, providing information about the school timetable, teachers, and subjects, and comparing them to school in China.

The student presents information as appropriate to the text type, in a sequence of paragraphs without indents or punctuation spacing. In the report about school culture, the student writes from the perspective of a Chinese student who has visited an Australian school, describing aspects of school life and encouraging Chinese students to study there. After a short introduction to the topic the student compares school life to that in China, highlighting the differences with examples including: teachers being more relaxed (less strict), enabling students to communicate with them more readily; the school day being shorter, allowing students to spend more time together; the wide range of extracurricular activities available, with examples provided, including school camps. The student identifies common subjects studied in both countries, and concludes with a statement of encouragement to study in Australia. Interactivity is limited as the information is presented as a report to a general audience, so no specific person is intended as the audience. The presentation maintains an abstract overview of conditions in Australian schools as required by the text type. Ideas are presented using a range of sentence structures that tend to display English word order, and literal translation of keywords (e.g. 最学校三点完). Verbs are generally simple, with limited use of tense markers or verb complements. Errors include the overuse of ‘to be’, misplacement of preposition, time, and location phrases. Characters are generally correct but not well formed, with strokes absent from high-frequency characters including 我 and 很.
Year 12 Second Language Learners

Writing — Average (3)

亲爱的王大伟，

我叫小布我看你的广告在报纸，我对这个工作感兴趣因为我觉得它很有意思。

今年十九岁我曾经在书店工作，而且我知道它很好。

在书店工作使我认识新的工作而且去你的书店定期地所以我

觉得很有趣因为我对澳门书店很有好处，而且有耐心而且

很喜欢人。我另外很有礼貌，和对顾客热情，除了

有礼貌以外我还很聪明，我不但爱看书而且在学校

学习了科学和历史和。

我可以说汉语和英语很好，我不但住了在中国三年

而且我爸爸是中国人。我也学习汉语五年，所以

我可以一起中国人说汉语我是最佳人选。

小布
亲爱的同学们,

我叫小布，今年我上学校在澳大利亚。我是三高学生，我在阿德莱德。因为我爱我的学校，所以我要告诉你们有关它。我觉得你们会喜欢澳大利亚的学校。很有意思，我希望你们会参观一个澳大利亚学校。

我的学校很大，有很多学生可以学习很多的科目。如果我们想学习汉语语言学，数学，科学，历史，地理等学科。三高学生学习五个科目。我们每天有六个上课。所以我们没有紧张。我们不但有很好的科目，而且有很好的老师。老师们很友好也很聪明。除了很聪明以外，老师们都有很多才能。因为他们很勇敢，所以学生们有好的机会。我的学校很好，因为我们没有很多的学生。

我的学校也有很多的运动。我喜欢运动，和很多人在一起。我们有足球，篮球，网球，板球，无挡板篮球，等等。我特别喜欢打篮球。因为很有趣和学校有很多的队伍。

在我的学校，你可以学习音乐。学校有很多的乐器。如果钢琴，喇叭，小提琴等等。

我觉得澳大利亚的学校非常好，我希望你们可以参观。

小布
Commentary

*Features of Achievement in this Example*

The student writes about his personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes a report about school life in Australia, providing information about the timetable, subjects, teachers, and facilities.

The student presents information as appropriate to the text type, that is, in a simple letter format with paragraphs, without indents or punctuation spacing. In the letter to a friend in China about school life in Australia, the student outlines his reason for writing in the first paragraph, and describes features of his own school; subjects studied, the daily timetable, the quality of teachers, and studying in Australia given the smaller student population in schools. The student then describes the range of sports available at school, his own sports preferences, and opportunities to study music. The letter concludes with a statement encouraging the friend to study in Australia. Interactivity is evident in the introduction and conclusion, with clear reference to the recipient and explicit encouragement to come and study in Australia. Information is detailed and descriptive, relying on a range of sentence structures to express ideas. A range of coordinating conjunctions are used to link ideas, including 因为... 所以... 不但... 而且 ... Sentence structures are occasionally influenced by English word order, with time and place phrases often placed at the end of the sentence, and ‘and’ between verb clauses overused. Vocabulary is rich and varied but inaccuracies occur, impeding clarity of meaning-making at times. Characters are generally accurate and well formed.
你好！近来一切都好吗？我很高兴收到了你的电子邮件。是的，我还记得上一次帮你爸爸设计那个网页，我非常高兴他对我的印象还不错。

哇，太好了！我特别想在你爸爸的广告公司做一些帮助做一些美术设计。可是，因为我没有什么工作经验，所以恐怕我有一些事不懂，该怎么做。

你爸爸在乎吗？对了，我一个星期里也有一天没空，所以我想有一些时间可能安排不开。如果我在你爸爸的广告公司工作的话，一个星期是要干几个小时？

你说的对，这个工作确实是一个好机会。我打算十月份再去法国旅游，因为我工作应该是放在第一！

请你告诉你爸爸，我会寄给他我的申请表。真是太感谢你和你爸爸给我这么好的一次工作机会！

大伟
十月二日 星期六 雨

天啊！今天是怎么了？！做梦也没想到今天会变成这么惨。

今天是妈妈的生日会，我把所有的亲戚和朋友们全都请到我们的家里，希望能快乐地庆祝一天。结果，老天爷和我们过不去，下起了大雨。我们开始安排让大家坐在外面的大花园里吃饭，可是下大雨之后，大家只能挤在房子里吃饭。

我的房子很小，所以当里面装了大约二百个人时，难免出事。李叔叔喝了酒喝多了，结果和李阿姨吵上了架。旁边的小孩儿都听到了他们骂的粗话，真是太可耻了！

当别的大人想参与之后，事情就变得更麻烦。有几个人采取为了解决问题而采取了暴力行为，最后，把我们的桌子椅子都**，他们不但没有解决好问题，而且把我们的房子弄得天翻地覆。

生日会结束了以后，妈妈跑到了她

然后，把门给锁上了，可能正在哭着呢。

我看我再写，我得去安慰安慰她。今天可是她的生日啊，怎么能让过生日的人伤心呢？
Commentary

Features of Achievement in this Example

The student writes a letter in response to a job offer, outlining his personal skills and experiences, and a diary entry recounting experiences on a family outing. In the diary, the student provides detailed contextual information in order to set the scene, and recounts a sequence of events with a clear relationship shown between context, cause, and effect. In the letter, the student provides detailed information on skills and experience, showing commitment and recognising his/her own limitations with humility. Vocabulary is wide ranging, colloquial, and effective and sentence structures are natural and appropriate to context to achieve the desired impact. Verb structures are varied with a range of complements, tense markers, and conjunctions. Characters are written fluently and accurately, although not always neatly. Discourse features are well developed, with letter and diary formats followed effectively, with personalised language choices as appropriate.
Year 12 Background Language Learners

Writing — High (2)

王文伟经理 ——

我看到你们的广告就非常开心，因为我觉得这份工作很适合我。我不但有在书店工作的经验，而且你的招聘条件我都符合，所以我是最佳人选。

我今年已经十八岁，刚刚中学毕业，因为我朋友的父母也是书店的老板，我以前在他们的书店快乐地工作了三年，所以我对售货员这份工作很有兴趣。我工作的时候会努力地和认真地对待每一个顾客，我以前在书店的时候都会热情地对待顾客，还会照顾客的需要。

我的汉语和英语都不错，我在澳大利亚长大，所以我会说流利的英语。在十年级我也学过电脑，一般常用的电脑程序我都会。

希望你会招聘我。

小明

2007 年 12 月 4 日
9. 海外学生的学习

澳大利亚是一个美丽的国家，在国际的地位有一定的肯定。我知很多人在中国都有出国学习的梦想，澳大利亚就可以完成你这个梦想。

大家都有一些从中国来的海外学生，他们都

说没有后悔来澳大利亚。我发现是因为澳大利亚

的校园文化跟中国很不一样，所以他们才会

喜欢在这里学习。

在澳大利亚学习比较轻松，压力少很多。我

们不像中国，学校不会有排名次，所以学生不

需要太担心他们的成绩。功课也比中国少，所以有

多点时间来休息。我的中国教授跟我说他们的压

力减少了很多。

我听说在中国，每一个学生都差不多学习

一样的科目。但是澳大利亚的学生就幸福得多

，可以自己选择自己喜欢的科目。

老师和学生的关系都很好，好像朋友一样。

如果你尊重老师，老师就会尊重你。学生们都很

友好，人人都很有礼貌。澳大利亚的学生都不

会欺负中国人，我见到很多海外学生身边的朋

友都是本地的学生。

来澳大利亚学习真是一个难得的机会。如

果你感到兴趣，就不要想太多，不要让你自己

后悔。如果你还有兴趣学习这个梦想，就来勇

大利亚完成你的梦想。
Commentary

Features of Achievement in this Example

The student writes about personal skills and experience in a job application, and about school life in Australia in a magazine article for international students. In applying for the position, the student provides details of his/her own experience, and work ethic, and links these to his/her interest in the job, and provides further evidence to support the application. In the article the student displays a clear awareness of the interests and experiences of the audience, making direct comparisons between school life in Australia and China and describing personal relationships between students and teachers to support the argument on the merits of studying in Australia. Sentences include a wide range of complex subject/object constructions, with diverse verb forms and tense markers and subtle meanings conveyed using word choices appropriate to context. The texts display good discourse features, with clear sensitivity to the audience.
你好，谢谢你的来信。我最近还没有给你
爸爸一次问我要不要帮他的工作。我回答，我
好呢，我带你到你那里工作。
旅游的事儿，我还会在十一时再去。我
觉得找工作是第一的。不过，我还没有
那么多的实习工作经验，你爸爸会一定要我这个工作
吗？你还有我工作的时候，要多少个时间上
班呢？我觉得如果上班的时间太长，我怕我
不能跟上。

再次谢谢你的来信。因为我现在还在找
个好的工作来做。我去了法国之后，游是去
看看那里有什么工作可以做。感谢你有什么
工作可以介绍的。多谢。

我会

你的朋友

大伟
二零零九年十月五日 星期二

小书

今天是中国新年，我们一家人都去参加。还有爸爸妈妈，爷爷奶奶，叔叔，舅舅等等。我觉得很开心。

我们那时应该准备好了东西，但是很多东西还在叔叔那里，找不到，因为每个人都去做他们自己的事。

还要吃年夜饭也完了，不过我们还没有准备好呢。吃饭的时候，我的妈妈一边吃一边大喊：“大家都应该怎么样准备事。”我不听妈妈的话，但我还是回家了。

到过年的时候，爸爸妈妈都在吵架。爸爸对妈妈说：“这个都是你的错！”妈妈回答：“这不是我的错都是你的错。”到现在我还是在吵着架。哎，真奇怪！我难得今天在家里玩电脑啊。

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.
To: dawei.wang@boyabookshop.com.cn
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。

他们说我是友好和热情的人。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。

二〇〇九十一月十一日
我今天最有意思。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，
我们可能跟他说话汉语。" 所以我们以后跟他说
"你好！你怎么样？" 他说他在澳大利亚旅游，
说他觉得澳大利亚的风景很漂亮。
我很开心因为我最喜欢Jackie Chan的电影。
比如：'Rush Hour'和'The Twist'。我觉得他的
电影有意思和热闹，有时候很好看和感性。
其实他对他的电影还非常友好。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，他的性格不相同：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。
除了性格以外，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。我们也
都说"谢谢！谢谢！" 所以今天是一个非常美好的
天。我现在知道JACKIE CHAN又搞笑又友好，
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.
Exemplars with Commentaries

Year 12 First Language Learners

Writing — High (1)

他常常觉得自己的处境不同。语言的不通，
中西文化的差异，风俗习惯的不同，往往让海外华人
于心有戚戚焉。《我在纽约的奋斗》中的周先生，把
则是一个“局外人”的视角何其深沉。同样，在左派华
文群体中，胡适、顾准、余光中、甚至作者自己都曾
分时，认为自己是在异域文化制度的压迫下，角色
《我来自纽约的奋斗》中，周先生描写美国化，语言不通
元由华文作家发掘，沟通，这直接导致了弱势群体
了社会的隐形，格格不入，造成向美国化的障碍。
在美国纽约的华文作家，尽管一部分会英语，无法
融入美国社会，无奈地被他人和他人的社会程度。他
自然成为了一个局外人。

另外，影响他成为了一个局外人的就是中西文化的差异
们从中国大陆移民过来的华人，仍保留着母语的
感受和说话方式，仍留着和西方社会格格不入。这
一次移民名明在融入时间里收到。侨二代移民也对
移民的追求是极其渴望。因此在分三点。说明会。
新移民说，住在这里，开着车去美国更是多钱，我。
并不了解美国文化，与美国人的文化，他认为，这样
就这样，年复一年地在美国工会中工作，从这点而言，
王尔德再成为一个人化局中人。

最后，他的约翰尼的羞涩，从极度的金钱，随着于纽约

t中，他想继续留在美国，但许多维持的仍然没有放弃，对于于

的诱惑，对于金钱的诱惑，对于金钱的诱惑，在纽约的天权

意识，使他和她之间产生隔阂，而她也看不出自己是这样

家大和孩子自由，相处和谐。对于金钱而言，他的确

富有的，可却没有说好的头脑。不懂投资，只会一味地投资

在在银行，对投资，即使自己没有钱，可别人手里为

她还，似乎打下，这却是一切素质和能力的源泉，所以，他们

值尊重，成功或多少，也成为了往的外人。

不仅成功是纽约，《干杯》中的林辉佳在美国也成为了个

外国人，甚至在外国人眼中，是有些精神的，是想抑郁他，

拒绝与其他沟通，想继续留在美国生活，他不是因为不会

说英文，而是因为她想把她自己融入中国的文化，不让其对

她的影响太深。因为希望她选择成了一位外国人，停下自己

自己的角色，而自己有外人的沟通，而她可能在选择拥有自

己的露水，自己的亲的家，可她的选择没有意义

她不在于异国他乡，林辉佳不同于纽约，是她选择的不

放弃，成就已那么人，因为她的中心在在美国。

另外，为了纽约的话上，《干杯》中的杨女女，因为语言

以不不通，无法在美国她的被人评论，为人说道，他只是一
Exemplars with Commentaries

Commentary

Features of Achievement in this Example

The student writes about issues that Chinese face integrating into a new society. In addressing the issue the student highlights how the issue is presented in different media, then using two media examples analyses how the experiences of two different people reflect the particular challenges Chinese people face. The experience of both characters is contrasted to highlight different responses to these challenges. The article concludes with a recognition that the experience of these characters reflects the experience of everyday people. The information is factual, well reasoned, with a clear logical sequence and purpose, using examples to support the argument and engage the reader with the issue. The student expresses ideas effectively, using well-structured formal language with clear connections between ideas. A wide range of vocabulary, including idioms, is used effectively. The text is well formatted with appropriate structure for the text type.
Year 12 First Language Learners

Writing — High (2)

在阅读完关于校园暴力以及青少年心理问题的文章后，我的感触很深，我想我大家分
下我的看法。我认为除了青少年自身的心理问题，家
题外，家长老师以及社会对青少年心理健康的
关注也刻不容缓。

首先青少年在成长期间会遇到很多心理问
题。来自多方面的心理压力使得很多青少年出
现情绪的极端。与此同时有些独立压力也让这
些青少年变得叛逆，自我。这些都是造成青少年
心理问题和校园暴力的部分原因。

另一方面，家长老师以及社会在面对青少年
年心理问题时的教育方式也应得到改善。比如，
在教育学生时，老师应该多对学生进行心理问题
进行关注和引导，以引导的方式让他们认识解
读并改正错误。家长也应减少对孩子过分的溺爱。
多关注他们的情绪问题，千万不能以言暴力。
在教育过程中如果不能采取有效的措施，老师
长、老师及社会必须加强对青少年心理问题的
认知和教育程度。

青少年不仅自身需要学会控制自己，家
会解决心理问题，老师家长及社会也应该加强
关注青少年的心理发展。提早打好“预防针”
才能有效解决青少年的心理问题。
尊敬的编辑：

你好！我是一名热爱的中国台湾学生。我
在中文授课的三校工程的学习让我有了很多关
于中国在环境可持续发展方面的观点。下面我
想谈谈我的看法。

众所周知，三峡工程的建设对我国有着非
同一般的意义。我从国内外新闻媒体了解到，
三峡工程在蓄水、发电及航运方面都起着重要
作用。比如，三峡工程一年的发电量相当于四
百万吨原煤完全燃烧时产生的热量。

然而，三峡工程对环境，乃至文物保护也
带来了消极影响。重庆大学地质研究所所长陈
洪凯指出，三峡库区已具备了发生特大洪涝灾
害的条件。与此同时，随着三峡工程的建立，
周边地区发生了泥石流、塌方事故的概率也与日
俱增。我从相关网站上也了解到，像最原始的
庹原祠还有一些岸边的古树刻字，也因三峡工
程而被多级留了下来。

我不禁思考，三峡工程到底符合可持续发
展战略吗？可持续发展指的是满足当代人所需
求，但不必然影响后代人满足其需求的能力的发
展战略。江泽民曾明确指出过，我们不能吃祖
宗的粮，抢后代的钱。我认为，三峡工程这把
双刃剑带来的利与弊是无法放在同一个人生平
上衡量的。虽然我曾担心它还有可能移民百万
等大家提出坚决反对三峡工程的修建，但是三
峡工程所给我们的带来的福利也是反响共睹的，
因此我们应该继续坚持可持续发展，不仅仅是
三峡工程，在经济建设和发展上都应重视之一。

我也认为三峡工程也有存在的必要。在媒体的采访中，许多专家提出了他们的观点，认为三峡工程的建设不仅能促进经济发展，还能改善生态环境。

执行层采取的方式上都有很多不足，通过我的调查研究，我认为国家应该实施一些保护三峡工程周边生态环境的政策，尽量减少对环境的影响，比如继续加强对上游中华鲟的保护。

我坚信如果大家都能积极保护环境，国家就能继续保持生态平衡，我们能把长江的后代代代相传。

所以，这就是我对此事的看法。希望您能呼吁大家对环境的保护，政府对三峡工程的完善。

您忠实的读者

Commentary

Features of Achievement in this Example

The student writes about environmental sustainability in China. In addressing the issue in a letter to the editor, the student outlines the purpose of the letter, that is, to argue for the merits of the Three Gorges Dam. The student states the pros and cons of the project, citing others to detail the controversy, then states his/her own argument in support of the dam while recognising the need for improvements. The letter concludes with a call for support from readers. The information is factual, citing sources, and displaying both balance and a persuasive argument to a particular point of view. The student writes in the first person while balancing his/her own views with those of others. The student expresses ideas with a variety of sentence structures representing complex ideas effectively. The argument is coherent, with a smooth flow of ideas and clearly structured topic shifts. The letter is presented in an appropriate format without adequate formal closure, however.
年十二级首语言学习者

写作 — 平均成绩 (1)

如今，随着时代与科技的发展，社会上对孩子的教育也不断加大。比如，如今的升学压力便使得许多青少年不得不承受巨大的压力。因此，如今对青少年心理的教育是十分必要的。

人报导，初一的二名孩子因为被踢倒而无师。

打小报告，告诉他，被送到在班里有几天。

心理的报告。这个报导在社会上引起了轩然大波。

第一，正如我所所述，各方面对孩子的心理压力。

许多家庭都只有一个孩子，造成了父母对他们过度的宠爱而最终心理学。

学校对孩子的心理教育不够，甚至以暴力相待。

前两周，网络上报导了一则新闻：一位老师。

竟让学学生在教室外罚站。这种做法更会将学生的心理留下阴影。因此，这个社会所对孩子心理教育不好的现象，我们是有责任感的。

对于此问题的解决也要从多方面入手。首先，家庭是孩子成长的主要地方之一。家长需教育孩子友好相处。

孩子友好互助，要会宽容。

有时会寻求心理医生的帮助。第二，学校需要配备心理医生。

师进行培训。第三，一些电视剧、游戏也要改为。

心的教育是十分重要的。他们的发展是十分重要的。
信息技术对中国的社会有极大的推动作用，日新月异的信息技术使得巨大的地球变成了“地球村”。各地发展的大事可以很快传播到世界各地，人们可以及时了解各个社会的新闻。人们可以利用信息技术来促进中国社会的发展。与此同时，信息技术日以人们处理问题简单化，以电脑为帮手，随着信息技术的发展，电脑也越来越先进，许多事情都可以直接通过电脑来处理。因此，中国社会人们可以把握更多的时间在电脑上进行学习和工作，比如如策划、创新等等。中国的社会也会由这种分工明确的方式进入更高层次。因此，信息技术对中国社会的作用重大，利用它，然而，电脑的一些危害也随时间流逝而显示出来。就从“网络”为例，网络可以增长见识，不假，但是，如今许多青少年利用网络来玩游戏，玩游戏。因麻痹网络游戏而荒废学业的多了声数不胜数，更有网络的因。网络游戏对中的一时的单向而狂欢，说，过，都欢说：“没有网络的日子真是枯燥无味，无网络的日子真是精彩而对人们的对眼睛的，被毒品侵害很大地坏处。青少年
Exemplars with Commentaries

Commentary

Features of Achievement in this Example

The student writes about mental health issues that Chinese youth face. In addressing the issue the student highlights the importance of raising public awareness of the issue then outlines some reasons why these issues exist, drawing on examples from the media, and proposes some solutions to address these problems. The information is factual, but anecdotal, often without clear logical connections between causes and effects, limiting the power of the argument.

The student attempts to express ideas using formal written language structures, but errors occur frequently in both vocabulary choice and in sentence structure that impede overall coherence (e.g. 名老师竟让处罚学生...; 初二女孩只因为被猜测向老师打小报告，而被全班男子堵在教育而进行十几分钟的殴打). The text displays good overall organisation and text formatting, although ideas are not fully developed.
Year 12 First Language Learners

Writing — Average (2)

随着家庭的生活压力的增大，父母由于忙
事业而忽视了孩子，孩子每天没有时间和晚上回家
父母也由于奔波了一天而没有时间和孩子谈心，
使孩子们心里产生阴影，由于家庭，学校以及
及社会上对孩子的压力使孩子们的心理受到压
迫及扭曲，从而使孩子产生暴力倾向有火难消。

2. 关注下一代。
Exemplars with Commentaries

Question No. 6

Commentary

Features of Achievement in this Example

The student writes about the issue of school violence in China. In addressing the issue the student outlines the causes of school violence and provides an anecdote to highlight the issues. The article concludes with some additional causes, which largely repeat the information already provided.

The information is factual, written in the third person, with logical and persuasive argument, but lacks an adequate conclusion and fails to offer any solution to the issue as expected.

The student expresses ideas effectively, although sentences are often too long, which impacts on overall cohesion. The absence of conjugations reduces overall coherence (e.g. 这名中学生的遭遇不仅引起社会上的广泛关注还反映出学生们的心理问题没有及时处理的后果的真实写照). The text is formatted effectively, although topics are often not well signalled.
Year 12 Oral Exemplars

Second Language Learners

Oral — High (1)

Transcript (extract)

考官：请你介绍一下你的研究题目。

考生：我的研究题目是：中国青少年的文化。我主要研究了三个方面。第一个方面是中国青少年的影响。第二个方面是中国青少年为什么喜欢变化。第三个方面是中国青少年怎么看自己。

考官：研究这个题目你认为哪些方面最有意义？

考生：我觉得，啊，中国青少年的影响很有意思。因为他们，啊，因为他们最重要的影响是，啊，是，人际关系，比如说他们的父母给他们很多的压力。因为中国的青少年要找一个好工作，要很多好的东西。他们也要一个好的生活，所以没有，啊，没有父母给他们压力，他们没有，啊，学习，啊，学习很多，所以他们没有好的成绩。啊，所以他们没有很多东西，一个好的工作。

考官：中国青少年为什么喜欢改变？变化？

考生：中国青少年喜欢变化，因为，啊，他们，比如说，他们，啊，啊，喜欢啊，北京的奥运会。北京的奥运会，中国人建了很现代，很高的楼。他们也，啊，喜欢，也喜欢，他们喜欢变化，因为他们觉得变化，啊，啊，多重要。他们不觉得中国的历史，啊，啊，很有意思。

考官：好，你为什么选择这个题目。

考生：啊，我，啊。。。请你再说一边。

考官：你为什么要研究这个题目？

考生：我要研究这个题目，因为我，啊，我，啊，我觉得中国青少年，啊，的生活很有意思，所以我没有很多啊，中国青少年的看法，所以这个题目给我很多中国青少年的看法。

考官：研究这个题目后，你对中国文化有什么新的看法？

考生：因为我有两个中国朋友，他们非常喜欢日本文化，所以我不知道。

考官：研究这个题目，你看了哪些书，哪些材料？

考生：研究这个题目我看了一个 DVD。这个 DVD 讲中国青少年的生活。我也，我的中文老师给我很多课文，和我也上因特网。

考官：你觉得哪些材料最有用？

考生：我觉得课文很有用，因为啊，啊，课文给我很多很有意思的看法，比如说，课文给我一个看法，啊，啊是，中国青少年觉得他们的父母给他们很多压力。

Commentary

Features of Achievement in this Example

The student provides information about youth culture in China. Information refers to three aspects: influences, motivations, and self-awareness, in responses of up to five sentences.

Vocabulary includes a range of technical terms and specific descriptive phrases, allowing the student to express ideas in depth and detail.
Exemplars with Commentaries

The student provides examples to support propositions, for example, the impact of relationships with parents on youth, explaining why parents place pressure on their children. The student supports the view that Chinese youth feel change is important, using the example of the changes resulting from the Beijing Olympics.

The student explain his reasons for choosing the topic, including his desire to understand his Chinese friends better. He outlines the resources used to research the topic, and reflects on the value of some resources, providing examples to support his view. Structures employed include tense markers, conjunctions, typically 因为, listing examples using 比如, and use of the preposition 给. The student comprehends most questions and provides relevant information in response. The student often uses fillers to create thinking time and presents information in a sequence of phrases that are not always well connected.
Year 12 Second Language Learners

Oral — High (2)

Transcript (extract)

考官：好的。请给我们介绍一下你的研究题目。

考生：好的。我的研究题目是，中国从 1978 年的变化，以来的变化。嗯，嗯，我，
最重要的特点是，嗯，中国的，中国生活的样子。比如，吃饭的变化，音乐的变化，和穿的
衣服的变化。从 1979 年，78 年，中国开始改革开放。嗯，改革开放是中国人的生活带来是
很多变化。比如 1978 年以前，衣服的颜色只是军绿色，深蓝色和灰色。音乐也是只是中文音
乐。但是改革开放开始了以后，穿的衣服是各种各样的。颜色也是中国人穿世界上，世界上
名牌的衣服，比如 Gucci 和 Prada。听得音乐以前只是中国音乐。现在中国年轻人很会听
R&B，会听 pop，和别的世界上的音乐。吃的饭也是有很多变化。在中国可以找到西餐。比如
批萨饼和别的意大利面，嗯，对，饭馆。嗯，从 1978 年中国也开始独生子女政策。啊，这个
这个一点是很有意思。因为独生子女是中国人的生活带了很多好处。以前中国人家里的人口
是很多，所以，不太舒服。但是独生子女开始的时候，中国人只有一个孩子，可以家人，家人
可以给孩子送礼物或是可以，啊，孩子可以去世界上不同的地方旅行。也会去，也会到澳
大利亚学习。所以是非常很好。

考官：好，你为什么要研究这个题目？

考生：我，啊，嗯，嗯，我开始研究这个题目的看法是，啊，嗯，我的家人是有两个哥哥，还
有一个小妹妹。我觉得有兄弟姐妹是很好。但是为什么中国人只有一个孩子，对孩子的生
活是不太好的。但是，我做研究以后是，觉得，嗯，中国的历史是非常，是有很多好，有很多
有意思的地方，也是会懂一点，懂一点，为什么会有这个政策。

考官：好，嗯，研究这个题目，你看了哪些书，哪些材料？

考生：我做这个题目，嗯，研究这个题目的时候，有的是老师给我的资料，
也有我自己上因特网，找的资料。

考官：你觉得哪些材料最有用？

考生：我觉得，我觉得有的找，sorry，我觉得我在因特网找的资料很有用。可是老师给的也
是很有用，因为有很多字我不懂，但是老师帮我，帮我懂。

考官：对你来说，研究这个题目难不难？

考生：研究这个题目很难。因为中国的历史是，是，啊，很难懂。

因为中国不是我的第一个语言，所以，说的不是，不是很流，很流，很流利。

Commentary

Features of Achievement in this Example

The student provides information about changes in China since 1978 covering a range of topics,
for example, food, music, fashion, and family life. The student presents information in extended
responses of up to twenty sentences, using a wide range of vocabulary including specialised
terms to cover the topics in some detail.

When discussing changes in clothing, the student describes the limited range of clothing
colours available before 1978, and contrasts this with the period after economic reform, when
Chinese people began to wear famous brand clothing in all colours and styles.
In justifying the choice of topic the student outlines his initial desire to understand the impact of China’s one-child policy, explaining that the research had helped him understand better the reason for the policy.

Sentences are generally short and efficient, containing simple factual or descriptive statements, without much linking. Conjunctions include 但是 and 因为... 所以... Structures including time and tense, attributives, and prepositions are generally correct. The student seldom requests repetition or clarification, and offers information readily without awaiting further questioning. The student displays evidence of self-monitoring, often self-correcting, recasting a phrase to provide, for example, an appropriate directional verb, or adjectival phrase (without ‘to be’). The student occasionally requires thinking time mid-sentence to organise information but overall coherence is good.
年12岁第二语言学习者

Oral — Average (1)

考试官：你为什么要选择这个独生子女政策来作你的研究呢？

考生：因为我都是一个独生孩子，所以我觉得这个，啊恩，独生子女政策是很有意思，在中国。

考试官：好，你给我谈一谈你研究的内容。

考生：嗯，中国的，独生子女政策。因为中国有一百分二十的人口，世界的人口。中国有一个人口问题，所以中国政府实施这个独生子女政策，帮他们的人口问题。

考试官：你知道这个政策什么时候开始实施的么？

考生：嗯，在一九八年开始。

考试官：它主要是告诉人们什么呢？这个政策。

考生：嗯，你可不可以再说。

考试官：这个政策，是讲的什么内容？

考生：嗯，有很多坏处。今天的中国独生孩子有很多压力，和中国的家庭有了很多的改变。啊，因为在中国传统的家庭是很大，但是现在中国的家庭不可以多一个独生，多一个孩子。所以，家，家庭有改变很多。

考试官：你觉得中国人喜不喜欢这个政策？

考生：我觉得中国人不喜欢，但是他们知道，嗯，因为中国有这个政策，因为人口太大。

考试官：那么，它有没有好处呢？

考生：嗯，哦，人口少，第一点，和，嗯，中国不太忙，和有人可以做，做工作。

考试官：研究这个题目，你用了什么材料？

考生：嗯，我的老师有给我很多书，帮我，和我有工作网络，和我的学校的图书馆。

考试官：哪些材料是最有用的？ 考生：嗯，可不可以再说？

考试官：哪些材料是最有用的？ 考生：嗯。。。。

考试官：有哪些材料你觉得很有用？是老师的材料？

考生：Yea，我的学校图书馆很有用。但是我的学校，我的老师都给我很好的东西。但是我觉得图书馆有最好的，yea。

考试官：对你来说，研究这个题目难不难？

考生：一点难。因为，有，东西很难。嗯，我，啊，嗯，和。。。很难，好处，独生孩子好处很难。

考试官：我。 考生：找到。
Commentary

Features of Achievement in this Example

The student provides information about the one-child policy, including reasons for it, the positive and negative impacts of the policy, and resources used for research. The student explains her interest in the topic, the background to the policy in China, and lists negative consequences of the policy, including relating the policy to traditional Chinese views of the family.

The student at times struggles to compose a coherent response to some requests for elaboration, with limitations in linguistic resources restricting her ability to express her own meanings with clarity. The student is familiar with key technical terms for the topic. Sentence structures are generally effective in word order and the use of simple attributive phrases. English expression is evident with adjectives often preceded by the verb ‘to be’, and the verb ‘to have’ 有 used to express the past tense. Conjunction words ‘and’ to link phrases and ‘because’ 因为 to provide reasons are used repetitively.

The student requests repetition when a new topic or question is introduced, and requires considerable thinking time to gather information and to compose the message, restricting the overall flow of the conversation.
Year 12 Second Language Learners

Oral — Average (2)

Transcript (extract)

考官：给我们谈一谈你的研究题目。

考生：啊，我研究科技对中国年轻人关系，啊，学习和生活影响。啊，我，啊，
也研究这个有的，这个有，啊，啊，不同的科技。

考官：为什么你，啊要选择这个题目呢？

考生：请你再说一遍。

考官：为什么你对这个题目感兴趣？

考生：因为我对科技感兴趣，还有我觉得科技很重要，所以，我对中国年轻人和科技感兴趣。

考官：你给我们说一说在中国年轻人喜欢用什么科技？

考生：请你再说一遍。

考官：在中国年轻人喜欢什么科技？

考生：啊嗯，科技对中国的年轻人，有，影响。比如说，因特网对中国年轻人关系有… 有很多中国年轻人上网聊天太多。

考官：研究这个题目，你用什么材料？

考生：请你再说一遍。

考官：研究这个题目，你用什么材料？什么书？

考生：我用的因特网，啊，中国文章和书。啊，还有，我的老师给，嗯，一些资料。我觉得因特网很有用，但是一些资料我不懂了。

考官：对你来说，研究这个题目，难不难？

考生：啊，我，觉得，这个题目，很难。因为很多生词，还有因为这个题目很新，所以找资料很

考官：你，在你，你说，年轻人用因特网在中国，嗯，他们为什么喜欢用因特网呢？

考生：请你再说一遍。

考官：中国年轻人，为什么喜欢用因特网？

考生：啊，嗯，中国年轻人觉得因特网很重要。中国年轻人很多用因特网。但是中国年轻人家长
不会知道因特网，所以，中国年轻人家长，觉得因特网不重要。

Commentary

Features of Achievement in this Example

The student provides information about the role of Internet technology on Chinese youth.

Information includes reasons for choosing the topic, factual statements about Internet use, and difficulties the student encountered in researching the topic. Vocabulary includes a series of key terms, 科技, 因特网, 聊天, although attempts to provide personal ideas are restricted by limitations in vocabulary choices.

Sentences tend to rely on a limited number of familiar grammatical devices, for example, the preposition 对, the verb 觉得, the adjective 重要, and the conjunction 因为...
When attempting to create personal meanings, the constraints of linguistic resources result in a sequence of phrases with little coordination, or evidence of English word order. Topic shifts often lead to a request for repetition before responding. Responses are intelligible but hesitant, with a need for thinking time and recasting, which impedes the flow of ideas.
Year 12 Background Language Learners

Oral — High (1)

Transcript (extract)

考官：好的。请你介绍一下你的研究题目。

考生：我的研究题目是，中国第一位皇帝，秦始皇。他的名字叫嬴政，是在公元前 259 年出生，在公元前 210 年去世的。他，十三岁的时候，啊，就开始当秦国的国王。他 30 岁的时候才开始灭六国。他只用了短短 9 年，就灭了韩，赵，魏，楚，燕和齐国，统一六国，统一中国。他除了统一中国外，还把中国的文字简化，啊，整理和简化。他把货币标准化和把度量衡作为，当作，标准的。像我们在澳大利亚，我们主要的语言是英语，用公斤，公称作为我们的标准。除了这些改革之外，秦始皇还做几个很大的工程。

包括我们都知道的万里长城和秦渠。万里长城是他为了防避敌军来入侵的，所以他就把齐国的长城连在一起。秦渠是人工河的，是世界上最古老的运河之一。它是由来，用来运送需要的物资给，给，啊，军队，给？？，向？？的。

考官：你为什么要研究这个题目？

考生：我都说过，我喜欢中国的历史。从很小的时候，我的爸爸也很喜欢长城，常跟我说有中国历史的。其中有秦始皇。他不知道很多秦始皇的事情，只知道他是一个，第一个皇帝，和他是个很残酷的皇帝。所以我觉得我这个，很好奇，他是怎么的人。他除了这些以外，还做些什么。

考官：研究了这个题目以后，你对中国文化还有了什么新的看法？

考生：我开始的时候，为什么这么多的民族可以团在一起。我做了这个题目之后，我发现，

因为秦始皇把中国，啊，统一，所以这么多可以团在一起，住在一起，

都靠他这个力量可以做成，这个后果的，他。

考官：研究这个题目，你看了哪些书，哪些材料？

考生：我找过很多，找过，找过很多书，但是资料不多，我觉得在网上可以有很多材料可以给我参考的，我觉得网上的资料给我很多的帮助。

考官：如果有机会继续研究这个问题，你还想知道些什么？

考生：我想想再新一点了解，他为什么会很残酷的。我知道他是为了要人民尊重，

要不他，他们，怎么说，啊，他不向其他的人要，啊，见到他的权力，会享，去世，

什么的。我觉得我想想再新一点了解他为什么会做一些，他为什么会，啊嗯，喷，会，怎么说

呃，他为什么。。。嗯。。。他为什么会，这心情，这感觉。

考官：对你来说，研究这个题目，难不难？

考生：难，我觉得很难。因为，啊，开始的时候有很多资料要整理吧，有很多英语的，的，啊，

作文我看不懂，我明白的。但是如果是中文的话，有很多字我不懂，有时候我要问我的爸爸

妈妈。如果他不懂的话，我就要问老师。有时候我要他很清楚的解释给我听，我才明白。所

以我觉得挺难的。
Commentary

Features of Achievement in this Example

The student provides information about Emperor Qin Shihuang, focusing on a historical recount and list of achievements. The student provides reasons for choosing the topic, and discusses issues with the research, with some self-reflection on the experience. Vocabulary is extensive, with no evidence of restriction in vocabulary choices.

The student is able to articulate precise meanings with sophisticated vocabulary even when responding to an unexpected question. Sentences are complex, often containing more than one construction (e.g. 除了这些改革之外，秦始皇还做几个很大的工程。包括我们都知道的万里长城和淋渠。万里长城是为防避敌军来入侵的，所以他就把齐国的长城连在一起). The student comprehends all questions and responds without difficulty.
Year 12 Background Language Learners

*Oral — High (2)*

**Transcript (extract)**

考官：请给我们介绍一下你的研究题目。

考生：我的研究题目是中国婚礼。我选择这个题目，因为婚礼对每人都是一个很重要的日子，而且，考生：我也很喜欢参加这里中国华人的中国婚礼。

考官：好，你研究这个题目时，你觉得哪些方面最有意思？

考生：我觉得中国婚礼的活动和历史方面最有意思。因为中国人在结婚那天做的活动很特别。

考官：请你说一说中国婚礼的活动好么？

考生：好。像新郎一早就准备好的话，就去新娘的家接新娘。他到的时候，要回答一些关于新娘的问题，才能进去。比如，她的生日是几月几号，你们是怎么认识的，你们的第一个约会是在哪儿，等等。然后新郎进了新娘的屋子，他们就一起给新娘的亲戚奉茶。然后他们就回去新娘新郎的家。新娘上车下车的时候，会给一把红色的雨伞，这是为了避开坏运。到了新郎的家，他们，新郎和新娘会一起给新郎的亲戚奉茶。啊，还会拜堂，成为一对夫妻。他们然后就开，婚礼宴席，跟亲戚朋友们一起庆祝。

考官：研究了这个题目以后，你对中国的文化有什么新的看法？

考生：新的看法，这是，虽然，中国这几年来受到西方的影响，但是，中国人还保持很多老的传统。我觉得这是一件很好的事。

考官：研究这个题目时，你用了哪些材料？

考生：我在网上找材料，还有问了老师借给我一本书，叫记住汉语四十课。那本书里面有一个叫结婚三，三个结婚，想，的课。我还用的自己见过的经书来帮我做这个研究。

考官：你觉得哪些材料最有效？

考生：我觉得在书上的资料，很，最有用。还有，我的汉语老师也帮了我很多。

考官：对你来说，研究这个题目难不难？

考生：对我来说，研究这个题目不太难。因为我对这个题目很感兴趣。

考官：如果你有机会继续研究这个题目，你还想知道什么？

考生：我还想知道自己做，对婚礼的日子，做活动的原因。

**Commentary**

*Features of Achievement in this Example*

The student provides information about Chinese wedding culture, focusing on customs, including the sequence of events, and details of the ceremony. The student makes some comparisons across cultures and changes over time. The information is largely factual with few opinions or interpretations of events.

There is little evidence of deeper research into the origins or cultural meanings of the events presented. Vocabulary includes complex technical vocabulary with little evidence of restriction in vocabulary choice.
Sentences are simple, generally containing two connected ideas and using a wide range of conjunctions and tense markers (e.g. 就, 才, 然后) to sequence events (e.g. 我还用的自己见过的经历来帮我做这个研究). The student comprehends all questions and responds without difficulty.
Year 12 Background Language Learners

Oral — Average (1)

Transcript (extract)
考官：下面你给我们讲一讲，你为什么选择这个题目呢？
考生：我要选择这个题目，因为我每天晚上都吃我妈妈做的广东菜。还有我们去吃饭的时候，
常常是到，呃，做广东菜的中国饭店。
考官：广东菜的特色是怎样的呢？
考生：广东菜特色是平和的，不太咸，不太甜，一定是新鲜的。我喜欢我妈妈做的蒸鱼和炒
蔬菜。
考官：那么，广东菜，为什么，就是说，在澳大利亚很受欢迎呢？
考生：很受欢迎，因为广东人来到澳大利亚，1850年，因为澳大利亚要淘金热，所以很多广东人
来了澳大利亚的金矿，找黄金。淘金热以后，很多人回到中国。但是有些人留在澳大利亚。
他们做厨师和农夫，所以，澳大利亚的蔬城，唐人街有很多中国做广东菜饭馆。所以澳大利亚
人吃过广东饭菜。
考官：那么你觉得，嗯，这个广东菜，嗯，就是，影响中国菜么？对中国菜有影响么？
考生：有影响。因为别的中国菜没有到澳大利亚，所以广东菜是最流行的。很多人喜欢周末
饮茶。这是广东人的习惯。但是最近有很多上海人和北京人，来到澳大利亚，所以，
有其他的中国菜。
考官：研究这个题目，你用什么材料？
考生：我用过很多网页，和我，汉语老师给我的。因为我觉得我老师给我的是很有用。因为，他
们用的语言，很容易，我可以理解的。
考官：那么，你学这个题目对中国文化有什么新的认识？
考生：我以前没有理解这个题目，所以，我做完研究这个题目以后，有新的理解，因为我可以理
解我为什么有这些习惯。例如，用筷子吃饭和坐在圆桌子吃饭。
考官：你可以告诉我们为什么坐圆桌子吃饭？
考生：因为一家人都可以看每个别人。可以说话，交流。
考官：那么，嗯，你，觉得这个题目，最有意思的是哪一个部分，你研究的时候，你最喜欢的部
分是什么？
考生：最喜欢的是，嗯，广东菜怎么来了澳大利亚。因为我觉得这个很重要的澳大利亚的历史，
所以，我觉得很感兴趣。

Commentary

Features of Achievement in this Example

The student provides information about Cantonese food, including the origins of Cantonese
food in Australia, its popularity, why the topic was chosen, and the research that was
undertaken.
When asked about the influence of Cantonese food on Chinese food culture (in Australia), the student explains that because Cantonese food was the first Chinese food style to come to Australia, it became very popular, particularly yum cha. These days, however, with more Shanghai and Beijing people coming to Australia other food types are appearing.

The student responds to questions effectively without necessarily expanding beyond basic facts or simple opinions. Information is largely factual, descriptive with little analysis or opinion provided, and limited depth of treatment. Vocabulary is sufficient to talk about specialised topics, such as gold rush, and cuisine. Sentence structures are complex, detailed, and effective, including a range of attributive clauses, time phrases, tenses, verb complements, with few errors evident. The student comprehends all questions asked, and formulates responses that may be limited in content but are generally grammatically correct, seldom requiring thinking time to gather ideas.
Year 12 Background Language Learners

Oral — Average (2)

Transcript (average)
考官：为什么你要研究中国的饮食文化？
考生：什么？
考官：为什么你要选择这个研究题目？
考生：因为我自己喜欢烧。烧的东西，所以我需要研究中国和澳大利亚的烧法。
考官：中国和澳大利亚的做饭有什么不一样？
考生：做饭，我觉得，不一样的是，在做中国的菜，你要事先做很多的准备工作，但是澳大利亚
喜欢做各种各样的菜。中国的菜越来越流行，所以澳大利亚人开始做中国菜，开始做那些
菜。比如说，他们喜欢烧蛋炒饭。啊，啊，蛋炒饭。另外更容易做。还有在澳大利亚
超级市场，有很多中国的配料，所以，有很多东西买，可以做。
考官：研究者题目以前和以后，你对这个题目的看法有什么改变？
考生：什么？你可不可以再说一遍？
考官：研究者题目以前和以后，你对这个题目的看法有什么改变？
考生：我觉得，啊，有的问题，我问我老师，因为，我觉得我有很多要改变。
考官：研究这个题目，难不难？
考生：我觉得有的时候难，因为我要问我老师，还有因为，有很多，有许多的汉语字我不可
能写，所以我问他。
考官：研究这个题目，你用什么材料？
考生：我用因特网的，还有去图书馆看书，还有我问我老师。
考官：研究这个题目以后，你对中国文化有什么新的看法？
考生：我觉得，中国的在桌子上的礼貌，是新的方法。
考官：比如？
考生：比如说，他们有一个菜没有味道，他们要放在酱油。但是澳大利亚人用盐和胡椒粉放在桌
子上。还有，中国人吃饭的时候，常常饭馆里面吃饭。但是澳大利亚人觉得没有意义。
还有，他们中国人去朋友的家做客的时候，他们吃的菜很大，很大声。他吃大声，
他们说明组织，烧得菜很香。但是澳大利亚人觉得，吃饭大声，没有礼貌。还有啦，
吃完饭，中国人喜欢喝汤，但是澳大利亚人喜欢吃甜的东西。

Commentary
Features of Achievement in this Example
The student provides information about Chinese food culture, focusing on cooking methods
and comparisons across cultures, including mealtime habits. Information is descriptive, lacking
in detail, and drawn largely from the student’s own experience, often not directly related to the
question asked. For example, when asked to describe the differences between food cultures in
China and Australia, the student says that Australians like all types of cuisine, and Chinese food
is now becoming quite popular, and Australians are beginning to cook Chinese food. Some
examples are provided, including dishes that are easy to cook.
Responses lack evidence of deeper understanding, with limited analysis of information or opinions on the significance of the information. The student often picks up on a keyword (e.g. 改变) and responds, rather than identifying the overall intention of the question, resulting in a lack of overall logic in the response. The student displays good control of high-frequency vocabulary with a few technical terms evident. Sentence structures are varied and reasonably accurate. They contain a range of attributive clauses, adjectival phrases, and are generally presented as the present tense. Time phrases, adverbs, and conjunctions are generally used correctly.

The student often seeks clarification, particularly with unexpected questions or topic shifts.

The student is able to maintain the flow of conversation in a natural manner.
Year 12 First Language Learners

Oral — High

Transcript (extract)

考官：你的资料来源是什么？

考生：我主要有三个资料来源。第一个是在学校图书馆借阅了海外版的《人民日报》，当时08年的人民日报有很多关于它的资料。还有当地的这个报纸。此外就是，还是ABC的网站上，也是08年，当时有很多它的新闻。还有就是互联网上，就是中国的网站。比如新浪网，它对三鹿奶粉事件的专题报道。

考官：那么，嗯，在你研究的过程当中，你认为就是说的，中国网站的报道，或者中国官方报纸的报道，和国外的报道，有没有，有分歧的地方。

考生：可以说有一点分歧的。国外方面可能更现实一些。因为我知道国内的报道可能受到一些影响，还有一些真实的情况它不会完全报道出来。它的报道更偏向于官方化。还有一些三聚氰胺的数据，中国和国外报道它的数据是有出入的。根据我的观察，基本它的，中国的报道是国外这个三聚氰胺含量的1/3。这样一来，显得三聚氰胺的添加量没有那么多。

考官：那么国外的报道要多一些。

考生：嗯，国外报道相对要多一些。但是我觉得，国外的报道要更真实一些。

考官：你认为说的这个奶粉的事件，就是，通过这个奶粉事件，能够看到在中国社会上，目前这个食品安全，那么，就是说，是不是人们对这个食品安全都非常担心呢？

考生：嗯，是，的确是。比如说，三鹿奶粉事件爆发之后，中国奶粉品牌销量降到了历史最低点。而这个国外奶粉品牌销量急剧上升。因为中国的老百姓不再敢吃这些中国本地大陆生产的奶粉。因为他们对这个奶粉，包括其他食品，他们对这个现在有很大的担心。他们怕因为吃了这些身体出了问题。他们会尽量挑选一些国外的，这些没有添加剂的这些。不光是奶粉，包括其他产品。因为中国前几年，像各种毒大米，毒饺子，还有肯德基，里面也出现了苏丹红之类的，各种食品安全事件。

考官：那么你认为，就是说的，这个，啊，在中国，啊目前来看，就是说的，恩，这个中国的食品业是不是给世界留下很不好的印象。

考生：嗯，可以说是这么说。三鹿奶粉事件爆发之后，这个，中国奶粉出口量下降了99%。它是九月份爆发的，而十月份中国奶粉出口量立马下降了99%。因为其他许多国家对中国奶粉进口都进行了限制。还有就是中国其他方面，比如说，07年的时候，给美国的猫食狗食那些，也有添加三聚氰胺的，造成中国美国外交关系，这个，出现一些紧张。而且中国，其他国家对中国食品的食品有些不太信任。甚至还有人认为，made in China，有毒的代表。

考官：那么你刚已经说了食品安全问题，由来已久，不光是去年才发生的。通过你的研究，为什么这样的问题屡禁不止呢？

考生：首先，造成这种原因的主要的原因，就是因为中国这些企业家们，他们为了将利益最大化，他们把这种成本较高的原料，替换成了廉价许多的其他材料。嗯，他们，因为他们，中国这些，他们从小受到教育，并没有像西方国家一样，以人为本，他们只是为了获取利益，而不要手段，所以，这是第一件事，他们思想上可能存在一些问题。还有中国质量检测体系。中国质量检测体系，不，因为，中国质检，有人指出，中国质检总局为了节约成本，使用了方法并非像西方国家，使用经过改良的方法，他们还在使用相对原始的检测方法。比如对于三鹿奶粉来说，他们在进行三鹿奶粉这个蛋白质含量，就是食品的蛋白质含量是一个非常重要的标准。嗯，而中国质检总局在对三鹿奶粉，以及其他的这些食品进行蛋白质含量检测时，并非对蛋白质含量进行检测，因为这样一来成本和技术上都会要求比较高。他们是通过对氮原子含量来检测，
Exemplars with Commentaries

Commentary

*Features of Achievement in this Example*

The student provides information about food safety in China, focusing on the SanLu milk powder crisis. The student discusses the sources of information and highlights the causes and consequences of the crisis. The information provided is factual, well organised and well referenced. The analysis is thorough, persuasive and coherent, with all responses to questions appropriate and relevant. The language is well structured and grammatically correct, with well-chosen terms, including some idiomatic expressions and appropriate use of conjunctions. Some topic shifts are a little abrupt. The student attempts to maintain clarity of purpose by referring back to the research topic and by making a clear distinction between fact and opinion.
Year 12 First Language Learners

Oral — Average

Transcript (extract)

考官：什么样的专家评论呢？

考生：好像是，比如说，他在，他对具体一个事件下面，他做的分析。比如像说云南，sorry，像云南，他的，比如说，小学生，嗯，有警察说，小学生卖淫事件什么的。然后，嗯，有专家就说，这其实是对一种其中，警察与妓女，嗯，合作去，嗯，就设圈套，然后抓人去罚钱的其中一个现象。然后还有就是，更深层的也是，与黑社会什么的合作，与开设赌场歌厅的去谋取不法利益的一些。然后他就，以及，还有就是，他牵涉到了贵州烧警察局事件，上海袭警案，陕西？事件。他说，这些事件，他其实都是从警察，嗯，内部的一个矛盾问题。嗯，他们说，警察代表政府去做这些事。实际上政府他，嗯，在，要准备做一些，比如说侵害老百姓利益，或者说，扣某件事需要牺牲老百姓利益的时候，他们没有跟老百姓出面解释清楚，或者说解释的不够充分，然后导致老百姓对这事件无法理解，从而产生对立情绪。然后政府不直接出面与老百姓，对见面什么的，或者是对话，而用让警察出面。让他们作为这一事件的出头鸟，然后就使得百姓与警察对立情绪开始上升，实际上，嗯，这些事件都是嗯，群众的，对群众的信息发布不够充分而引起的事件。而，反而引发了百姓和警察都受伤的这一情况。

考官：所以在你分析了好几例的这个警察和民众对立的这些事件后，你个人得出来什么样的看法呢？就是说，通过分析这些事件，你对中国出现的这些情况，你个人的看法是什么？

考生：我个人的看法是，因为是像警察他也是由人民去，呃，作为他的工作而成为一个民警。而民警他本身也是一个，其实也是一个老百姓。他就是一个，嗯，他像本身内部也很多。因为警察也会出现很多严重心理压力的情况。比如说他内部越来越严格的等级考试呀，竞争上岗什么的。像新的警员，因为老百姓的要求越来越高，所以新的警员素质也必须越来越高。然而这，虽然说，新警员素质越来越高，但是不能改变，像整体警员素质，包括老警员的总体素质不的现状。然而，警察这个工作也是，十分的，其实，他工作十分大，基本每个月都会超过，超过正常工作的一百多个小时。然而他的收支却不平衡。虽然他工作量什么的非常大，但是他的收入在中国却是属于比较低阶的。然后这就造成警察心理的不平衡。再加上警察工作也有它的困难和危险度。包括因为，警察其实，他在救助，天灾人祸的救助方面，也是跑在第一线的。比如说什么，走失老人呀，寻短见者，或者说，丢了钥匙的人帮他们爬楼开门什么的。所以，然而，他们的家人却因为他们工作量太大，无法经常回家，而导致了家庭责任缺失什么的。像教育子女的问题，或者家务等问题方面。然而这就导致了他们心理严重不平衡。然后，但在这一事件的背后，真正造成这一事件的是政府以及他们的这一制度。因为他的表面现象是，就是，表面现象是是民警啊，警察啊，或者说政府和，也就是，三个阶级，官僚资本阶级，和民族资本阶级，还有无产资本阶级的，无产阶级，sorry，他们的一个利益冲突，这是表面现象。但实际上，他深层原因是，阶级之间的斗争，而造成这一根本的原因就是，他在，他有一个所谓的，就是，我们的中国实际上是共产主义。但是他现在有很多的越来越像资本主义，又有点像，话说自己是共产主义，但其实做的很多事都是资本主义。然而有点像一个修正的思潮。其实毛泽东曾经说过，像，当年改革的时候，我们土地改革，所以制度都会跟着改革，这就有点像犹太人的文化。快，必须要快速的累计个人财富。这许多就导致了很多政府官员都在这一程度上，官官相护，为了自己利益，而官僚，形成一线。这就是最大的问题就是腐败。

Commentary

Features of Achievement in this Example

The student discusses research about tensions between the public and police in China. The discussion focuses on examples of events that have been reported in the press then the student proposes some reasons why these tensions exist.
Exemplars with Commentaries

The information is anecdotal, the analysis superficial, with a lack of overall cohesion to the argument, with sudden topic shifts when the student lacks further detail to support an argument, leading to limited relevance of information. Overall the information is repetitious and the reasoning not well thought through. Sentences are short, with unnecessary pauses and fillers, and conjunctions are often inappropriate, resulting in a lack of overall cohesion (e.g.然而，工作这个工作也是，十分的，其实，他工作十分大...；因为他的表面现象是，就是，表面现象是民警啊，警察啊，或者说政府和，也就是，三个阶级，官僚资本阶级，和民族资本阶级，还有无产资本阶级的，无产阶级，sorry，他们的一个利益冲突，这是表面现象).

Overall the presentation lacks clarity of purpose and weakness in argumentation.