Year 6/7 Background Language Learners

Writing — Average (1)

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.
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 吗. 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.