Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)

 commentator

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)*

<table>
<thead>
<tr>
<th>我很高兴下周可以见到你澳大利亚的</th>
<th>十月天气很热所以带很多件汗水。</th>
</tr>
</thead>
<tbody>
<tr>
<td>让我介绍一下我的学校，我的学校很</td>
<td>小但有美丽的花园。你的学校比我大。</td>
</tr>
<tr>
<td>我想你喜欢我的课尤其中文因为我的的</td>
<td>老师很好，我最喜欢的课也是中文因</td>
</tr>
<tr>
<td>为我有很多朋友在澳大利亚和中国</td>
<td>我喜欢说话他们所以我喜欢学中文。</td>
</tr>
<tr>
<td>在下课和周末我去弹钢琴课游泳和网球</td>
<td>澳大利亚我可以带你看看悉尼大桥和悉尼</td>
</tr>
<tr>
<td>我和我的朋友也去海滩。你来澳大利亚</td>
<td>歌剧。我们也可以去海滩。</td>
</tr>
</tbody>
</table>

**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.
Chinese

Year 10 Second Language Learners

Writing — High (3)

<table>
<thead>
<tr>
<th>你好。</th>
<th>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 巴克鞋 帽和外 衣。</th>
<th>澳洲的 学校还 可以的。八 点半开 学, 三点半 放学。每 天要上七 节课。</th>
<th>我最 喜欢学 课和科 学。</th>
<th>在 澳洲我 们有很 多的地 方呀是 很好玩的。我们 有很多和 翡翠亮 的海边和 很多的地 方你可以 买衣服。</th>
</tr>
</thead>
</table>

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 应该 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.