Year 10 Second Language Learners

Writing — Average (1)

I call myself, I am six years old, I am in the 10th grade. I have a younger brother and a younger sister. I have a father and a mother and me. I have a cat. He is very fat. I like to play tennis and ping pong. I don't like to play table tennis. I like the music of heavy metal. I like to talk about Chinese!

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 reinforces 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)

| 你好，我叫 [NAME]。我十五岁，我上十年级。我的家有四个人。 | 十二月 | 十五岁 | 我上十年级。 | 我的家 | 我的生日是十二月。 | 周末我跟朋友一起去。 | 每周末我都做作业。 | 我喜欢骑自行车。 | 我也喜欢音乐。我也喜欢看书。我喜欢听音乐。 | 书和小 | 喜欢看 Action Adventure

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 山 (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的，气温在二十五度左右。我应该穿衬衣和短裤。
- 赤脚和牛仔裤。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。我们下课后在周末戏院看
- 戏。你到了澳洲的时候，你必须去

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 和 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.