澳大利亚的十月天气很好。有时候会很冷，有时候很暖和。澳大利亚有四个季节。十月是春天。你应该带很多衣服。因为天气很好。澳洲的学校很好。高中生，每天有六节课，从早上八点二十三分到下午三点。我们每一个课都有不同的教室。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。我喜欢的课是数学课和汉语课。我们下课的时候有时候会去教室聊天。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，不如去看看中国的城。我们的中国城很多吃。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。来澳洲一定要去大商场。大商场也可以。
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)**

<table>
<thead>
<tr>
<th>我叫 [NAME]，我籍 [NAME]。我今年十五岁，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。我最喜欢的科目是数学和日语。但是，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体育馆打羽毛球。回家以后我通常做作业，做完以后，我喜欢读小说或看电视。如果有没有什么看，我就一边在电脑前和朋友们说话，一边听音乐。</th>
</tr>
</thead>
</table>

**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 但是和 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)

| 澳大利亚季节的十月天气 | 不冷不热，很舒服， | 高雅，你好。我们很高兴。你可以来上海的天气只是热一点。你可以多带你去上海。
| 澳大利亚的学校不是 brasile 上海的学校 | 要上一节六节课，我什么课都喜欢。但是最喜欢的是数学课。中文课，数学课，英语课和历史课。
| 我下课和周末最喜欢打羽毛球。 | 毛球，在这个城市，德克萨斯，没有什么好玩的地方。在澳大利亚，黄金海岸和悉尼都好玩了，有时间我带你一起去。

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 就像, qualified by the clause 只是热一点. 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 什么...和 inclusive constructions 什么...都... Information is expressed in a natural manner in a colloquial style (...就行了). Length 240 characters.