**Year 10 Background Language Learners**

**Writing — Average (1)**

你好高雅。我是[姓名]，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。

不会太冷。你可以带泳裤和泳衣。

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，我最喜欢的课是中文课。我下课的时候有唱歌和打篮球。

球，我周末喜欢和我的朋友去看电影。

看歌剧院，海港大桥，达令海港。

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)

<table>
<thead>
<tr>
<th>Col</th>
<th>我们七月的天气开始热了，十一—</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>十二和一月是夏天。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。学校的课八点二十五</td>
</tr>
<tr>
<td>4</td>
<td>上天给的，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>和日妈妈去买东西。</td>
</tr>
<tr>
<td>8</td>
<td>澳大利亚有很多好地方去玩儿。</td>
</tr>
</tbody>
</table>

Quoted: 有 Great Barrier Reef，是美丽的海，有的 |

| 鱼 | Northern Territory，有一个大石头叫 |}

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)**

| 我的名字是 | [NAME] | 我是十岁和上十年级。我的爱好是美术。
我很喜欢上美术课和最喜欢画画。
我的家有爸爸妈妈哥哥弟弟和我。
有很多人说我我和我的哥哥一样。我们都喜欢一样爱好体育和音乐。我不想跟我的哥哥一样。
我和我的哥哥都喜踢足球和踢得很好。
星期六和星期日我和我的哥哥喜欢打不好人，我也同很好看得女人睡。

**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>我的名字是</th>
<th>[NAME]</th>
</tr>
</thead>
<tbody>
<tr>
<td>我今年十六岁我上0年级</td>
<td>我的爱好是上网 he hua bing</td>
</tr>
<tr>
<td>我喜欢我的好朋友出去 wan</td>
<td>我喜欢的运动是 tiao wan he hua bing</td>
</tr>
<tr>
<td>hai ben 是我 jia 喜欢去的 di feng yin wai 会很 kua</td>
<td>我喜欢 hung 国音乐 bi ru 2 NE 1 he 2 pm</td>
</tr>
<tr>
<td>yin wai jai sie 晚会 rung 人开心</td>
<td>我家里有五口人 我的爸爸妈妈 我的可爱的 go he 我们一家很开心 任 ting</td>
</tr>
<tr>
<td>音乐— 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.