Year 10 First Language Learners

Writing — Average (1)

| 我们这边的十月是春天，天气不冷也不热。这里一年四季都绿色，看起来舒服极了。我建议你多带一些春穿的衣服和一或两套厚一点的衣服。 | 我们这边和中国不一样，我们一天有四五十节课，从上午8点到下午3:20，当然的教室去上课，老师也会在那边等着我们。
| | 我最喜欢数学和中文，我一般会玩电脑我和朋友一起上街，在我放学以后，我一般很少出门，在周末的时候，这有很多好玩的，像去海洋馆，去动物园，去山上…… |
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Commentary

Learner Background and Program Context

The student was born in China and arrived in Australia in 2007. He attended Chinese classes in Years 9 and 10. The Chinese program has three 70-minute lessons per week (approximately 140 hours per year).

Features of Achievement in this Example

Information is presented on weather, school life, and leisure time, with some comparison with life in China using simple and effective sentence structures without few complex or literary forms. Opinions are expressed using the verb 建议 in a natural manner, for example, using the phrase 看起来 to refer to feeling about the weather, and 一般 when talking in general terms about his own activities. The adverb 像 is used when providing examples of leisure activities. Some time phrases are placed incorrectly at the end of the sentence. The text is presented in a sequence of short paragraphs with appropriate indent and punctuation spacing. Length 200 characters.
Year 10 First Language Learners

Writing — Average (2)

Commentary

Learner Background and Program Context

The student was born in China and arrived in Australia in 2006. The student has been studying Chinese at an after hours school since Year 9 (2 years). The student speaks Mandarin and a dialect. The Chinese program has one 120 minute lesson per week (approximately 80 hours per year).

Features of Achievement in this Example

Information is presented on climate, school life, and leisure time, including tourist activities. Vocabulary is wide ranging and descriptive, with some precise terms used in a literary style, although some items are inappropriate in context (e.g. 探访 游玩). Sentence structures include a wide range of features including adjectival attributes, modal verbs, adverbs of emphasis and frequency, and a range of verb structures. Characters are fluent but not neat, with a number of incorrect, homophone characters used that impact on overall intelligibility. The text is presented with sensitivity to the audience and appropriate formatting. Length 250 characters.