你好！你的广告公司是一个帮助设计很美好的。

大学是很高兴！你知道我很喜欢美。

在大学学习了设计之后我想设计的工作。我觉得很有趣。你的第一工作是那么好！谢谢兰兰，你不忘记了我。你是一个好朋友。

我的英语很好，我会说英文，所以这会帮你。

我的爸爸如果他有中国的餐馆我也会好电脑专家。我用电脑很多，所以我是非常忙。

有一个小问题在这个时间我和我的家人应该去法国。我的妈妈希望这个旅游旅行。我觉得我们可以飞机去，打电话和去法国。

谢谢兰兰！请给我细节！
今天是我生日会，我现在的十八岁。今天

应该很开心，但是有很多问题。

第一个问题是妈妈忘记了我的生日蛋糕。

妈妈说了，“哎呀我太忙了，忘记了！对不起！”我不高兴，我们吃什么？我的妈妈知道这日子很重要。

第二个问题是弟弟打我，所以我哭了。他要我玩电子游戏，但是这是我的生日，让我做

说，“不要！”所以我打我，我很难受的。

最后我的姐姐没有给我礼物！上个月她

说，“在你的生日会我要给你一个特别的礼物！”

很多时候我问她，”是一个iPad吗？“是真的！”让后

她说，“或许！“今天我问她礼物在哪里。

她告诉了我她没有钱，所以她没有办法给我一个礼物！

今天的庆祝不好。我想明年的生日会

好一点。

Commentary

Features of Achievement in this Example

The student writes about his personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes an imaginative story about a family celebration. The student presents information according to text type (letter, diary) with information sequenced appropriately in paragraphs. In the diary, the student outlines the events of the day in a sequence of three paragraphs, describing his mother’s reaction to forgetting his birthday cake, a fight with his brother, and recounting his sister’s promise to buy a special present and his disappointment when she failed to buy it. Each paragraph sequences events in time and uses reported speech to recount conversations. Ideas are presented using simple sentence structures. Evidence of English word order is apparent when trying to explain a complex idea. Use of conjunctions generally relies on English rather than Chinese information sequencing. Tense is expressed effectively largely using 了 or 没有. Verb complements of result are largely absent. Dictionary use leads to the inappropriate selection of words (e.g. nouns for verbs). Characters are legible but lack balance and proportion.
年12第二语言学习者

写作—平均（2）

王先生

我在澳大利亚书店对工作感兴趣。我在澳大利亚书店
因为我觉得澳大利亚书店是实在好。还有我觉得澳
大利亚书店是很成功公司。另外因为将来要有自
己的书店所以我觉得在澳大利亚书店工作是会很
好经验。我正在读大学。我每个星期五和星期
六可以工作但是我每个星期日不可以工作。我
每个星期日不可以工作因为我每个星期日打棒
球。这算大问题吗？

我是很友好的人。我不仅很友好而且是很耐心。
因为我总是很耐心所以我对顾客热情。我在
商店工作以前。顾客总是说我是超热情。还有
我工作努力和我是尤其认真。另外，我说得到
汉语和英语我会还会用电脑。
澳大利亚学校文化和中国学校文化不一样。比如，澳大利亚老师对学生不太严格。因为澳大利亚老师总是在安静的环境下，所以跟老师说话是很容易的。还有，澳大利亚学生没有受过中国学校的大考。学校三点就完，所以学生可以跟朋友一起去吃午饭。学生放学后，可以去参加课外活动。比如，一些人踢足球，打篮球，打网球等等。还有，如果来澳大利亚学习，你有机会上学校露营。和我的同学们一起去爬绿色的山。

中国学校和澳大利亚的学校科目是一样的。比如澳大利亚学生学习汉语，英语和数学等等。

我觉得在澳大利亚学习是很棒的经验。
Commentary

Features of Achievement in this Example

The student writes about his/her personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes a report about school life in Australia, providing information about the school timetable, teachers, and subjects, and comparing them to school in China.

The student presents information as appropriate to the text type, in a sequence of paragraphs without indents or punctuation spacing. In the report about school culture, the student writes from the perspective of a Chinese student who has visited an Australian school, describing aspects of school life and encouraging Chinese students to study there. After a short introduction to the topic the student compares school life to that in China, highlighting the differences with examples including: teachers being more relaxed (less strict), enabling students to communicate with them more readily; the school day being shorter, allowing students to spend more time together; the wide range of extracurricular activities available, with examples provided, including school camps. The student identifies common subjects studied in both countries, and concludes with a statement of encouragement to study in Australia. Interactivity is limited as the information is presented as a report to a general audience, so no specific person is intended as the audience. The presentation maintains an abstract overview of conditions in Australian schools as required by the text type. Ideas are presented using a range of sentence structures that tend to display English word order, and literal translation of keywords (e.g. 最学校三点完). Verbs are generally simple, with limited use of tense markers or verb complements. Errors include the overuse of ‘to be’, misplacement of preposition, time, and location phrases. Characters are generally correct but not well formed, with strokes absent from high-frequency characters including 我 and 很.
Year 12 Second Language Learners

Writing — Average (3)

我叫小方我看了你的广告在报纸上
我对你这个工作感兴趣因为我觉得它很有意思
今年十岁和我曾经在书店工作。我不仅
在书店工作而且去你的书店定期地所以我
知道它是很好。
我觉得我对澳大利亚很有好处我不仅有耐心而
且很喜欢人我另外很有礼貌和对顾客热情。除了
有礼貌以外我还很聪明不但爱看书而且在学校
校学习了科学和历史学。
我可以说汉语和英语很好我不仅住了在中国三
年而且我爸爸是中国人我也学习汉语五年所以
我可以一起。中国人说汉语我最佳人选。

小方
亲爱的同学们：

我叫小布今年来中国上小学在澳大利亚。

我是三四年级生在阿德莱德。因为我爱我的学校，
所以要告诉你们有关它我觉得你们会觉得澳大
利亚的学校很有趣。我希望你们会参观一
个澳大利亚学校。

我的学校很大和很好看。学生可以学习很多的
科目，比如英语、语文、数学、科学、音乐、
地理等。三四年级学生学习五个科目。我们每天有
六个课所以我们都很快乐。我们不但有很好
的科目而且有很好的老师们。老师们很友好也很
聪明。除了很聪明以外，老师们都有爱心。因为我
们很友好的所以学生们有好的教育。学校的校
比中国的学校容易因为我们没有很多的学生
们。

我的学校很多也有很多的运动。有很多的活动
喜欢运动很多人很友好的。我的学校有足球、篮
球、网球、板球、足球、篮球等等。我特别的喜欢打篮
球。因为很有趣和学校有很好的队伍。

在我的学校你可以学习音乐。学校有很多的器具
如果钢琴、喇叭、小提琴等等。

我觉得澳大利亚的学校非常好。我希望你们可
以参观。

小布
Commentary

Features of Achievement in this Example

The student writes about his personal work and study experiences, skills, and interests in a job offer, makes arrangement in a letter, and writes a report about school life in Australia, providing information about the timetable, subjects, teachers, and facilities.

The student presents information as appropriate to the text type, that is, in a simple letter format with paragraphs, without indents or punctuation spacing. In the letter to a friend in China about school life in Australia, the student outlines his reason for writing in the first paragraph, and describes features of his own school; subjects studied, the daily timetable, the quality of teachers, and studying in Australia given the smaller student population in schools. The student then describes the range of sports available at school, his own sports preferences, and opportunities to study music. The letter concludes with a statement encouraging the friend to study in Australia. Interactivity is evident in the introduction and conclusion, with clear reference to the recipient and explicit encouragement to come and study in Australia. Information is detailed and descriptive, relying on a range of sentence structures to express ideas. A range of coordinating conjunctions are used to link ideas, including 因为... 所以... 不但... 而且... Sentence structures are occasionally influenced by English word order, with time and place phrases often placed at the end of the sentence, and ‘and’ between verb clauses overused. Vocabulary is rich and varied but inaccuracies occur, impeding clarity of meaning-making at times. Characters are generally accurate and well formed.