Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)


Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is Chinese. She was born in Australia and her parents were born in China. She has studied Indonesian for 3 years and previously studied French and Chinese, each for 1 year. The Indonesian program has three 60-minute lessons per week.

Features of Achievement in this Example

The student gives a good range of information about herself, family, friends, and school. She uses the time expression pada tanggal... bulan... effectively. She uses the appropriate preposition dalam to refer to family.
The student uses two ways of expressing her personal views *Pada pendapat saya* (I think) and *saya kira bahwa* (I suspect) and gives reasons for her opinions. She uses a range of adjectives (*sabar, murah hati*) with the verb *bersifat* to describe family members. She also uses *menyenangkan* correctly as an adjective, which may be receptive rather than productive at this level. She also uses correct word order with an adjective (i.e. *Nama teman baik saya*...).

Overall, the student uses a range of sentence beginnings including *juga, pada waktu luang*, and *selain...* that add information, change the topic, or contrast ideas with the previous sentence. The conjunctions *tetapi* and *karena* are used effectively to expand ideas as well as the term *agak* to give greater subtlety to an opinion. Overall, the response lacks a clear structure.
Year 10 Second Language Learners

Writing — High (2)

Nama saya _________ Date of birth _________ I am _________ years old.

In November 1993, I was born. In grade _________ at school, I was in _________.

In my family, there are _________ people: _________, _________, _________.

My family comes from _________, _________, _________.

I am in grade 10 at school. My favorite subject is _________, _________.

In the future, I will study _________, _________, _________.

I do not like _________, _________, _________.

My hobbies are _________, _________, _________.

I enjoy _________, _________, _________.

On the weekend, I play _________, _________, _________.

My favorite vacation is _________, _________.

I want to _________, _________.

I hope to _________, _________.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is Vietnamese. She was born in Australia and her parents were born in Vietnam. She has studied Indonesian for 2 years and previously studied Italian and Vietnamese, each for 2 years. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student gives a good range of personal information using standard Indonesian. She combines the time expression ‘pada tanggal...bulan...tahun...’ with the conjunction sehingga (consequently) to state her age. She refers to her family with the inclusive kami (exclusive ‘we’) showing awareness of her reader.
Exemplars with Commentaries

The response flows effectively as it is structured through a series of time phrases (e.g. tahun ini, tahun depan, kalau saya, sesudah sekolah). She goes beyond formulaic phrases and creates a context for her statements (e.g. kalau saya tidak mengerjakan pekerjaan sekolah...).

She uses a range of formulaic me- verbs effectively (i.e. mengerjakan, melakukan, menonton, mendengarkan, menjadi, membantu) to describe activities in detail. She gives opinions using simple verbs saya kira, saya harap. She uses kalau tidak ... to create a contrast with activities in her free time. She also uses the classifier for people, orang apotiker, which is often not recognised as necessary by second language learners.
Year 10 Second Language Learners

Writing — High (3)

Halo! Nama saya [redacted] dan hari yang saya adakan
juga belas Tahun dan hari yang saya adakan
dengan tugas saya. Dalam waktu berapa saya
sudah empat jam. Bagai ibu gubit pemimpin elun
saya. Padah wuduk dengan belas saya sulit
bermain komputer dan bermain eletronic. Kalau
cocoknya paru, saya soluk bermaini selon
pergi ke pantai. Saya juga bermain bermain
kriket dan festival. Saya juga cara saya pendiri
bermain kriket kecelana saya menjadi pemain terbaik
di tim saya dan saya salah bermaini selama
kepan tanah. Kalau saya dengin teman saya
dolen ke bioskop dan menonton film kami
senang menonton film comedi atau pendek aksi.
Di sekolah saya belayar matematika bahasa inggris
IPA, sejarah, seni, pener, ekonomi di lt
tenja saya bahasa Indonesia. Padah pendapat saya,
gow bahasa Indonesia saya yang terbaik di Dom!!
Padah muna depan saya mau menjadi kerjaan kerjaan kerjana kemana
saya soke membantu orang.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. His first language is English. He and his parents were born in Australia. He has studied Indonesian from Years 7 to 10 and previously studied French for 1 year in Year 7. The Indonesian program has three 60-minute lessons per week.
**Features of Achievement in this Example**

The response addresses the task requirements and text type of a self-introduction. There is a logical sequence of ideas beginning with personal factual information, proceeding to hobbies and interests, activities with friends in spare time, school subjects, and future aspirations.

The student uses a number of devices to create flow from one idea to another (e.g. *kalau cuacanya panas*), to give context to his preference for swimming. He uses *saya juga, saya kira*, and *kami sering*, to open statements that he then elaborates using the conjunctions *karena* and *atau*. He uses *yang* to expand a description and emphasises one of his subjects by using *tentu saja*.

There are a range of verb forms in this response including simple verbs (e.g. *suka*), *ber-* verbs (e.g. *berenang*) and *me-* verbs (e.g. *menonton, menjadi, membantu*). The student also uses the superlative form *ter-* with *baik* to describe a personal characteristic.

The student uses both *ada* and *adalah* accurately, indicating an understanding of the difference and of the correct use of *adalah* between two nouns. The student also makes an adjustment from *dan* to *untuk*, which shows he is refining the meaning from a simple ‘and’ to showing a purposeful relationship between the two ideas.