Stage S1 Standard example 1

The student
Year Level: 14 years old
Background: born in China; in Australia ~3 months
Language: Mandarin Chinese
Schooling: Age equivalent schooling including several years of EFL lessons (one per day).

The task
This was a beginning of semester diagnostic task. The students were given a picture stimulus and asked to write an imaginative piece about it. They had to decide who the characters would be (not mother/father and child) and create a story. (Note: This student is not the same student who wrote S2 beginning, example 2, although the background is similar.)

The text shows that the student:

- writes correctly simple sentences about pictures using vocabulary and structures practised orally
- attempts paragraphs and topic sentences
- writes using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode
- writes a text focusing more on meaning than grammatical accuracy
- uses single clauses or coordinating and subordinating conjunctions to combine clauses
- uses pronouns and basic referents to maintain cohesion and avoid repetition
- uses common time markers to link and sequence ideas
- uses familiar vocabulary, structures, phrases
- uses modelled features appropriate to text type, e.g. attempt to use past tense in a recount

On June 1st, one baby born in Australia. That was very cute baby. But he had some disease. This baby live in the hospital very long time. He was born in March. He was baby die and his mother die. His father went to another country. His grand mother looked after him.

His grandfather was upset because his grandchild nearly die. Every day baby looked like cried. Every day baby looked after him read and play games with baby. One day later baby's disease very bad. Baby died at once. His grand mother cried. Every Sud 3 months later baby was also die. The baby closed his eyes. The grandfather cried. The grandfather was held baby's hand. This baby died just 3 months.

This text is an example of a student at Stage S1 Standard. He can write for a range of basic classroom and personal purposes, here writing an imaginative text. His basic sentences and short texts are based on well-practised spoken English and familiar contexts. He writes with varying grammatical accuracy, expressing himself using familiar vocabulary and modelled structures and features. He orders and sequences sentences about familiar topics into coherent texts, incorporating paragraphs. He corrects some errors relating to targeted grammatical items. Additional information is provided through the illustration.