

Stage S1 progressing towards example 1

The student
Year Level: 17 years old, female
Background: Iraqi/Assyrian. Came via Syria ~ 4 months previously
Language: Arabic, Assyrian
Schooling: Age equivalent schooling and literacy in Arabic

The task
This was a piece of personal writing, completed after a unit on the Immigration Museum, where the class looked at different people's stories.

The text shows that the student:

uses vocabulary and structures practised orally

writes using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode

attempts paragraphs and topic sentences

has a high conceptual level, but needs tense control to get her meaning across effectively

"leaving home"

I come from Iraq. everyone knew what happened to my country. My country had boom and every things in it destroy and my father said must we had to leaved our country. And when I heard that things about leaved the country I felt very nervous and sad. I cried too much. when my father saw me cried, he said to me every body love his/her country but our country destroy and we couldn't live in it again, we must leaved the country or we died because in my country some people kidnap another people and takeed money or killed their son. After that I understand what my father meant. we leaved home and we come to Australia. now every day I cry because I missed very much for my country but I can't return to that beautiful country. and I missed to the many places and friends etc.

is attempting (unsuccessfully) quite complex sentences

uses common time markers to link and sequence ideas

uses pronouns and basic referents to maintain cohesion and avoid repetition

uses familiar vocabulary, structures, phrases

is attempting to use past tense in a recount, but her tense control is letting her down

This text shows a student progressing towards the Standard at S1. She has begun to attempt her own sentences, although the focus is on meaning rather than grammatical accuracy. Most sentences tend to follow a basic subject-verb-object pattern, but with varying degrees of accuracy. Her text demonstrates a growing awareness of differences between text types, especially in terms of overall organisational features and structure, although her ability to demonstrate this in her own writing is still very rudimentary. With assistance, she can review her writing and identify aspects that might be changed or revised.