Chinese

Descriptions of Student Achievement

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Second Language Learners

Writing — High

Content

Students present well-rehearsed information on familiar topics, including personal information such as name and age, introducing family members using kinship terms (e.g. 哥哥, 妹妹), and describing types and numbers of pets. Interests and activities are often expressed as preferences with some attempt at justifying preference using 因为 (because). Additional information is provided on some topics (e.g. nationality of parents), and content from current classroom learning, for example, food and health, home (rooms), clothing and colours, the body, seasons and weather. Students write texts of approximately 50 characters, or six sentences in length, generally with access to word lists.

Vocabulary

Students use vocabulary related to familiar topics (e.g. family, friends, leisure activities, and daily routines) using well-rehearsed, high-frequency items, often relying on word lists for support. They often employ specific vocabulary available to them in word lists not usually encountered at this level, for example, study (书房), or garden (花园), to describe places or objects. They use adjectives, time phrases, number phrases, and a limited range of conjunctions to extend their message.

Characters

Students write in characters, often using models or word lists. Writing may include a combination of characters, pinyin, and English, when providing additional information of personal interest not available in word lists, for example, 游泳 (swimming), netball. Most character writing is neat and legible, though not always well proportioned or with the correct number of strokes, for example, 的 (added strokes). Unfamiliar characters are often poorly written, even with copying from lists, for example, 我喜欢 游泳 (missing the third component). Writing is generally presented on squared paper effectively, with each character allocated a square, and evidence of appropriate punctuation.

Forms and Structures

Students apply basic rules of Chinese syntax (subject-verb-object) when presenting well-rehearsed information about familiar topics. Students use verbs of identification (is/am/are 是), possession (have/has 有), preference (like 喜欢), and a range of verbs to describe daily activities or routine. They use a range of adjectives usually with the adverbs 很 or 不 only. Students write memorised or copied phrases, especially when using complex structures (e.g. 我喜欢猫, 因为它很美). Number measure phrases and simple conjunctions are used effectively, and the possessive particle (de 的) is used regularly when referring to personal information. Errors often reflect English expression, including using the verb ‘to be’ (是) rather than or as well as the adverb (很) with adjectival phrases (e.g. 我的妈妈是可爱) or omitting characters not obviously required in English, resulting in sentences being incomplete, for example, 我的爸爸是澳大利亚人 Australian (person).

Discourse

Students use the conjunctions 和 and 因为 in rehearsed phrases (e.g. 我喜欢猫, 因为它很美). Their writing is organised into a paragraph of well-sequenced information, based on stimulus questions.
Year 6/7 Second Language Learners

Writing — Average

Content
Students’ writing includes short expressions of rehearsed language related to personal information, introducing family members, pets, friends, interests, etc., with little elaboration. Students write approximately 30 characters, or five sentences, usually with access to word lists.

Vocabulary
Vocabulary includes highly familiar subject matter, for example, personal information (e.g. name and age, about self, family, and friends), using numbers (age), identifying animals (pets), etc., relying on word lists or topic-specific vocabulary lists available for particular tasks.

Characters
Character writing displays weaknesses in accuracy and neatness; characters are not well proportioned, with strokes often appearing to be inaccurate in order or direction, or characters incomplete with strokes omitted. Characters with complex, low-frequency components may cause difficulties, for example, 友善 (lack of clarity in strokes in the top component), 我有十几条鱼 (error in top component). Students’ writing generally relies on word lists or stimulus texts for support. When writing on squared paper, paragraph indents or spacing for punctuation are seldom evident.

Students occasionally write in pinyin or some combination of characters, pinyin, and English, depending on the availability of textual supports (e.g. ‘我周末喜欢做 dance’). Students are unfamiliar with the use of squared paper for writing. They lack awareness of character spacing, often dividing a compound character into two distinct parts, or combining two characters in one square, for example, 姐姐 written in one square, or 妈 presented as 女 and 马 in two squares when using squared paper. When writing in pinyin students tend to create a longer response as they are less restricted by the complexities of character recall or writing. Pinyin writing does not generally include tone marks.

Forms and Structures
Writing contains simple ideas expressed in a series of individual sentences or phrases. Sentence patterns are often drawn directly from stimulus texts or questions. Students use verbs of identification (is/am/are 是), possession (have/has 有), and preference (like 喜欢) in rehearsed phrases. They employ personal pronouns and the plural suffix and connect lists of items or activities using 和 (and), which may be overused (e.g. 我有二姐姐和一妈妈和爸爸). Errors may reflect English expression or word order, for example, 我十二 (岁), adjective phrases containing the verb 是 (to be) rather than the adverb 很 (very), for example, 我的家是大, 我家是小, number phrases expressed without the measure word, or without the counting word for two, 两 (e.g. 我有二姐姐和一妈妈和爸爸). Errors may occur because of lack of knowledge of appropriate structures when trying to extend information, for example, 我的朋友有棕色（的）猫, or failing to convert a question into a statement effectively when referring to stimulus questions (e.g. 我几岁十二).

Discourse
Students’ writing generally comprises a series of isolated sentences, with a new idea or sentence introduced on a new line. Sentences generally contain only a single idea or a list of items. There is little evidence or awareness of the text type or paragraphing.
Year 6/7 Second Language Learners

Oral — High

Content

Students ask and respond to questions about self, family, and friends related to their name, age, nationality, and family relationships, and provide details about pets and animals (including zodiac signs), sports, and interests. Topics may extend to more specific areas such as clothing and colours, food and health, weather and seasons, shopping and money, time and routine. Students exchange greetings, use formal titles in classroom contexts (e.g. 张老师), and engage in limited classroom dialogues involving rehearsed exchanges with teachers or peers.

Vocabulary

Students use high-frequency vocabulary to provide personal information or to share facts about family members, pets, sports, interests, etc. They use vocabulary related to recent learning experiences, or items of personal interest such as parents’ occupations, food types (e.g. 我不喜欢炒面), and zodiac animals (e.g. 我属虎). Their use of verbs includes verbs of identification (是) or existence (有) and some verbs associated with a particular sport (打/踢) and daily routine. Modal verbs are used in key phrases (e.g. 我会说汉语). They use numbers in counting, time phrases, and prices, applying the base-ten system (including the words for 10, 100, and zero 零), and use measure words for a limited range of objects. Common adjectives and colours are used to describe everyday items or the body (e.g. 长 long, 小 small, 少 few, 好看 pretty), extending beyond positive and negative adverbs 常和不 to express more qualified degrees using 不太, 非常 and 最. They use a range of question words in rehearsed conversation as appropriate (e.g. 什么, 哪儿, 几, 多少, 谁). Conjunctions are limited to 和 and 因为.

Forms and Structures

Students speak in short phrases using simple subject-verb-object structures in response to familiar questions and subject matter, for example, related to self, family, or pets (e.g. 我家有五个人，我爸爸, 我们, 两个妹妹). They ask and answer questions using a range of familiar question words 谁, 什么, 几, 多少, 哪 and using the question particle 吗. They use simple, factual phrases or sentences in response to questions (e.g. 我十二岁；有, or 喜欢), including negative forms (e.g. 没有, 不喜欢). They use personal pronouns to talk about others and use demonstrative pronouns to refer to objects or people. They apply number-measure phrases in familiar sentence patterns (e.g. 两个妹妹), or in relation to time, price, or date, but often omit the measure or overuse the general measure个. They provide basic reasons for opinions in response to follow up ‘why’ questions using 因为 (e.g. 我喜欢我的学校, 因为我喜欢老师, 因为我有好朋友). They use 和 to link ideas in a phrase or when listing items (e.g. 我喜欢打网球和踢足球).

Fluency

Students ask questions and respond to share personal information using well-rehearsed, familiar structures and subject matter. Follow-up questions and enquiries that require an unexpected response result in shorter, more uncertain responses that may contain simple phrases or single words.

Intelligibility

Students display awareness of pronunciation and tone but are not always able to apply them effectively in conversation.
Rehearsed or familiar content is intelligible, with most syllables pronounced correctly with evidence of some tone discrimination of keywords (māma/bāba/aodāliā, etc.).

**Comprehension**

Students comprehend questions and statements relating to familiar subject matter, including when some elaboration or extra information is added (e.g. 你今年几岁?), or when the question is not anticipated (e.g. 你喜欢学中文吗?; 你喜欢你的学校吗?). The repeated verb form of questioning is not readily understood (e.g. 你有没有姐姐?).

**Communication Strategies**

Students actively provide personal information in classroom interactions using their available resources. In group situations, when engaging with new contexts or sentence patterns, students actively listen to the responses of more proficient students and apply these ideas in preparing their own personal response.

**Discourse**

Not apparent at this level.

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**Year 6/7 Second Language Learners**

**Oral — Average**

**Content**

Students ask and respond to routine, familiar questions about self, family, and friends that require rehearsed factual information. They state their name, age, and nationality, describe their family, and provide some personal information about pets and animals, sports and interests, and school life. Topics may extend to more specific areas such as clothing and colours, food and shopping, and health and the body.

**Vocabulary**

Students’ vocabulary includes high-frequency items related to sharing personal information, family kinship terms, names of animals, clothing, body parts, classroom items, sports, hobbies, and routine activities generally presented in rehearsed chunks. They use greetings and formal titles, especially for addressing the teacher, in regular classroom routines (e.g. 张老师，您好). Students occasionally use keywords related to their own personal world, for example, 新西兰 (New Zealand). They use verbs of identification 是, ownership 有, or preference 喜欢, and verbs associated with sports, hobbies, and routines. They use numbers for purposes such as stating the time and date, price, and for counting, with measure words generally restricted to the generic 个. Adjectives and descriptive words are restricted to general characteristics such as big, small, long, short, or good, used with simple positive and negative adverbs 很 and 不. Personal and demonstrative pronouns are used effectively. They use high-frequency question words such as 什么, 谁, 几, 多少 when asking about the name, age, activity, or numbers of items, along with the question particle 吗 to confirm specific facts.
Forms and Structures

Students’ language use relies upon keywords or rehearsed phrases containing short verb, verb-object phrases or a familiar rehearsed sentence pattern (e.g. 我是澳大利亚人).

When more than one item of information is required, responses rely on listing, often without verbs or connectives, unless the phrase is familiar or well rehearsed. The ability to manipulate linguistic forms or deal with unfamiliar sentence structures or topic areas is limited. Attempts at formulating their own responses generally display English sentence patterns, or confused word order, for example, 十五四岁 (54岁), or omission of the verb (e.g. 我老师... 徐老师, or the measure word 二...姐姐).

Fluency

Rehearsed sentence patterns are offered spontaneously in response to specific questions. Other responses are slow and hesitant.

Intelligibility

Responses are intelligible in the context of well-rehearsed question formats. Students seldom display awareness of tone in their speech. Errors occur regularly in tone (e.g. 爸爸 bàbā, bàbā; 妈妈 māmā, māmā; 新西兰 xīnslān). Students’ ability to pronounce syllables that do not follow expected English symbol–sound correspondences is often variable, for example, qǐng (请), chī (吃), zhōngwén (中文).

Comprehension

Student’s interactions rely on high-frequency question patterns and familiar personal information. They comprehend short questions and statements relating to familiar subject matter. Comprehension is restricted when familiar question patterns contain additional information, or when the phrasing of a question is different from what was expected (e.g. 他们是? instead of 你家有什么人?). Students regularly require rephrasing, examples, or translation, in order to understand the question and to be able to respond with formulaic answers (e.g. stating what sport they like).

Communication Strategies

Students collaborate with each other in determining the meaning of questions, often relying on the content and structures employed by classmates to respond, inserting their own keyword (name, age, sport, etc.), for example, 我喜欢猫： 我喜欢鱼.

Discourse

Not apparent at this level.
Year 6/7 Second Language Learners

Reading — High

Content

Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment (e.g. food preferences, shopping, clothing).

Texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g. food, restaurant), greeting cards, or public information (e.g. public signs, place names, instructions, or labels), and messages relating to cultural events (e.g. Spring festival).

Texts are generally less than 50 characters in length. Texts may be longer if information is to be processed selectively, or if sufficient support is available (e.g. from word lists) or if the text is presented in pinyin. Texts containing new or low-frequency character items are generally glossed in pinyin.

Knowledge of Linguistic Forms

Students regularly engage with texts specifically developed for particular themes and topics that contain familiar, high-frequency vocabulary in simple sentence patterns, (e.g. simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是, 有, 在), modal verbs, action-object phrases (e.g. sports, daily routines, hobbies, and interests), question words (e.g. 谁, 什么, 哪儿, 几, 多少), pronouns (personal, demonstrative), adjectives including colours (e.g. good, 好, 大, 小, 多, 好看, 可爱, 好吃). Time words include dates, days of the week, clock time, and specific time words (e.g. 今天, 明天). Tense markers may include adverbs (e.g. 已经 for the past) and modal verbs for future intention (e.g. 要, 想). Conjunctions include simple connectives, for example, 和 (and) and the conjunction 因为 (because).

Task Requirements/Processing

Students analyse and interpret the sound and meaning of individual characters and words presented in Chinese characters. They recognise individual characters, both basic and compound, including differentiating between similar forms (e.g. 不, 木). They identify high-frequency components in characters in order to infer their sound or meaning. They select from options and transcribe keywords in pinyin to complete sentences or phrases containing familiar information or to caption images or objects. They recognise greetings, polite phrases (thanks, apology, for example, 谢谢！), and simple questions and respond appropriately. They select a noun or verb phrase from options to complete a sentence, for example, 我爸爸喜欢打... a) 牛奶  b) 篮球. They identify questions and make changes in word order to create affirmative or negative statements.
Students complete sentences presented in pinyin or characters containing key points of information, for example, particular time, place, participant, activity, or event with their own preferences. They read short phrases (e.g., 我的汉语老师...) and create their own responses, generally with the assistance of word lists. Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items. They read aloud sentences in characters (e.g., евичапример) and state the meaning of the sentence in English. If it is a question they offer a possible answer based on their own knowledge or experience, in either the affirmative or negative case (e.g., 你的汉语老师是谁?).

Year 6/7 Second Language Learners

Reading — Average

Content
Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure, and recreation, lifestyles and their immediate environment (e.g., food preferences, shopping, clothing).

Some short texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g., food, restaurant), greeting cards, or public information (e.g., public signs, place names, instructions, or labels), and messages relating to cultural events (e.g., Spring festival). Texts are generally less than 50 characters in length and are generally glossed in pinyin. Texts may be longer if information is to be processed selectively, or if appropriate support is available (e.g., from word lists) or if texts are presented in pinyin.

Knowledge of Linguistic Forms
Students regularly engage with texts specifically developed for particular themes and topics that contain only familiar, high-frequency vocabulary in simple sentence patterns (e.g., simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是, 有, 在, 喜欢), modal verbs, action-object phrases (e.g., sports, daily routines, hobbies, and interests), question words (e.g., 谁, 什么, 哪儿, 几, 多少), pronouns (personal, demonstrative), adjectives (e.g., 好, 大, 小, 多, 可爱, 好吃), and colour words. Time words include dates, days of the week, clock time, and specific time words (e.g., 今天, 明天).

Task Requirements/Processing
Students attempt to identify the sound and meaning of individual characters and words. They recognise a limited range of individual characters but may find it difficult to differentiate between related forms (e.g., 妈 - 吗).
They translate simple subject-verb-object sentences presented in pinyin (e.g. wǒ de péngyou kàn shū) or in characters (e.g. 我喜欢学习汉语). They recognise greetings and simple polite phrases (thanks, apology) and write an appropriate response in pinyin (e.g. nǐ hǎo ma?). They identify questions and make changes in word order to create affirmative or negative statements. They select keywords (e.g. a noun or verb phrase) from options to complete sentences or phrases containing familiar information or to caption images or objects presented in pinyin or to complete a sentence (e.g. ɡōu měi tiān wǎnshàng ɑhén hǎokàn ɡǒu diǎnshí). They complete sentences containing key points of information (e.g. particular time, place, participant, activity, or event) with their own preferences. They read aloud sentences in pinyin and state the meaning of the sentence in English (e.g. wǒ de láoshī shi zhōnɡguórén). If it is a question they offer a possible answer based on their own knowledge or experience (e.g. nǐ jiā yǒu shénme dōnɡwù?). Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items. They read texts in characters and identify individual characters and words and suggest the meaning and purpose of the overall text.

**Year 6/7 Background Language Learners**

**Writing — High**

**Content**

Students’ writing includes a wide range of information related to their personal lives, extending beyond personal details and information about their family and friends to include information about their home life, leisure interests, sports, etc. Their writing reflects features of their Chinese identity as home users of Chinese, and their relationship to Chinese language and culture (e.g. 我周末喜欢去中文学校). They elaborate their writing to express feelings and opinions, and qualify their information using coordinating conjunctions, for example, but (但是) e.g. 我的房子很大，有一个游泳池。但是太脏了，所以不能游泳。Students write texts of 100 to 150 characters (five to eight sentences) in length without support.

**Vocabulary**

Students use a wide range of vocabulary to communicate ideas about themselves, their family, and friends, and to describe personal activities and experiences, such as playing the piano (钢琴), reading (阅读), and playing computer games (玩游戏). They use a range of adjectives (e.g. 困难，聪明)，which are incorporated into sentences (e.g. 我周末喜欢弹钢琴；他喜欢煮菜给kè人吃).

**Characters**

Characters are generally well formed and accurate, with correct structure, balance, and proportion within each square. The quality of character writing reflects long-term attention to literacy development in their Chinese learning, with a neatness and fluency, or personality in their writing, reflecting frequent use for personal communicative needs.
Writing is generally presented with appropriate use of squared paper and appropriate spaces for punctuation.

**Forms and Structures**

Students’ expression is simple and effective displaying control of basic sentence structures and sentences often containing more than one idea (e.g. 我的爱好是玩 运动，跟动物玩和跟我的朋友玩). Forms of expression are natural, though often reflecting oral sentence patterns, with ellipsis used to connect ideas in a simple, effective manner. Verb structures are generally simple though students occasionally use verb complements and verb negation.

A range of structures are used to provide specific details and to elaborate the message, including time phrases and relative time clauses (e.g.有困难的时候), prepositions 对, 跟, 给 (e.g. 跟朋友去玩), adjectives (e.g. 不大也不小), adverbs of scope and degree (e.g. 我很喜欢吃冰淇淋), relative clauses (e.g.我的很好的朋友是...), specifiers and attributive clauses (e.g. 每个人有不同的爱好), and indefinite pronouns (e.g. 什么宠物都没有).

Within sentences information is sequenced using a range of coordinating conjunctions including 可是, 但是, 或者 (e.g. 可是 (是) 很多是网友), and occasionally subordinating conjunctions using 因为 (because). More complex constructions are occasionally employed, for example, except/besides (除了), though use is not always accurate, reflecting English word order, for example, 他们都是中国的除了 [name].

**Discourse**

Students write for a range of purposes and audiences presenting simple narratives and descriptions about their personal world in paragraphs.

There is a sense of overall coherence, and some awareness of text type and recognition of audience.

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**Year 6/7 Background Language Learners**

**Writing — Average**

**Content**

Students’ writing includes a range of topics of personal interest, such as factual information related to themselves, family members, and friends, as well as descriptions of interests and activities and their home. Students write texts of more than 50 characters, or five sentences in length.

**Vocabulary**

Students provide detailed information about personal topics using a range of high-frequency words and some specialised vocabulary (e.g. 手指, 体育, 健康, 鸭肉, 奶奶) related to their personal world.
**Characters**

Students write in characters that are generally well formed and accurate, with evidence of attention to balance and proportion of components and correct stroke number and sequence within each character. The quality of writing varies considerably, with some writing reflecting a lack of familiarity with character construction and a reliance on word lists in order to produce texts in characters. Students occasionally lack awareness of character spacing, with characters divided between squares (e.g(5,437),(994,437), or characters presented as a simple assemblage of strokes, without evidence of stroke order or direction. They occasionally use pinyin for some keywords, for example, ti z(h)uqiu (play football) or for single characters that they cannot recall. Overall, use of pinyin is limited. When writing on squared paper paragraph indents are used and punctuation is usually allocated a square space, often using English rather than Chinese protocols for the (顿号) comma and the size and location of the full stop.

**Forms and Structures**

Students use basic sentence patterns (verb-object and adjectival phrases) containing a single idea effectively (e.g. 我喜欢打篮球) with some attempt to elaborate ideas by including expressions for time (我今年十一岁), and number–measure clauses (e.g. 我有一个弟弟).

They use the particle 了 to indicate past events or duration (e.g. 我来澳洲十年了), and prepositional phrases (对, 跟, 给) to indicate participants in or direction of an action. They use the verb 是 (to be) at times inappropriately with adjectival and number phrases (e.g. 我是十一岁; 我的家是很大). Time phrases sometimes reflect English word order (e.g. 我游泳每星期五).

**Discourse**

Students write in a paragraph with ideas and information connected and sequenced, and evidence of text type and recognition of audience. Text formatting is usually evident in paragraphing.

**Year 6/7 Background Language Learners**

**Oral — High**

**Content**

Students share information about a wide range of personal topics including home life, school life, and leisure time. They discuss topics of interest including preferred sports and activities on the weekend, interests shared with friends, and daily routines. They provide additional detail relating to time, place, and participants involved when requested. They talk about their linguistic and cultural identity, that is, languages used among family members, aspects of their family background such as details about their parents’ country of origin, their home life, and Chinese community school experience.
Descriptions of Student Achievement

Vocabulary

Students’ communication reflects their range of language experiences, including their Chinese language learning experiences and their relationships within the Chinese community. Their vocabulary choices reflect their daily communication needs. They give specific details of their experiences and elaborate their meanings with terms for, for example, relatives 双胞胎弟弟, 奶奶, sports 羽毛球, places 在广州附近. They explain a range of daily activities and use modal verbs when talking about obligation, necessity, ability, desire, or intention. They readily use pronouns to refer to people and things in conversation, and use numbers in a range of contexts such as time phrases and prices, population, and counting, using specific measure words for different objects. They describe everyday items using appropriate adjectives and express more nuanced meanings using a range of adverbs of scope and degree, frequency, etc. They provide some evaluative or reflective responses when asked for opinions about their own world, including school life, Saturday school, or their use of Chinese.

Forms and Structures

Students use succinct structured expressions and respond to further requests for elaboration with little hesitation. They display complex use of language in their organisation of ideas, incorporating information relating to time, place, manner, and participants in activities into their sentences, using possessive, attributive, or prepositional clauses. They use a range of conjunctions (e.g. 但是, 可是, 和) as appropriate to link ideas in a phrase, or within a sentence, and provide reasons for opinions or actions using 因为. They place events in time and express the past and future tense using appropriate tense markers. They use verb complements to describe the direction, result, or potential of an action or event.

Fluency

Students are eager to talk, and readily converse in Chinese with others. They engage in conversation in a natural, confident manner reflecting home and daily use of the language. Responses are generally presented at natural pace with few hesitations for thinking time or for composing ideas.

Intelligibility

Pronunciation and tones are generally accurate with some evidence of home dialects (e.g. Cantonese), but this does not impede intelligibility.

Comprehension

Students respond readily to questions asked at natural speeds that contain complex information, for example, location attributives (e.g. 坐在你旁边的/对面的是谁), or requests to offer suggestions 你猜他几岁?

Communication Strategies

Students manage a range of questions and negotiate meaning effectively, reflecting a natural interactional style with little need for compensatory strategies to cope with lack of comprehension. They code switch readily to maintain the flow of conversation, inserting English words for naming local places or technology (e.g. iPhone).

Discourse

Students respond in short phrases and occasional extended or detailed responses with conjunctions used effectively to coordinate the message. The students are active conversational partners, displaying familiarity with turn-taking routines and the use of conversation fillers and gestures.
They are willing to use English if necessary in order to maintain the flow of conversation.

Year 6/7 Background Language Learners

Oral — Average

Content
Students ask and respond to questions about self, family and friends, home life, school life, and leisure time. They provide details about their name, age, nationality, family relationships, sports and interests, clothing and colours, food and health, weather and seasons, shopping and money, and time and routine. They provide additional personal information about their family background, extended family, languages used at home, and aspects of their Chinese language experience and cultural activities.

Vocabulary
Students use a range of vocabulary reflecting their daily communication needs. They share details of their daily experiences, using specific terms for activities, sports, etc., and use modal verbs when talking about necessity, ability, or intention. They use pronouns to refer to people and things, and use numbers in a range of contexts such as time phrases and prices, population, and counting, using specific measure words for different objects. They describe everyday items using appropriate adjectives and express more qualified meanings using adverbs of scope, degree, frequency, etc. They provide some evaluative or reflective responses when asked opinions about their own world, including school life, Saturday school, or their use of Chinese.

Forms and Structures
Students respond using short phrases with little complexity in structure or organisation of ideas. Additional information relating to time, place, or participants in activities is provided when requested using a single phrase. Preferences and opinions are often presented as confirmations or affirmations using a single-word response. They apply number–measure phrases when referring to numbers of things, and in relation to time, price, or date. Occasional errors occur in the overuse of basic terms (e.g. 他没做东西), or in confusing similar sounding or related terms (e.g. 他最喜欢动物 运动 是羽毛球).

Fluency
Students engage in everyday conversation with responses presented at a natural pace when dealing with familiar situations. Thinking time, hesitations, and some false starts occur when information requested is more complex or relates to unfamiliar domains.

Intelligibility
Students’ pronunciation and tone are generally accurate, with some weaknesses in intonation and rhythm when dealing with an unfamiliar interlocutor or unfamiliar question or subject matter. Evidence of dialect (e.g. Cantonese) is common, but does not impede intelligibility.

Comprehension
Students comprehend familiar questions spoken at natural speed, but comprehension is limited when questions contain complex information or requests for additional information.
Communication Strategies

Students use their bilingual resources to manage the interaction. English words are inserted regularly and students do not feel it necessary to use only Chinese to interact. When the question is not fully understood, students may request clarification using simple questions in Chinese, or seek confirmation of the meaning of keywords in English.

Discourse

Students’ responses are short with occasional extended or detailed responses, with conjunctions used effectively to coordinate the message. The students are generally passive conversational partners, awaiting requests from the interlocutor before sharing information.

Year 6/7 Background Language Learners

Reading — High

Content

Students regularly engage with pedagogic texts designed to focus on a particular topic relating to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment. They read authentic texts including children’s readers, comics, advertisements or posters, personal messages, or public information (e.g. public signs, place names, instructions, or labels) and texts related to cultural events (e.g. Spring Festival). The length of texts depends on the nature of language and content included, but texts may be longer if sufficient support is available (e.g. from word lists or bilingual dictionaries).

Knowledge of Linguistic Forms

Students regularly engage with texts containing new information or vocabulary. Texts may contain information relating to activities or routines, or be dialogues involving a sequence of questions and answers, or be descriptions of people, objects, places, or events. Students comprehend texts containing a range of verbs and action-object phrases (e.g. sports, daily routines, hobbies, and interests), adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

Task Requirements/Processing

Students read sentences and short texts containing high-frequency characters without difficulty. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question, they answer based on their own knowledge or experience (e.g. 你的汉语老师是谁?). They select from choices or lists to complete sentences or phrases containing familiar information or to caption images or objects, providing key points of information (e.g. particular time, place, participant, activity, or event).

They move flexibly between pinyin and characters, selecting sentences to match to pictures of activities (e.g. 有一个学生坐在窗台上向外 看). Engagement with extended authentic texts includes extracting specific items of information, often relying on contextual clues or visual support, as well as word lists for low-frequency items. They can process texts containing unfamiliar characters and recognise when texts are presented in traditional (full) form.
Year 6/7 Background Language Learners

Reading — Average

Content
Students engage with pedagogic texts designed to focus on a particular topic relating to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment, presented with supports. Content includes information related to aspects of daily routine, for example, home and school routines, sports and leisure activities, food choices, clothing, shopping. Students read a range of authentic material such as advertisements or posters, personal messages, public information (e.g. public signs, place names, instructions, or labels), and texts related to cultural events (e.g. Spring Festival). Texts may be longer if sufficient support is available (using word lists or dictionaries).

Knowledge of Linguistic Forms
Students regularly engage with texts that contain mostly known characters and familiar words but contain some new information. Texts may contain information relating to activities or routines, or include dialogues involving a sequence of questions and answers, or descriptions of people, objects, places, or events. Students comprehend texts containing number phrases, modal verbs, and action-object phrases, adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

Task Requirements/Processing
Students identify the sound and meaning of individual characters and words in order to map the character or word onto their oral vocabulary. They recognise greetings and simple questions and respond appropriately creating affirmative or negative statements. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question, they answer based on their own knowledge or experience (e.g. 你的汉语老师是谁?). They complete sentences by providing key points of information (e.g. particular time, place, participant, activity, or event) based on their own preferences. They read short phrases (e.g. 我的汉语老师…) and create their own responses, and select noun or verb phrases from options to complete a sentence (e.g. 我爸爸喜欢打 a) 牛奶 b) 篮球). They select sentences in pinyin to match to pictures of activities, and can selectively choose sentences in characters to match to pictures based on the presence of key characters, that is, number or verb (e.g. 有一个学生在地板上玩). Engagement with extended authentic texts includes extracting specific items of information, often relying on contextual clues or visual support, as well as word lists for low-frequency items. Students’ oral language extends beyond their reading ability, but once a character has been identified (i.e. from a word list) they are able to recognise and apply that new learning readily.
Year 10

Second Language Learners

Writing — High

Content

Students present information as narratives, descriptions, and recounts related to their personal, social, and educational world. They present details about family members and friends, their home (e.g. address, features of their house), their interests, leisure activities (e.g. sports, hobbies), and their school life, (timetable and subjects, etc.). They relay information about topics of interest, for example, health and fitness, shopping and fashion, popular culture, and travel and tourism, including details about, for example, places and weather. They provide reasons for opinions and preferences. Students write texts of 120 characters (eight to twelve sentences) in length without support.

Vocabulary

Students employ a range of high-frequency vocabulary related to particular themes and topics to describe people, places, and events, and to express and justify opinions. Students use some specific vocabulary related to their own personal experience, for example, terms for sports and interests (e.g. 弹钢琴, 功夫, 武术, music 摇滚乐, TV and film 爱情片, 电视迷, and a range of adjectives to describe their opinions, emotions, or impressions of people and events (e.g. 漂亮, 高兴, 美丽, 有意思, 有趣, 紧张).

Characters

Characters are written with considerable variability in terms of neatness and legibility. Individual characters may contain inaccuracies but are generally recognisable. Character components or strokes are occasionally inaccurate or confused, or omitted (e.g. writing 字 for 学, 句 for 可), omitting the radical by writing 召 for 绍, or substituting one familiar character for another (e.g. 生目 instead of 生日). Pinyin is occasionally used for complex or low-frequency characters (e.g. 电 ying (影), qing (情)况, shu (数 学). English is often used for proper nouns to name a school, city, or person. Squared paper is generally used effectively with each character allocated a square, indenting two spaces for a paragraph, and allocating a single square for punctuation.

Forms and Structures

Students use basic Chinese word order consistently, with a range of verb-object and adjectival predicates, adverbial constructions of time and prepositional phrases used to describe time, location, or participants in events. Number–measure phrases are used effectively, especially when referring to familiar subject matter. A range of modal verbs are used to express possibility or intention (e.g. 可以, 要, 会, 应该). Students express past tense using, for example, 了, time phrases, adverbs of frequency, for example, 有时候. Prepositional phrases using 跟, 从, 对, etc., are used to describe or elaborate on preferences, participants, time, or place (e.g. 我对音乐感兴趣). Students provide additional details using more complex structures such as attributive or relative clauses (e.g. 我最喜欢的话题中文), or comparisons using 比, and一样 (e.g. 他的功夫比我的好, 我的功夫和他的一样, 你的学校比我的大). Information is presented using coordinating conjunctions (e.g. 和, 但是, and 又... 又...) to link ideas, adverbs 也, do to describe the range of participants or actions, and subordinating conjunctions (e.g. 因为...) to relate ideas, or justify opinions and reasons (e.g. 我喜欢科学因为很有意思).
Errors occasionally occur because of an overextension of a word (or character) meaning, for example, ideas related to future aspirations are often expressed as 我想, rather than 我希望.

Students occasionally use English word order (e.g. placement of time 我们上课九点至下课三点半) and overuse the verb to be (是) with adjectives and number phrases (e.g. 我是十六岁).

**Discourse**

Students organise ideas into single paragraphs with each topic addressed in one or two sentences. Students display awareness of the audience by providing appropriate greetings/salutations and closures to correspondence, making enquiries using 什么 or 为什么, and occasionally asking questions in response to statements (e.g. 为什么你喜欢这个?).

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**Year 10 Second Language Learners**

**Writing — Average**

**Content**

Students convey information related to their immediate, personal world including self-introductions, details about family members, friends, personal interests (likes/dislikes), school subjects, and year level. The information is typically presented using high-frequency vocabulary in rehearsed patterns and phrases. Responses are typically about 100 characters or six to ten sentences in length without support.

**Vocabulary**

Students use vocabulary that is relevant but not sophisticated, relying on high-frequency items to express familiar ideas, with frequent repetition of familiar verbs (e.g. 是/有/喜欢). They use high-frequency nouns to refer to activities, often without verbs (e.g. ... 我喜欢音乐, 足球). Elaboration involves simple descriptions in rehearsed phrases, using adjectives related to appearance, colour, shape, etc. Vocabulary choices are often supported by the use of dictionaries and word lists to allow students to communicate their personal ideas. Limited dictionary skills result in occasional inappropriate selection of words, for example, confusion between noun and verb forms (e.g. 戏剧排演 for ‘drama rehearsal’).

**Characters**

Students write characters that are legible, but may display a range of inaccuracies in strokes, components, or overall balance and proportion. Errors include missing or confused components and strokes, for example, the 口 component missing or transposed from 和, or writing 星 for 生, and 他 for 也. Students occasionally lack awareness of character spacing, dividing a compound character into two distinct parts (e.g. 的 being split into two squares on squared paper). Pinyin is sometimes used with the tone mark often absent or the word misspelt, for example, ‘go’ for 去 (去). English use is generally restricted to proper nouns, names of states, cities, or personal names. When writing on squared paper, the use of indents at the beginning of paragraphs and the provision of one square for punctuation are generally absent.
Forms and Structures

Students use basic sentence structures containing well-rehearsed phrases. At the sentence level information is presented as one key idea per sentence with minimal linking. Attempts at expressing more complex ideas are generally presented in learnt chunks or drawn from stimulus texts. Noun phrases are occasionally elaborated with relative or attributive clauses. Familiar, high-frequency verbs are used regularly (e.g. 是，有，喜欢), with simple negations (e.g. 不喜欢). Adjectives are occasionally used to describe people, places, or events. Numbers are used to state age, data, time, and counting with measure words generally limited to 个. Adverbial (time) or prepositional (participant + place) phrases using 跟, or 在 are used, often in rehearsed phrases (e.g. 每周末我跟爸爸一起去山, 在山我们骑自行车; 气温在二十五度左右). Modal verbs are used to express intention or offer advice (e.g. 我应该带衬衫...) and in the use of the possessive particle 的 (e.g. 我的十六岁).

Discourse

Paragraphs are short, often one or two sentences per topic. Recognition of audience is limited, with information presented as a series of factual statements on a range of topics.

Year 10 Second Language Learners

Oral — High

Content

Students engage in conversation about a range of topics related to their personal, social, and educational world. They exchange personal information, details about their family members and friends, their home life and daily routine, leisure interests and activities, school life, travel and holiday experiences, and plans related to their future study and careers. They talk about specific topics including food culture, describing physical features and health issues, and they engage in dialogues related to everyday experiences and routines. They express opinions, including sporting, leisure, and food preferences; and express opinions about learning Chinese (e.g. difficulties they face).

Vocabulary

Students provide detailed information about themselves including their age, birthplace or nationality, family members, occupations of parents, and where they live. They talk about friends, describing their personalities or qualities, common interests they share, and activities they do together. They specify their personal interests or hobbies, including sports (e.g. martial arts, cricket), music, reading and TV interests or preferences.

They talk about their school life, providing details about their year level, school subjects, and their Chinese studies in particular. They express opinions on their relationships with siblings or family members and give reasons for their interests, likes, and dislikes. They provide explanations about why they like something (e.g. a specific subject, or teacher, or place to visit).
They talk about shopping and fashion, prices, and products, including the quality and quantities of goods.

**Forms and Structures**

Students’ knowledge of basic structures, subject-verb-object, adverbial + adjectival phrases, modal verbs, and prepositions of time and place, is sound and is applied readily in their communication. They attempt to use a range of structures to express ideas in different ways. Elaborations or explanations are often presented as a sequence of phrase-level statements, rather than being incorporated into a more cohesive construction. They use a range of measure words effectively, naturally connecting items and measures in their conversation. They express time and dates, and place events in time, identifying past experiences and future plans using specific time words, and sequence events using temporal markers when, etc., and adverbs such as 就, 然后, 然而. They use prepositions (给, 跟, 对) to show relationships with other people, and elaborate descriptions with a range of intensifiers or negatives (e.g. 最, 比较, 挺, 不太) and make comparisons using 比. Errors relate to overextension of meanings (e.g. 她是可笑的), or omitting the verb (e.g. 在中国交换生的时候).

**Fluency**

Students’ responses are fluent when responding to a familiar topic but more hesitant when formulating responses on less familiar topics (e.g. personal characteristics of a friend).

**Intelligibility**

Students’ talk is intelligible, with minor errors in pronunciation (e.g. suǒ for 说; chù for 去; yīnyǔ for 英语). Students display awareness of tone, but once under pressure to communicate an idea or to structure a message in a particular way, tone discrimination may be less evident. Overemphasis on certain syllables may interfere with tone (e.g. 十五岁 shíwǔsuì not shíwūsuī; 篮球 lánqiú not lànqiú).

**Comprehension**

Students interact and readily maintain the flow of conversation, though they sometimes need an example to help them to understand a complex question (e.g. 毕业以后你打算做什么? ... 想不想上大学?).

Students use thinking time to process information or ask for questions to be repeated before responding to questions when unfamiliar, low-frequency words are used (e.g. 发达, or 毕业).

**Communication Strategies**

Students engage directly with the interlocutor to maintain the conversation, and request clarification in Chinese to check for meaning when not understanding the question (e.g. ‘打算’ 是什么? ). They use words from the question (e.g. 在学校?), or repeat a question word to check the interlocutor’s intention. When dealing with complex subject matter students rephrase using simpler language (e.g. 爸爸做连衣裙 if unable to express 在服装公司工作). English words are inserted naturally for place names (e.g. San Francisco, Yale).

**Discourse**

Interaction is enhanced by students’ willingness to express personal ideas, overcoming initial false starts and any lack of comprehension with detailed responses wherever possible. Students use Chinese to express any lack of comprehension or to request repetition and maintain the flow of conversation, using a range of fillers and conjunctions to coordinate and add coherence to their message.
Year 10 Second Language Learners

Oral — Average

Content
Students engage in conversation to share information about themselves and their personal world. They exchange personal information and facts about their family and their friends. They talk about their favourite activities and interests, including preferred sports, and about school, their year level, and favourite subjects. Attempts to talk about more specialised topics (e.g. travel, holidays, Chinese culture) are restricted by limitations in vocabulary.

Vocabulary
Students use high-frequency vocabulary to talk about their personal world, providing factual information about themselves and family members, including their age and occupations. They talk about friends, identifying a particular quality (why they like a person), common interests they share, and activities they do together. They identify personal interests or hobbies, including sports (e.g. 骑自行车, 看书, 玩电脑, 打篮球). They talk about their school life (e.g. their year level and preferred school subjects). They express simple opinions about their studies, including Chinese, about sports and interests, and other routine activities.

Forms and Structures
Students use basic sentence structures to express their ideas. They present information in single clauses, responding with keywords, for example, (I like) 游, or single words to affirm or reject a proposition (e.g. 喜). They express time and date using specific time words, and identify participants using prepositions 跟 or 和. Descriptive phrases using the adverb intensifier 很 are generally correct when presenting familiar rehearsed information. 和 is regularly used when listing items, and 因 is used to provide simple reasons.

Errors include overuse of the verb ‘to be’ (e.g. 他是四十五) and when attempting a spontaneous response omitting, for example, the adverb (e.g. 我有... 多朋友), or sequencing information in English word order, placing the prepositional phrase at the end of the sentence (e.g. 去很多地方和朋友).

Fluency
Fluency is evident with rehearsed phrases or in response to familiar questions about, for example, self, family, friends, interests, and school. Students need time to process less familiar questions and generally respond with single words or short phrases (e.g. Q: 你坐什么车来学校？A: 公共汽车).

Intelligibility
Communication is intelligible when presenting familiar rehearsed information, but pronunciation is weaker when using unfamiliar or low-frequency words offered by the interlocutor. Some basic errors occur in tones with some high-frequency words (e.g. 姐姐 jiějiě not jiějie, 跑步 páobù, not păobù), and with occasional rising tones at the end of a sentence (as in English), for example, 医生 yīshēng not yīshēng; 音 yīnyuē not yīnyuè.

Comprehension
Students understand familiar question forms and statements containing factual information. When a keyword is changed or a question format is new, comprehension is restricted (e.g. 你今年 多大了? rather than 你今年 几岁?).

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Students rely on short positive or negative confirmations or statements containing a single idea, often relying on familiar words provided by the interlocutor in order to respond. Questions containing a low-frequency word often require simplification or rephrasing (e.g. 你喜欢什么活动？ requires rephrasing to 你星期六和星期天喜欢做什么？).

**Communication Strategies**

Students rely on the interlocutor’s sentence patterns in order to respond, with few attempts at an extended response. Answers are seldom elaborated, with the interlocutor using ‘why’ (为什么) questions to elicit more information, the student responding to provide simple reasons (e.g. Q: 你喜欢学中文吗？ A: 喜欢。 Q: 为什么？ A: 我喜欢中国文化)。

Comprehension often depends on English intervention to support the interaction. Students use English to confirm unfamiliar questions or words, for example, ‘Does that mean...?’ or to make a request for repetition, for example, ‘Can you repeat that again please?’ or ‘How do you say minutes?’ Students sometimes repeat a question to assist in understanding and formulating a response. Responses often include English for unfamiliar vocabulary when attempting to elaborate (e.g. ‘comedy 影’).

**Discourse**

The flow of interaction is restricted by limitations in students’ linguistic resources and requests for clarification. Student responses are short, generally phrase level, limited to verb-object structures, statements to confirm or reject propositions (e.g. likes and dislikes), and occasional reasons provided using 因为。Students may seek support in either English or Chinese in order to sustain the conversation.

**Year 10 Second Language Learners**

**Reading — High**

**Content**

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young second language learners (e.g. family life, social life with friends and other people, including leisure activities and interests, home life and daily routine, and school life). They read texts presented as correspondence, narratives, or descriptions, with word lists to support unfamiliar or low-frequency vocabulary items. They read authentic texts related to their wider world, including shopping (advertisements, labels, etc.), short public notices and instructions, street and shop signs, with dictionaries or word lists for support.

**Knowledge of Linguistic Forms**

Students engage with texts presented in characters that contain mainly high-frequency vocabulary, supported by selective word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist text processing. Students comprehend subject-verb-object and subject-adjective constructions with a range of high-frequency adverbs (e.g. 很，非常，最，太). They comprehend personal and demonstrative pronoun uses, possessive clauses using 的，and simple attributive phrases, for example, simple subject-verb, adjectival clauses, and prepositional phrases to describe location, or participants in an action.
Descriptions of Student Achievement

They comprehend a range of verb forms including simple verb-object constructions, simple complements of result and direction, and co-verbs to describe the manner or direction of an action.

They comprehend time markers, especially clock time, day and date, including time sequences using, for example, 以前, 以后, 的时候; and tense markers, for example, past 了, 已经, present 现在, 正在, and future 要; 会和 modal verbs, for example, 可以, 要, 应该, 想. They comprehend question forms, commands, and requests.

Task Requirements/Processing

Students undertake reading tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of key vocabulary and inferring the meaning of less familiar characters and words from the context. They use contextual and visual clues especially with authentic texts, and rely on vocabulary lists and basic dictionaries to assist in character and word recognition. They rely heavily on key morphemes and use word spacing if available to assist comprehension. They comprehend individual words, and depend on familiar contextual clues to infer the overall meaning of sentences and phrases if no vocabulary list or support is available, scanning texts to locate specific items of information.

Students read a range of texts including correspondence such as letters and emails, and comprehend the nature and purpose of the text type and personal details about the author, for example, 我是一名来自上海一中的高一学生, and key information, for example, the main reason for travel 我参加了学校的交 会 目, and specific details, for example, about the weather in one season, for example, 国的十月, 是金色的秋天, 天气 凉爽宜人.

They comprehend questions and formulate responses based on their own knowledge and experiences (e.g.我到了澳洲的 候, 有什么好玩的地方呀?). In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text features and the presence of key high-frequency characters in the text.

They infer the meaning of phrases based on familiar characters, and relate these to options provided in English (e.g.植树绿化, 美化环境 – ‘Plant trees and reforest, beautify the environment’; ‘Don’t litter’ - 不乱扔垃圾). They read advertisements for entertainment events, and identify some key details of the event, for example, the time, 11月23日晚六点半南京江宁体育馆 and price, 票价：普通票 20元 贵宾区 80元, but are unable to extract much more detail from the information available, for example, the location or the reason for the difference in ticket prices.

Year 10 Second Language Learners

Reading — Average

Content:

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest (e.g. family life, social life with friends and other people, including leisure activities and interests, home life and daily routine, and school life). They read texts presented as letters, narratives, or descriptions, with word lists to support unfamiliar or low-frequency vocabulary items.
They read authentic texts related to their wider world, including shopping (advertisements, labels etc.), short public notice and instructions, street and shop signs, with dictionaries or word lists for support.

**Knowledge of Linguistic Forms**

Students engage with texts presented in characters that contain mainly high-frequency vocabulary, supported by word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist in text processing, although lack of word list support restricts overall text comprehension, even when most characters (vocabulary items) are understood. Students comprehend a range of verb forms including simple verb-object constructions and simple complements of direction and result and modal verbs (e.g. 可以, 要, 想). They comprehend subject-verb-object and subject-adjective constructions including adverbs very, very, 最, 太, personal and demonstrative pronouns, and possessive clauses using 的.

They comprehend simple attributive phrases, for example, simple subject-verb, adjectival clauses, and elaborations using prepositions of time, place, and participants and co-verbs to describe the manner or direction of an action. They comprehend time markers, especially clock time, day, and date. The function of time sequence clauses using 以前, 以后, 的时候 etc., and tense markers, for example, past 了, 已经; present 正在, and future 要, 会 are not always understood well.

**Task Requirements/Processing**

Students undertake reading tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of key vocabulary and inferring the meaning of less familiar characters and words from the context. They use contextual and visual clues especially with authentic texts, and rely on vocabulary lists and basic dictionaries to assist in character and word recognition. They rely heavily on key morphemes and word spacing to assist comprehension. They comprehend individual words, and depend on contextual clues to infer the overall meaning of sentences and phrases if no vocabulary list or support is available, scanning texts to locate specific items of information.

Students read interpersonal texts such as letters and emails in characters and comprehend the nature and purpose of the text type. They comprehend personal details about the author, their age and place of residence, the date of writing, and key information, for example, the main reason for writing the letter 要去澳大利亚 的一个高中同学 两个月, and specific details about the purpose, for example, date of travel 今年10月. They read and identify facts about, for example, school life and the timetable (e.g. 每天要上八, 从早上8点到下午5点; 在同一 教室, 等着不同科目的老师 来上课), and opinions about, for example, subject preferences 我最喜欢 的就是化学 和中文 了. They comprehend questions and formulate brief responses based on their own knowledge and experiences.

In reading authentic texts they comprehend the nature and purpose of familiar text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text format and the presence of key high-frequency characters in the text. They attempt to infer the meaning of phrases based on high-frequency characters, and relate these to options provided in English (e.g. -‘love your country, love your family’).
Year 10 Background Language Learners

Writing — High

Content

Students present a wide range of information related to their personal, social, and educational world. Topics include personal information, family life, friendships, school life, and leisure activities. They provide detailed personal information, details of family members, including family language and cultural background, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, the school timetable, and school facilities. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas. They describe features of life in Australia, such as famous scenic spots, and how they like to spend their leisure time. They make suggestions, for example, about scenic spots, give advice on weather conditions, make comparisons between experiences, places, and events. They express opinions and preferences, and explain reasons for their decisions. They put forward and justify ideas on issues of interest or concern. They write texts of more than 200 characters in length without support to achieve the aims of the task.

Vocabulary

Students’ linguistic resource is wide ranging and is used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter, and their ability to express their ideas in characters.

Students address everyday topics in detail, expressing personal ideas and describing events or activities in the past, present, and future using a range of verbs and adjectives appropriately to describe their world (e.g. 心开, 聊天, 欢, 常, 帮助, 逛街). They use specific terms to describe people and places, and elaborate ideas using a range of expressions (e.g. for time frequencies 有, 通常, 很少) and comparisons (e.g. 就像上海一 ). They express thoughts, feelings, and emotions using a variety of colloquial and idiomatic expressions to enrich their message. They use English for unfamiliar expressions or when referring to proper nouns (place names).

Characters

Students’ characters are generally neat, well formed and accurate in strokes, components, and overall proportion. They use a personal style of writing characteristic of a frequent user of the script. They seldom use pinyin; when it is used, spelling and tone are accurate (e.g. 我péi (陪)你一起去). Text formatting is applied with spaces at the beginning of each paragraph and for punctuation.

Forms and Structures

Students use a range of sentence structures with ideas expressed in a natural manner, for example, using the particle 的 for relative and attributive clauses (e.g. 在... 大的，六 都在不同的教室). They use a range of constructions to express more detailed meanings, for example, to express duration 两个月澳洲式的生活, to make comparisons 就像上海的天气, 有一点不同, to express the extent of a situation using indefinite pronouns (e.g. 我什么 都喜 ), to describe a sequence of events or simultaneous actions using, for example, 放学以后 ...; 一 ... 一 ...; 在... 的候; 一...就 ..., and to express future intention using modal verbs and adverbs (e.g. 将来，就会), and past experience using aspect marker 过 and the tense marker 了.
They express conditionality using 如果 and 要是, and express contrast using 然... 但是... and 不过, and express cause and effect using 因为, 为了... and 一... 就... They use the particle 了 or 是...的 to add emphasis (e.g. 就行了, 悉尼最好玩了).

Errors in students’ expression occasionally occur because of overgeneralisation of a rule or application of oral speech patterns in their writing.

**Discourse**

Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of the audience in greeting and closure, and engagement through direct reference to the reader in the text (e.g. 我 péi (陪) 你一起去).

**Year 10 Background Language Learners**

**Writing — Average**

**Content**

Students write about their personal, social, and educational world. Content includes information about familiar topics related to their personal world, such as a self-introduction, (name, age, etc.), and details about family, school life, friends, hobbies and interests, and travel experiences. Topics addressed include factual information about themselves, family members and friends, their personal interests, hobbies, and sporting activities.

They describe aspects of their social life and describe their good friends, their interests including film, music, and TV. They detail information about their school, subjects, and facilities, and express preferences for particular subjects and opinions about learning Chinese. The average length of writing is about 120 to 150 characters, without support.

**Vocabulary**

Students use a range of vocabulary to share information about themselves and to describe family members, friends, and hobbies. They use vocabulary such as school, home, food, and leisure activities related to everyday contexts of use with confidence. They use a wide range of action verbs and modal verbs but are less certain of vocabulary choices in unfamiliar or more abstract subject areas.

They add descriptive detail about time and place to their message and express personal opinions and preferences, for example, about qualities of places or preferred activities. They use a range of adverb intensifiers to add emphasis or to compare places and events (e.g. 那么，最).

**Characters**

Characters are generally accurate and legible. Characters are occasionally incomplete or incorrect, with similar (or homophonic) characters employed mainly because of difficulties mapping oral language information onto appropriate print forms, for example, 看 (看) 天, 下 (夏) 天, 开时 (始). Pinyin is occasionally used to replace low-frequency or complex characters, though pinyin spelling is often incorrect and influenced by oral dialect sounds, for example, rung (让) 人开心; yinwai (因为). Pinyin or English is sometimes used for place names (e.g. Opera House).
Use of squared paper for character writing is effective in both indenting paragraphs and allocating spaces to punctuation.

**Forms and Structures**

Students’ writing reflects natural oral language patterns, with flexibility displayed in the use of a range of verbs to express activity and emotion, a range of adjectival phrases to describe features of people or events, and prepositional phrases to identify participants and places. They provide additional detail using relative clauses, for example, in expressing preferences 我也最喜 的是化学, and using adverbs to connect ideas, for example, 要 点..., 同学 也要 ... They use a range of constructions to express more detailed meanings, to express duration, to make comparisons, to describe a sequence of events using 以后 ... 一 ... 就 ... etc., or simultaneous actions using, for example, 一 ... 一 ... 的 候; for example, 不上的 会 根 (跟) 同学 ... and express future intention using modal verbs (e.g. 会), and completed actions using 了. They express conditionality using 如果 and 要是, and express contrast using 然... 但是... and express cause and effect using 因为. They use 是... of to add emphasis.

Errors occur in the use of, for example, adverb modifiers 中国和澳洲的学校一点的不同, with evidence of English word order in placing prepositional phrases at the end of a sentence (e.g. 老 都很好 学生), in the inappropriate use of the alternative question form of ‘or’ (e.g. 跟同学 , 是做 的 西), and in the overuse of the conjunction ‘and’ (e.g. 都喜 踢足球和踢得很好).

Confusion is sometimes evident in selecting the appropriate structural particle (e.g. 好看得女人).

**Discourse**

Students’ ideas are sequenced in paragraphs with some awareness of the audience in the introduction to and closure of correspondence, though responses are often informal.

**Year 10 Background Language Learners**

**Oral — High**

**Content**

Students interact to share a wide range of information related to their personal, social, and educational world. They provide detailed personal information, details of family members, including family language and cultural background, personal qualities and shared interests of friends, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, their school timetable, and school facilities. They talk about future plans, about reasons for their choice of subjects, and about university and future work aspirations. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas.

Students describe features of their life in Australia, multicultural life at school and in the community, and places they like to visit. They state preferences and explain reasons for their decisions and opinions. They make comparisons between places, languages, cultures, and communities that they have encountered. They talk about their Chinese identity, their home languages, people they interact with in Chinese and English (often siblings), and their Saturday school learning experiences.
They describe their experiences in China and elsewhere, including places visited, and recount memorable experiences. They explain their engagement with Chinese language and culture through film, music, literature, or community events.

**Vocabulary**

Students’ linguistic resources are wide ranging and used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter. They describe family relationships, activities, and memorable experiences. They use specific terms to describe people and places, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter. They express thoughts, feelings, and emotions using a range of expressions, and use colloquial and idiomatic expressions to add flavour to their talk and use English for unfamiliar expressions, for example, pop music, multicultural, god, service, and stressed, reflecting their natural, everyday code switching in their own social environment.

**Forms and Structures**

Students draw on extensive linguistic resources to communicate their meanings, with ideas expressed in a natural manner. They create complex noun phrases with detailed attributive clauses, and control a range of verb structures with complements of degree, potential, direction, and result to describe the manner or result of their actions. Prepositional phrases are used to identify location, direction, participants, etc., for example,在我的家里是很热闹的地方，外婆跟我们一起，对我来说有帮助。They use a range of constructions to express more detailed meanings, for example, adverbs to express time (e.g. 开始小学...), complements of time to express duration.

They describe a sequence of events using, for example,以后... or simultaneous actions using... 的时候 (e.g. 笑的时候), and using 就 (e.g. 到我就会到她). They express future intention using modal verbs and adverbs (e.g. 将来, 就会), and past experience using aspect marker 过 and the tense marker 了. They make comparisons using a range of structures including 比, 有... 那么, 跟...一...。They express conditionality using 如果 and 要是, contrast using 然...但是... and 不过, and express cause and effect using 因为, 为了... and 一... 就...

They use the particle 了 or 是...的 to add emphasis. They employ the passive voice effectively when necessary, using 让, 叫 or 被, and use the 把 structure as required. Vocabulary and sentences are occasionally influenced by dialect (e.g. ...我妈妈想我做老师; 不认识很久).

**Fluency**

Students are accustomed to interacting with a range of speakers, applying formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease. Spoken expression is fluent and natural, displaying appropriate rhythm and phrasing. Questions are answered immediately, occasionally pausing to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses.

**Intelligibility**

Students speak Putonghua effectively, with clear and accurate pronunciation, and occasional regional (Cantonese/Taiwanese) accent evident.
Some minor pronunciation and tone errors occur that do not affect communication (e.g. shuì, not sui; kēái, not kēài).

**Comprehension**

Students understand complex ideas and expand on their meanings without hesitation, needing minimal support from the interlocutor.

**Communication Strategies**

Students use a range of natural strategies in the course of conversation, repeating a word when not sure of the meaning in context, for example, 自然? (natural), using phrases such as 我不太清楚 when uncertain how best to respond. They shift between English and Chinese naturally (e.g. ‘wild 物’, ‘很 stressed’), or use alternative terms to replace an unknown expression (e.g. 上第一年大学 for 大学一年 ) to maintain the flow of the conversation. They self-correct without hesitation. They contribute to the discussion or direct the conversation through detailed elaborations, expressing disagreement or clarifying meanings as the conversation develops, thus playing an active role in sustaining the conversation.

**Discourse**

Students’ interactions are maintained through a range of detailed statements, with topics shifts occurring smoothly as the conversation develops. The students are active conversational partners, displaying familiarity with turn-taking routines, conversation fillers and gestures, willing to code switch readily in order to maintain the flow of conversation.

**Year 10 Background Language Learners**

**Oral — Average**

**Content**

Students interact about their personal, social, and educational world. Topics addressed include factual information about themselves, family members, and friends, personal interests, hobbies, and sporting activities. They talk about their social life and describe their good friends and their interests, including film, music, and TV. They provide detailed information about their school, subjects, and facilities, and express preferences for particular subjects and opinions about learning Chinese. They present information about their linguistic and cultural identity and their bilingual capabilities.

They talk about the linguistic and cultural background of their family, for example, birthplace of parents, language used at home, and parents’ occupations. They relate to and explain cultural values and practices in the local Chinese community. They talk about future plans, for example, to go to China, or continue studies of Chinese, and aspirations for university study. They describe their knowledge of travel experiences in China and elsewhere.

**Vocabulary**

Students use a wide range of vocabulary to talk about themselves and to describe family members, friends, and hobbies.
They use vocabulary related to everyday contexts of use such as school, home, food, and leisure activities with confidence, but are less certain of vocabulary in unfamiliar subject areas. They add descriptive detail to their message, expressing personal opinions, preferences, or emotions.

They occasionally have difficulties in selecting the right vocabulary item when answering questions on unfamiliar topics, and may use English to fill communication gaps, for example, 中文有很多benefit(好 )，or for proper nouns (e.g. chemist, Adelaide).

**Forms and Structures**

Students use simple sentence structures and need to be prompted, usually with an additional request, for example, 什么, 什么 时候, in order to elaborate.

Additional detail is provided when requested, using a range of structures to describe time, frequency, duration, or sequence of events (e.g. 三十年以前; 先到...住了几年后... 五年没 到他了; 我学中文四年了; 平常上街). Students elaborate on actions by, for example, using verb complements to describe the result, direction, or potential for an action (e.g. 不出来) and elaborate descriptions with a range of intensifiers or negatives (e.g. 最, 比, 挺, 不太) and make comparisons using 比. Prepositions are used regularly to describe the place or participants in activity. They express conditionality using 如果 and 要是, contrast using 然... 但是... and express cause and effect using 因为. Expression is occasionally influenced by dialect, for example, by Cantonese 有去, or by English expression, for example, saying 打体育 to express ‘play sports’.

**Fluency**

Students answer questions in a natural manner using short responses to provide specific information. They are quick to respond but seldom answer in great detail; however, they maintain the flow of communication in response to further questions. They occasionally have difficulties in answering some questions, as they do not always appear to have adequate vocabulary for a detailed response.

**Intelligibility**

Pronunciation is native-like with a slight accent often evident because of dialect use. Tones are accurate, with occasional errors (e.g. 玩 wán, not wán), or lack of awareness of both neutral tone and tone sandhi (tone changes).

**Comprehension**

Students readily comprehend native-like interactions and respond to questions on a wide range of topics. Some key vocabulary items may not be immediately understood, but are both comprehended and readily incorporated into their response when explained, for example, terms such as 要求, 区 , 位置, 零花 .

**Communication Strategies**

Students engage in frequent code switching, sometimes relying on English utterances as part of the response (e.g. not really...). Responses are often shorter, as complexity of content increases, but they remain accurate.

**Discourse**

Interaction overall is limited as students generally respond in short phrases containing a single fact or idea. When uncertain, students may seek closure to the topic by responding with a negative statement (e.g. 不知道), or with English words when unable to formulate a response.
When providing an extended or detailed response, conjunctions are generally used effectively to coordinate the message.

**Year 10 Background Language Learners**

**Reading — High**

**Content**

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young people, for example, social life with friends and other people, leisure activities and interests, and school life. They read extended texts presented as narratives or descriptions, and authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, with dictionary support, as required.

**Knowledge of Linguistic Forms**

Students draw on extensive linguistic resources when reading. They comprehend complex noun phrases with detailed attributive clauses and a range of verb structures with complements of degree, potential, direction, and result. Time and tense markers used to express time, sequence, or duration, future intention, or past experience are understood. Prepositional phrases are used to identify location, direction, and participants, and a range of coordinating constructions are used to express more complex ideas or to qualify information, and to make comparisons. The passive voice, using \( \text{ passive verb + } \) and the \( \text{ structure are understood when used within their vocabulary and character reading capability.} \)

Comprehension is improved if students have access to dictionaries.

**Task Requirements/Processing**

Students undertake tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of vocabulary and their ability to infer the meaning of less familiar characters and words from the context, relying on their oral language knowledge and dictionaries for support. Students identify the overall purpose of a text and features of different text types. They identify gist, the main ideas, and specific information in texts, in response to questions or their own interests. They recognise and distinguish between facts and opinions, and determine the relevance of detail for their purposes. They rely on their oral language and contextual knowledge to infer the meaning of some unknown words. They answer comprehension questions, describe places, objects, participants, and events.

Students read a range of authentic texts and comprehend the nature and purpose of the text type, key information, and specific details. They comprehend questions (e.g. 我到了澳洲的候, 有什么好玩的地方呀?) and formulate responses based on their own knowledge and experiences. In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a public notice), and locate and translate key phrases based on their knowledge of text format and the presence of key characters within the text (e.g. the title 杭州市市民守). They infer the meaning of key phrases containing low-frequency characters and complex grammatical forms (e.g. 礼貌待人，助人为乐).
They translate phrases readily from English to Chinese and vice versa, providing accurate renderings of phrases in context (e.g. 礼貌待人，助人为乐；不破坏绿化). They read advertisements for entertainment events, and identify the nature of the event, 张北草原音乐节, the time, 全情期待 2009 年 8 月 7 日 到 8 月 9 日, price 票价：一日通：80元 两日通：150元. 家庭两日团票（两个成人，一个儿童）：320元. They read advertisements and choose from options based on personal preferences, for example, choosing a basketball match rather than the pop concert.

Precise details of place (e.g.地点：张家口张北县境内 中都草原度假村旁边的草场) are not understood fully, with proper nouns as place names not easily comprehended (张家口张北县).

Texts may be presented in either simplified or traditional characters depending on the students’ background.

Year 10 Background Language Learners

Reading — Average

Content

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young people, for example, family life, social life with friends and other people, leisure activities and interests, home life and daily routine, and school life. They read long texts of more than 250 characters presented as letters, narratives, or descriptions, occasionally relying on word lists to support unfamiliar or low-frequency vocabulary items. When reading authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, street and shop signs, students rely heavily on dictionaries or word lists for support.

Knowledge of Linguistic Forms

Students comprehend a range of sentence structures, including attributive clauses using 的, elaborations using prepositions of time, place, and participants. They comprehend a range of verb-object constructions, including time markers and relative time clauses and tense markers for past, present, and future tense and a range of conjunctions and complex constructions when high-frequency, familiar vocabulary is employed. Comprehension may be improved if students have access to word lists to assist overall text comprehension.

Task Requirements/Processing

Students undertake tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of vocabulary and their ability to infer the meaning of less familiar characters and words from the context, relying on their oral language knowledge and dictionaries for support. Students identify the overall purpose of a text and features of different text types. They identify gist, the main ideas, and specific information in texts and recognise and distinguish between facts and opinions, and determine the relevance of detail for their purposes. They rely on their oral language and contextual knowledge to infer the meaning of some unknown words. They answer comprehension questions, describe places, objects, participants, and events when vocabulary is familiar or word lists are available for low-frequency items.
Descriptions of Student Achievement

Students read a range of texts, including interpersonal texts such as letters and emails in characters and comprehend the nature and purpose of the text type and personal details about the author, for example, 我是一名来自上海一中的高一学生, and key information, for example, the main reason for travel 我参加了学校的交 生 目, and specific details, for example, about the weather in one season (e.g. 国的十月, 是金色的秋天, 天气 凉爽宜人). They comprehend questions (e.g. 我到了澳洲的 候, 有什么好玩的地方呀?) and formulate responses based on their own knowledge and experiences.

In reading authentic texts they comprehend the nature and purpose of different text types, for example, a shopping advertisement, and locate and translate key phrases based on their knowledge of text format and the presence of key characters in the text, for example, the shop name 家 福, key slogans 每日超 , and key terms (e.g. discount折). They infer the meaning of phrases based on options provided, relying on the presence of some familiar characters. For example, they relate the English phrase ‘Don’t litter’ to their Chinese equivalent 不乱扔垃圾, and relate Chinese characters to their English equivalents (e.g. 禁 化, 美化 境). They comprehend the cultural significance of the four-character format in such phrases.

They read advertisements for entertainment events, and identify some key details of the event, for example, the time 11月23日晚六点半南京江宁体育 and price, 票价：普通票 20元 区 80元 but are unable to extract much more detail from the information available (e.g. the place or the reason for difference in ticket prices). Texts are generally presented in simplified characters.

Year 10 First Language Learners

Writing — High

Content

Students write texts related to issues of interest to teenagers. They write a range of informational and interpersonal text types such as diaries, letters, and emails, and imaginative texts in which they, for example, entertain, persuade, reason, advise, recommend, evaluate, and justify opinions and ideas. Their work includes both personal, factual information and some degree of abstraction. They create texts for both interaction in their personal worlds and for pedagogic tasks such as those in which they write about issues of concern to them, extending beyond the factual and informational to discussion of some abstract ideas and social issues.

They write about issues that affect them personally, including social and environmental issues, dilemmas of young people, and their own experiences and sense of identity, including their hopes for the future. They express their own ideas and give advice and share opinions about issues, provide personal logical reasoning to support their arguments, and elaborate their justifications by providing examples or evidence, relating personal experiences and sharing personal reflections to support their position. Their writing is fluent, authentic, condensed, and detailed. They write texts in excess of 200 characters without support.
**Vocabulary**

Students employ a wide range of vocabulary making deliberate choices to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students’ knowledge of nouns includes a range of specialised abstract nouns (e.g. 物种; 深春; 微) . Their knowledge of verbs includes higher order verbs such as 弥漫. The range of adjectives includes subtle forms (e.g. 特有的; 明朗). Their writing includes a range of colloquial forms (e.g. 多姿多彩; 恰恰相反; 来得快去得快). They display a good understanding of word functions (e.g. using 而 for 接) and natural expressions using adverbs (e.g. 便是, 恰恰相反). Evidence of use of dialect occurs (e.g. 八 , 室, 天,少 ).

**Characters**

Characters are neat, well formed and accurate, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occasionally occur because of confusion between homophones (e.g. 觉的(得), 共(公)气(汽)车, 带(戴)着 MP3). There is little necessity to use pinyin, though when it is used spelling and tone are accurate (e.g. 舒服ji 了). Students occasionally employ traditional characters because of their prior educational experience (e.g. 陣; 課; 電; 瞄). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

**Forms and Structures**

Students express ideas in a natural manner, employing a range of complex constructions to express more detailed meanings, for example, complements of degree (e.g. 来得快, 去得快), time phrases to express tense, sequence, or duration (e.g. 下 后; 一... 一...; 到了澳洲后; 有 ... 有 ...; 气温将升高). Linguistic devices are regularly applied to make the writing more natural, for example, the reduplication of the measure word 一 微 , the particle 了 to show ease or add emphasis (e.g. 就行了), and other informal expressions (e.g. 一下). Students use a variety of sentence structures, for example, sentences, 被 sentences (passive sentences), declarative sentences, imperative sentences, and exclamatory sentences.

They use a range of coordinating constructions to qualify information using conditional clauses, for example, 如果; 要是... 的 , 就..., providing reasons using 因 , adding emphasis using, for example, 便是最... 的了, or 就, adding additional information using 除此... 之外, and making comparison using, for example, 不像中国的春天. They control the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs. They state a position, and elaborate ideas using examples when developing an argument. They create coherence by referring to existing ideas in the text and adding emphasis to a particular view or idea.

**Discourse**

Students are aware of appropriate formatting and stylistic devices, presenting ideas in paragraphs with a clear relationship between ideas. Statements are made with sufficient support and summary sentences as closure. Students appropriately recognise the audience in greeting and closure and engagement through direct reference to the reader in the text (e.g. 如果你到了澳大利亚 , 你会 上 里的 天; 我一定会 你去 一下澳洲的街道).
Year 10 First Language Learners

Writing — Average

Content
Students write texts related to issues of interest to teenagers. They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters, emails, and conversations in which they, for example, persuade, advise, recommend, evaluate, and justify opinions and ideas. The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge.

Content includes a wide range of information related to students’ personal, social, and educational world. Topics are addressed in detail, including details of frequency, time, place, and participants in such events.

They share detailed information about, for example, people, places and events, and make comparisons across time and place. When writing about issues or abstract concepts, responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion. Arguments are often not persuasive because of insufficient evidence and supporting detail and the lack of logical connection between ideas. Students write texts in characters in excess of 150 characters without support.

Vocabulary
Students’ language resources are sufficient to enable them to generate ideas on many topics, but their responses may be restricted or superficial. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and students’ general knowledge. Students readily express their personal ideas using vocabulary relating to their personal world, including school subjects, hobbies, and daily routine. They use a range of descriptive words, and a range of adverbs to enhance descriptions (e.g. 最, 一般), and time expressions (e.g. 有时, 通常, 很少), approximations (e.g. 左右), and conjunction words (e.g. 但是), and make comparisons using terms (e.g. 还有一点不同, 就像上海一样).

Characters
Students write the characters neatly with personal style. They occasionally use homophone characters (e.g. 以 (已) 达到 八 水平). They also make mistakes by adding or omitting strokes (e.g. “今 (今) 年”) because of the visual ambiguity between characters. Students seldom use pinyin, although when it is used the spelling and tone are accurate. Text formatting is generally applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Forms and Structures
Students rely on basic grammatical patterns used in familiar contexts to express their ideas. Students’ writing is more akin to informal, spoken language than formal, written language. A range of sentence structures are used with ideas expressed in a natural manner, though some errors in expression occur, often because of the application of oral speech patterns in their writing. A range of complex constructions are used to express more detailed meaning, for example, to express duration, to make comparisons, or using question words as indefinite pronouns to express the extent of a situation. A range of cohesive devices are used to elaborate and qualify the message, such as using time phrases to locate events in the past, present, or future in narrative accounts. They use a range of coordinating constructions to qualify information and to provide reasons. Their sentences are sometimes influenced by English word order (e.g. 我喜欢烧饭在我的假期里).
Discourse

Students write texts with recognition of features of the text type and use devices to create cohesion across the text as a whole. They use letter features, such as salutations, and appropriate terms of address. Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of the audience in greeting and closure.

Year 10 First Language Learners

Oral — High

Content

Students talk freely about their personal, social, and educational world. Topics include personal information about themselves, family members, their personal interests, hobbies, and sporting activities. Students talk about their social life and friends, describe their good friends, including shared interests, film, music, and TV. They provide detailed information about their school, subjects, and facilities, and express preferences for particular subjects.

Students share information about their linguistic and cultural identity and their bilingual capabilities. They provide information about their family background, including family language and cultural background, for example, birthplace of parents, language used at home, and parents’ occupations. They relate to and explain cultural values and practices in the Chinese community. They are willing to express a view on most topics or issues relevant to young people today and make comparisons between the lives of young people in Australia and young people in China.

Vocabulary

Students employ a wide range of vocabulary to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students’ vocabulary includes a range of specialised abstract nouns, higher order verbs, and a range of adjectives including subtle forms. Students’ language includes a range of colloquial forms and idioms and adages to demonstrate their confidence and linguistic skill (e.g. 马马虎虎, 无忧无虑, 心旷神怡). Dialect vocabulary is used occasionally (e.g. 埋汰 for 脏, 搞掂 for 完成).

Forms and Structures

Students use mainly simple sentence structures to respond to questions in conversation (e.g. subject omission (我和朋友)常去健身房), but display complexity to express their opinions more logically, for example, using conjunctions to connect ideas. 尽管如此,但是..., attributive clauses 想要挤进去一看究竟的人很多, and conditional clauses 即使要花很多钱，也要去参观一下. Some students are influenced by dialect (e.g. 我有去过那里).
Descriptions of Student Achievement

Fluency

Students engage actively in conversation showing little hesitation in responding, even when the subject may be unfamiliar or when asked open-ended questions about abstract concepts or comparisons across cultures. They display appropriate rhythm with fluent and natural spoken expression, with occasional pauses to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses. They apply formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease.

Intelligibility

Pronunciation is clear and accurate, with occasional regional accent evident.

Comprehension

Students need little support from the interlocutor to maintain the conversation (e.g. ‘如果您也遇到  的事，会不会 同我的做法？’). Students occasionally need thinking time to construct ideas, when dealing with new or unfamiliar subject matter using filters in a natural manner.

Communication Strategies

Body language, laughter, and facial expressions are used to show engagement.

Discourse

Students display a high degree of interactivity with evidence of direct engagement with the audience and inclusive language as appropriate in negotiating, persuading, or making decisions, etc., using colloquial language as well as formal structures. They use colloquial phrases to maintain the conversation, displaying confidence and ease throughout the interaction. They use a range of devices to order ideas in a sequence of points, or to organise ideas in time. They present their ideas with clear structure in providing, for example, a sequence of main points then a conclusion to their presentation.

Year 10 First Language Learners

Oral — Average

Content

Students talk freely about their personal, social, and educational world. They provide personal information about themselves, family members, their personal interests, hobbies, and sporting activities. They talk about their social life and friends, describe the personal qualities of their friends, including shared interests, digital communication tools, film, music, and TV. They provide detailed information about their school, subjects, and facilities, and express preferences for particular subjects. Students share information about their linguistic and cultural identity and their bilingual capabilities. They provide information about their family background, including family language and cultural background, for example, birthplace of parents, language used at home, and parents’ occupations. They relate to and explain cultural values and practices in the Chinese community, and relate their own experience within these. They express a view on most topics or issues relevant to young people today, and make comparisons between the lives of young people in Australia and young people in China.
**Vocabulary**

Students have a wide range of vocabulary from which to choose, reflecting their usual contexts of use and extending into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students’ vocabulary includes a range of specialised abstract nouns, higher order verbs, and a range of adjectives including subtle forms. Students’ language includes a range of colloquial forms and idioms and adages to demonstrate their confidence and linguistic skill. Dialect vocabulary is used occasionally.

**Forms and Structures**

Students tend to interact naturally, providing answers to questions at word/phrase level, for example, 我有 (好朋友), 我喜 (游泳), 很多 (作).

They provide details of activities, times, places, participants, and opinions or reactions to events when prompted, using appropriate phrasing and correct structures, expressing their opinions logically, using conjunctions to connect ideas, attributive clauses to embed details, and conditional clauses to qualify information.

**Fluency**

Students engage actively in conversation showing little hesitation in responding, even when the subject may be unfamiliar or when asked open-ended questions about abstract concepts or comparisons across cultures. They display appropriate rhythm with fluent and natural spoken expression, with occasional pauses to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses. They apply formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease.

**Intelligibility**

Pronunciation is clear and accurate, with occasional regional accent evident.

**Comprehension**

Students are able to understand a wide range of questions, and answer effectively. They expand on ideas without hesitation, needing minimal support from the interlocutor to assist understanding.

**Communication Strategies**

Students use a range of natural strategies to maintain the conversation and self-correct without hesitation. They use facial expressions, etc., to engage with the interlocutor (e.g. nodding to show understanding), and contribute to the discussion or direct the conversation through detailed elaborations. They express disagreement, or clarify meanings, as the conversation develops, thus playing an active role in the development of the conversation.

**Discourse**

Students display a degree of interactivity, engaging with the interlocutor and using natural, everyday expressions to maintain the conversation. They present their ideas as a sequence of points with limited coherence, often relying on the interlocutor to maintain the conversation through additional questions rather than extending their response with additional detail.
Year 12

Second Language Learners

Writing — High

Content

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment. They write about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia.

They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives. They describe people, places, and events, and give narrative accounts of historical events and recount personal experiences. They express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence for opinions, preferences, or decisions.

Vocabulary

Students use a range of vocabulary to describe personal characteristics, experiences, and achievements, school life, education and facilities, and employment skills and capabilities. They use a wide range of nouns (e.g. 压力, 脾气, 成绩, 设备, 顾客, 才能) and adjectives (e.g. 紧张, 流利, 放松, 无聊, 愉快, 礼貌, 热情, 聪明, 耐心, 努力, 专心) to convey personal meanings and to add descriptive detail and emotion to their ideas. Errors may occur through inappropriate dictionary selection for the context of use (i.e. selecting a verb instead of a noun form e.g. 体验 instead of 经验, 玩笑 for ‘fun’, 乞讨 as ‘to ask’), and they occasionally use a single-syllable word instead of a double-syllable word, for example, 很多活动, 包括: 走（路）等等. 我最喜欢冲浪，因为我爱浪 (海洋).

Characters

Characters display overall neatness and legibility and are presented in squares with appropriate balance and proportion. Low frequency, complex characters, or characters with low-frequency components may be incorrect (e.g. 辩论, 人缘), and students occasionally use homophonic characters (e.g. 理 for 里, 相 for 象, 直能 for 只能, and 用发 for 用法). Text formatting, in terms of indenting and punctuation, varies.

Forms and Structures

Students use basic Chinese sentence structures with phrases for time or place generally positioned before the verb (e.g. 在三点半左右放学回家). Noun phrases containing possessive, attributive, and relative clauses using 的 are used to add detail (e.g. 所以我喜欢在城市最有名的大书店工作). They use number phrases beyond 万 (10 000), with measure words extending beyond 个.
They describe people and events using adjectives and adverbs of scope and degree, often using coordinating constructions to describe the qualities of people, or places, or events (e.g. 又很友好, 又好动; 又耐心, 又专心). They describe events using adverbs of frequency (e.g. 不常; 从不; 总是), and sequence events using ...就, and 才 (e.g. 下午五点半才回家). They identify relationships between participants or the direction or impact of events using prepositional clauses (e.g. 老师对他们的学生很耐心; 我对澳大利亚的工作感兴趣; 对健康很好).

They use complements of direction and result (e.g. 可以学到一个新的语言), though may lack awareness of complements of degree (e.g. 我会说汉语流利; 我会用电脑很好). They use high-frequency modal verbs to express possibility or capability, for example, 会, 可以 (e.g. 我会说英语, 汉语和一点儿法语). Time phrases (e.g. 从我小) and tense indicators are used to locate events in time and to express duration (e.g. 当店员两年了; 我去年中学毕业; 我学习汉语八一年). Adverbs of time, including 的时候; 以前; 以后, are used when referring to events in sequence. They coordinate ideas using conjunctions including 又...又...; 但是, 或者, and subordinating conjunctions including 因为...所以...; 不但 ...而且...; 因此... (e.g. 我的朋友们说我不但聪明, 而且努力; 除了有科学, 数学, 历史以外, 还有...), and show conditionality using 要是, or 如果.

They make comparisons using (不) 一样 (e.g. 和澳大利亚学生不一样). They extend their ideas with the use of examples using 比如 and ‘etcetera’ ...等等. Application of some structures may be confused, for example, making comparisons with the preposition 比 (e.g. 比 ...很少). English grammar may interfere with meaning, for example, omitting the object (e.g. 我学了八年中文, 所以我会说 (中文)), or placement of time or place at the end of the sentence (e.g. 我也喜欢学习在澳大利亚学校; 我在学校的露营从十一月十五日到十一月十八日), or putting the reason after a statement (e.g. 他们活动性是很玩笑, 因为我和我的好朋友最喜欢活动性). Students may overuse the verb ‘to be’, especially with adjectival phrases (e.g. 学校的露营是很玩笑; 每个上午我们是醒来在开始阶段), or display confusion in the use of 和 and 也 (e.g. 我也会用电脑和会开车).

**Discourse**

Students generally perform better in personal account writing than they do in persuasive and evaluative writing. Students display a degree of interactivity, directly engaging with their audience and using inclusive language as appropriate in making suggestions or decisions, etc. Students display awareness of the appropriate text format for the task, for example, date on a diary entry, date and salutation in a letter, or addressing the specific person using their personal name or title, and in concluding a letter. They use paragraphs effectively to reflect topic shifts.

**Year 12 Second Language Learners**

**Writing — Average**

**Content**

Students write about aspects of their personal life: sharing personal information, and describing their family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, and their subjects.

They write about their leisure time: their sporting and other interests such as music and film, and
activities such as shopping and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They describe people, places, and events and recount personal experiences, with some reasons given for opinions, preferences, or decisions. They make simple comparisons stating, for example, advantages and disadvantages, and generally present limited information or justification to support their ideas. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia.

**Vocabulary**

Students give details about their immediate social and educational world using a limited range of vocabulary, enhanced with a set of specialised terms related to topics of interest. Restrictions in vocabulary choices limit their ability to discuss wider issues or abstract ideas. They use high-frequency verbs and adjectives (e.g. 有意思; 有趣) to describe people, actions, and events, with a selection of more specialised terms (e.g. 紧张, 耐心, 热情, 尤其, 礼貌).

Their vocabulary choices may be inappropriate, based on dictionary use errors, for example, confusion between verb and noun forms (e.g. 我的妈妈方案这个旅游) or using adjectives as nouns (e.g. 很多好玩). The influence of English words (e.g. 母父), or an overextension of a meaning attributed to the word is common, for example, 告诉 (tell) for 说 (say); 课 (lesson) for 班 (class); 如果 (if) for 是否/能不能 (whether or not).

**Characters**

Characters display overall neatness and legibility, with characters presented in squares with appropriate balance and proportion. Errors include using a character of similar sound, omitting a component, transposing components, using a similar component, or adding or omitting strokes. Text formatting occasionally displays paragraph indents and punctuation spacing.

**Forms and Structures**

Students use basic subject-verb-object and adjective structures effectively. They rely on a limited range of structures to convey ideas restricting their expression of more complex ideas. They add detail and elaborate the message using simple attributive and relative clauses (e.g. 所以学生们有好的教育). Adjectives are used with high-frequency adverbs of scope and degree.

They identify participants and direction of an action using prepositions (e.g. 和, 跟, 给, 对). They rely on basic verb forms to describe actions or events (e.g. 我看你的广告), with co-verbs (e.g. 到, 坐) used to describe destinations and means of transport, and modal verbs used to express capability and possibility though they may be used without appropriate verb complements (e.g. 我会说汉语流利; 会用电脑很好...).

Complements of degree, direction, potential, and result are occasionally evident, though may be confused (e.g. 我说得到汉语和英语和还会用电脑; 我可以说汉语和英语很好). Simple time phrases are used to express point of time and duration of time and tense markers, mainly relating to the past (e.g. 住了; 去过).

Tense markers may be inappropriate in context, particularly in the future tense (e.g. 你将来很喜欢住在澳大利亚; 希望你们会觉得), and are occasionally omitted (e.g. 和我曾经在书店工作).

Students use adverbs of frequency when describing activities and routines (e.g. 每天, 常常), though
they are not always effective because of incorrect positioning or overextension of meaning. Indefinite pronouns are used occasionally (e.g. 什么的; 什么都好). Number phrases generally contain the measure word 个 with more specialised measure words seldom used.

Students connect ideas using coordinating conjunctions, though these are often formulaic and repetitive (e.g.可是; 但是), with some attempts at using subordinating conjunctions, for example, 因为...所以...; 不但...而且...; 除了...以外 (e.g. 而且去你的书店定期地, 所以我知道它是很好; 除了有礼貌以外, 我还很聪明). Students make comparisons between ideas using 比 or 跟... 一样 (e.g. 中国学校的科目跟澳大利亚学校的科目一样). They sequence information or events using, for example, 另外, 还有, 然后, 最后, 再说 (e.g. 我另外很有礼貌和对顾客热情). Errors may be based on an application of English word order in their writing, for example, positioning prepositional phrases including time or location using 在 at the end of the sentence (e.g. 学习在澳大利亚; 我在商店工作以前), in omitting the object (e.g. 在大学我学习了), and in the overuse of the verb ‘to be’是很耐心; 是实在好. Attempts to express duration of time are often misplaced (e.g. 我五年学习汉语; 住了在中国三年). Some particles are often omitted, for example, the structural particle 会很好经验; 是很成功公司; 是挺热情; 我也有好电脑专长.

**Discourse**

Students display limited awareness of audience, presenting information with little attempt at engagement, inclusive language, or negotiation. Ideas are generally organised and sequenced using topic sentences and paragraphs.

**Year 12 Second Language Learners**

**Oral — High**

**Content**

Students talk about aspects of their personal life: their personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, their future plans for further education, and their career aspirations. They talk about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They talk about topics of interest related to China, with a focus on aspects of traditional and contemporary life, including traditions and beliefs reflected in festivals and customs, and places of interest. They explore aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with their own cultural and life experiences in Australia. They reflect on issues affecting young people: intergenerational issues, the role of technology in daily life, environmental issues, careers, and the impact of globalisation on their world.

They describe people, places, and events, give narrative accounts of significant events, and recount personal experiences. They clearly articulate key issues, and consider different perspectives, qualifying information and giving reasons, examples, or evidence for opinions, preferences, or decisions.
They explain their interest in Chinese language and culture and reflect on their knowledge and learning in Chinese, identifying changes in their ideas over time.

**Vocabulary**

Students use a wide range of vocabulary to talk about their world and topics of interest. They describe ideas and activities with specific terms (e.g. 做生意, 人际关系; 选择, 变化; 名牌, 压力; 影响), and the qualities of people and things using detailed terms and colloquial phrases (e.g. 又大又美; 多才多艺; 年年有余; 舟绿色; 流利). They express feelings and opinions using appropriate terms (e.g. 我的看法; 我觉得). They use English words where no equivalent Chinese term is known (e.g. Pop, R&B).

**Forms and Structures**

Students use basic Chinese sentence structures, with prepositional phrases for time and place positioned before the verb. They use a range of noun phrases, including detailed attributive and relative clauses to provide specific information (e.g. 穿世界上名牌的衣服; 我觉得我在因特网找的资料都很有用, 可是老师给的也很有用: 因为他们最重要的影响是, 啊...是人际关系). They refer back to topics and issues using demonstrative pronouns, and occasionally use ellipses effectively (e.g. 穿的衣服是各种各样的). They describe actions and outcomes using complements of direction and result (e.g. 给中国人的生活带来很大变化; 中国可以找到西餐), and express ability and possibility using modal verbs (e.g. 可以; 会).

They add rich descriptive detail to their message through their choice of adjectives and add emphasis using particular adverbs of scope or degree (e.g. 只有一个孩子; 主要研究; 最重要的影响). They use time and tense indicators to locate ideas in time and identify actions completed or past experiences (e.g. 带来了很多好处) and sequence events using, for example, 一...就... 以前 (e.g. 改革开放开始了以后 ...). They specify participants or directions of an action using prepositional phrases (e.g. 对孩子的生活是不太好的; 和亲戚一起...) and use location phrases to place things in relation to each other. They use a range of devices to order ideas in a sequence of points when presenting an argument (e.g. 第一点, 第一个方面是...), or to organise ideas in time when recounting events 先... 然后... 最后...).

They elaborate their ideas using examples (e.g. 吃的饭也是有很大的变化; 比如...), and coordinate their message using a wide range of subordinating conjunctions to structure their argument or to relate differing points of views (e.g. 不但... 而且; 除了... 以外; 虽然... 但是...; 有的... 有的... 因为... 所以...)

They express possibility or conditionality using 要是... 就... Comparisons are expressed using 跟...一样/不一样; 不同, etc. Their expression may show the influence of English sentence structure (e.g. 不觉得很...), and the overuse of the verb ‘to be’ is (e.g. 是很多).

**Discourse**

Students display a high degree of interactivity with evidence of direct engagement with the audience and use inclusive language as appropriate in negotiating, persuading, or making decisions, etc. They use rhetorical devices for added impact and informal language as appropriate to the audience. They present their ideas with evidence of planning, showing a clear structure in providing an overall introduction, a sequence of main points, then a conclusion or summary of the main points. They present prepared information, linking ideas and maintaining coherence in an extended sequence of up to ten sentences.
Responses to unexpected, unfamiliar questions result in shorter, less structured responses (e.g.
考官：好，你为什么要研究这个题目？考生：我，啊，嗯，我还，我开始研究这个题目的看法是
，啊，嗯，我的家人是有两个哥哥，还有一个小妹妹。我觉得有兄弟姐妹是很好，但是为什么
中国人只有一个孩子。对孩子的生活是不太好的。但是，我做研究以后是，觉得，嗯，中国的历史
是非常，是有很多好，有很多有意思的地方，也是会懂一点，懂一点，为什么会有这个政策。

Fluency

Students engage actively in conversation, anticipating questions and providing extended responses to
questions on familiar topics or ideas. They show some hesitation when asked more challenging, open-
ended questions, with responses more hesitant when formulating responses on less familiar topics.
They maintain the interaction using affirmative fillers (e.g. 是的) during conversation, and may use
English fillers for thinking time.

Intelligibility

Students’ pronunciation is generally clear, with appropriate emphasis and stress within each sentence
(e.g. 非常喜欢日本韩国的文化). Rising intonation typical of some uses of English may be evident at the
end of some sentences.

Comprehension

Students understand language delivered at natural speed, but may have difficulties when presented
with a range of question types or deeper exploration of complex subject matter. Conversation is
sometimes hindered when an unfamiliar word is used, requiring some rephrasing before being able to
respond. Interactions related to unfamiliar content areas often result in requests for clarification, or
increased thinking time to process information before responding.

Communication Strategies

Students engage directly with the interlocutor to sustain the conversation. They request clarification
quite naturally in Chinese to check the interlocutor’s intention or to clarify meaning. They use their
resources effectively to express complex meanings, using examples to explain reasoning when they are
unable to express a complex idea. They confidently self-correct, occasionally inserting English words to
complete the message. They take the initiative and lead the conversation and find opportunities to
express their personal ideas.

Year 12 Second Language Learners

Oral — Average

Content

Students talk about aspects of their personal life: their personal details and their personality, their
family, friends, and relationships, their home and neighbourhood, and daily routine. They describe their
educational experiences: their school life, facilities and routine, their subjects, and future plans. They
talk about their leisure time: their sporting and other interests such as music and film, social activities
including shopping, and eating out. They describe their travel experiences: their holidays, travel plans,
and favourite destinations.
Descriptions of Student Achievement

They talk about topics of interest related to China, including particular traditions and beliefs reflected in festivals and customs, and places of interest.

They report on aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life. They describe people, places, and events, and recount personal experiences and give simple reasons for opinions, preferences, or decisions. The information they provide is generally unelaborated, with limited expression of complex ideas, justifications, explanations, contrast, or comparison.

Vocabulary

Students’ vocabulary choices are restricted, relying heavily on keywords and simple descriptions to express their personal ideas. They use a range of abstract terms when presenting information on a topic of interest (e.g. 好处; 坏处; 压力; 改变; 传统; 网络; 实施), but may not be familiar with some vocabulary used in discussion (e.g. 材料, 选择, 题目). Some key phrases may display an English influence (e.g. ‘one child policy’ as 独生子女政策 rather than 独生子女政策).

Forms and Structures

Students display control of the basic Chinese sentence structures but may rely on simple repetitive phrasing in order to express some personal meanings, for example, expressing ‘a lot’ (frequency or volume) as 很多 (e.g. 改变很多; 上网聊天很多; 很多用因特网). Phrases for time or place are correctly positioned before the verb when presenting prepared responses or familiar content. The use of attributive and relative clauses is limited, and the structural particle 的 may be omitted (e.g. 我研究科技对中国年轻人关系，学习和生活影响).

Verb structures tend to be simple, with verb complements seldom used to describe the degree, direction, or result of actions (e.g. 上网聊天太多; 一些资料我不懂了). They use modal verbs to express future possibility, necessity, or capability using, for example, 可以, 能, 会. They refer to past or future experiences using basic time phrases (day, date, or time) and may use tense markers (e.g. 了 and 过) when recounting past events (e.g. 有很多改变). They add descriptive detail to their message using high-frequency adverbs and adjectives (e.g. 家庭有改变很多; 因为人口太大; 图书馆很有用; 我觉得这个题目很难, 找资料很难; 中国年轻人觉得因特网很重要). They specify participants or the direction of actions or ideas using prepositions (e.g. 给, 和, 对). They link ideas and coordinate their message using simple conjunctions (e.g. 和, 但是), though some basic conjunctions may be overused as students lack alternative means to link ideas.

Students qualify statements or compare ideas using adverbs of degree (e.g. 一点, 不太), and seldom use more complex constructions (e.g. 跟...一样, 比, (没) 有那么). Their expression occasionally shows the influence of English sentence structures (e.g. 他是很高, 传统家庭是很大), with a tendency to overuse the verb ‘to be’ (是), ‘and’(和), ‘to have’, as in past tense (有). They may omit the measure word (e.g. 九百五十 (个) 学生; 我在2007 (年)) and may translate directly from English when generating a new idea (e.g. 我的滑板朋友).

Discourse

Students display a degree of interactivity with evidence of direct engagement with the interlocutor, using gestures and paralinguistic devices to show understanding and using language appropriate to the context. They present rehearsed information in four or five sentences with ideas in a logical sequence.
Extended unrehearsed responses are limited, often without effective coherence (e.g.
‘嗯，有很多坏处。今天的中国独生孩子有很多压力，和中国的家庭有了一些改变。啊，因为在
中国传统的家庭是很大，但是现在中国的家庭不可以有多一个独生，多一个孩子。所以，家，家
庭有改变很多’). Students seldom elaborate in detail, with most responses being a sequence of
individual statements with little coordination.

Fluency
Students relate familiar, factual information with little hesitation in response to predictable questions.
Responses are more hesitant when formulating responses to questions on less familiar topics or when
asked to make comparisons or express an opinion.

They use English fillers for thinking time and pause regularly to formulate or rephrase their message
using, for example, ‘sorry, well...’ Their ability to express ideas with clarity is restricted by limitations in
their vocabulary, lacking logical links between the main statement and the supporting sentences,
resulting in reduced intelligibility (e.g.
考官：那么，这个政策有没有好处呢？考生：嗯，，人口少，第一点，和，嗯，中国不太忙，
和有人可以做，做工作。考生：啊，嗯，中国年轻人觉得因特网很重要。中国年轻人很多用因特
网。但是中国年轻人家长不会知道因特网，所以，中国年轻人家长，觉得因特网不重要。)

Intelligibility
Pronunciation is generally satisfactory, though consistency in intonation is limited, with rising inflection
common at the end of sentences.

Comprehension
Students display difficulty in comprehending open-ended questions using abstract terms, which require
some rephrasing before responding. Interactions related to unfamiliar content or requests for opinions
or comparisons, etc., result in requests for clarification, or increased thinking time to process
information before responding.

Communication Strategies
Students compensate for lack of vocabulary by employing more general high-frequency terms, for
example, regularly using words such as ‘things, objects’ (东西), ‘books’ (书), and ‘think, feel’ (觉得), or
using an English word to express a precise meaning. When uncertain of a meaning, they request
repetition using a consistent phrase (e.g. 考官：哪些材料是最有用的？考生：嗯，可不可以再说？;
考官：他们为什么喜欢用因特网呢？考生：请你再说一遍。)

Year 12 Background Language Learners

Writing — High

Content
Students write about aspects of their personal life: their background and personality, family, friends and
relationships, their home and neighbourhood, and daily routine. They describe their educational
experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their
future plans for education and employment.
Descriptions of Student Achievement

They write about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China.

Students convey information and opinions with flexibility, displaying evidence of reflection on their experiences and a capability to elaborate in detail. They write imaginatively, creating a detailed plot and describing events and presenting arguments with a deliberate choice of words to achieve the desired effect. Their writing is condensed, yet detailed, displaying efficiency and style that reflect their regular use of the language. They describe people, places, and events, give narrative accounts of significant events, and recount personal experiences. They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives.

Students identify key points and relate these to bigger issues or concepts, and compare these across cultures and over time. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life, and compare these with similar experiences in their own lives. They elaborate their ideas, and express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence to support opinions, preferences, or decisions. They use quotations and reported speech when referring to the ideas of others. They use propositional and persuasive language to add weight to their arguments.

Vocabulary

Students write in detail about topics of interest, using a wide range of vocabulary selectively to express detailed information (e.g. 为顾客提供塑料袋; 帮助推销货物; 把小鸟轻轻地拿起来). They use adjectives to add precision, descriptive detail, and emotion to their ideas (e.g. 充满期待的眼神; 突然惊讶地尖叫了起来; 到处的花草树木奇迹般地不见了). Students include selective and appropriate Chinese idioms (e.g. 睡眼朦胧，震耳欲聋，汗流浃背). The influence of dialect is occasionally evident (e.g. ...还没有起事; 有看见...). Errors may occur because of inappropriate use of words for the context (e.g. 日子 rather than 时间).

Characters

Characters display overall neatness and legibility. Errors are limited to the use of homophone characters, sometimes with a component missing (using the more basic form of a similar sound) (e.g. 让 for 然, 放 for 方). Text formatting, in terms of indenting and information positioning (e.g. in the introduction and conclusions to letters) is consistent.

Forms and Structures

Students make full use of their linguistic resources to express detailed meanings with a focus on accuracy, variety, and appropriateness for the context and audience.

Variety is particularly evident in their use of verb structures, noun phrases containing attributive and relative clauses (e.g. 我是在意大利呆着的), prepositional phrases (e.g. 最近超市为顾客提供塑料袋; 对 ... 的印象还不错), and time and tense markers (e.g. 一个星期是干几个小时 to add specific detail and clarity to their message. They apply the reduplication of the verb 试一试, and adjective 好好考虑 as required. Complements of degree, 吃得多; 睡得好; 玩得也开心, potential 安排不开, result, direction, and adverbial phrases using 地 (e.g. 我工作的时候会努力和认真地帮助每一个顾客; 快乐地工作了三年) are applied to describe the nature or quality of their actions.
They use particular linguistic devices as appropriate, including placing noun phrases in apposition, expressing humility, and in the complex coordination of ideas within the sentence (e.g. 我以前在书店工作的时候都会热情地对待顾客，还会礼貌地用耐心听他的要求).

They use the passive voice appropriately. A range of conjunctions are used selectively and effectively to develop ideas and add coherence (e.g. 引起了很多讨论, 所以...; 除此之外, 超市...; 不但...而且...).

**Discourse**

Students express their ideas with awareness of the audience and text type, using features and formats appropriate to, for example, persuasive, evaluative, imaginative, informative, and personal styles of writing.

Students display a high degree of interactivity with evidence of direct engagement with the audience, using inclusive language as appropriate in negotiating, persuading, or making decisions, etc. They use rhetorical devices for added impact and informal language as appropriate to the audience. Their writing is well planned and structured to maintain the flow of ideas, with paragraphs used effectively to reflect topic shifts.

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**Year 12 Background Language Learners**

**Writing — Average**

**Content**

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment. They write about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia. Students convey information and opinions with limited flexibility, describing activities or events without much reflection or abstraction of ideas or elaboration of details. They present limited arguments, relying heavily on personal, anecdotal knowledge and experience rather than substantial evidence to support their ideas.
Vocabulary

Students use a range of vocabulary and display control of a range of subject matter including both concrete and abstract terms (e.g. 印象; 名胜古迹; 文化传统; 态度; 社会交际; 安全; 人生; 机会). Verbs include a range of cognate verbs (e.g. 决定; 记得; 以为), and adjectives include familiar four-character phrases (e.g. 风景优美), and specialised terms (e.g. 刻苦积极).

Errors occur when language choices are inappropriate in context (e.g. 制造 for 工业; 理由 for 原因; 非常深入了解), or when they do not distinguish between nouns and verbs (e.g. 悉尼歌剧院看起来很像一个大船的驾驶(帆)), reflecting inaccurate dictionary choices.

Characters

Students’ character writing is generally fluent and accurate, although errors occur when they confuse homophones (e.g.改编 for 改变; 心苦 for 辛苦; 维绕 for 围绕) or attempt to write characters containing low-frequency components 鼓励; 传统. Use of the three structural particles: 他; 得 is often confused, with the possessive 的 being overused.

Forms and Structures

Students provide information on familiar subject matter and use linguistic resources flexibly to present their ideas. They use complex sentence structures to link ideas within and between sentences when presenting well-rehearsed information, but structures are occasionally informal, based on oral language patterns (e.g. 别太担心啊; 没什么意义; 提高提高; 这不应该是; 怎么回事儿). They use a range of noun phrases, including attributive and relative clauses to add specific information, and use demonstrative pronouns to refer back to topics and issues. They add descriptive detail to their message through their choice of adjectives and add clarity using particular adverbs of scope, degree, time, frequency, and comparison (e.g. 更; 真; 越来越...; 那么多; 就; 有时; 我正好答应了).

They describe relationships between participants or ideas using prepositional phrases (e.g. 对他的电影非常友好; 我相信这些方面和经验会让我成为这份工作最佳人选). They use a range of complements to describe the degree, direction or result of an action (e.g. 我很快就回来澳大利亚了; 考试能考得好), and locate ideas in time using a range of time and tense indicators (e.g. 看着它们充满期待的眼神). They identify actions completed or past experiences (e.g. 吃过, 做完), including negative forms. They use modal verbs to express capability, obligation, or possibility (e.g. 可以; 会; 能; 可能; 应该).

Students use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures (e.g. 一群老鼠, 一阵吼叫声), with the occasional overuse of a (e.g. 一个大船). They also employ verbal measures 有一次, ordinal measures 第一位, measures with demonstratives 这个, and for time sequence 下个... They make use of a range of conjunctions (e.g. 不过; 还有) to link ideas and coordinate their message (e.g. 教堂街的服装店不但价廉物美, 而且你也可以买到很漂亮的衣服), and make comparisons using both (没有) 那么 and 比 forms. They occasionally apply the 把 structure (e.g. 把我从梦乡叫醒), and employ diverse forms of negation 请别放弃我们, 别太担心啊. They use a range of devices to structure and sequence information within the text (e.g. 这时...; 忽然... 首先; 其次; 最后; 小时候).
**Discourse**

Students display understanding of different writing styles, for example, persuasive and personal, and present information in a format appropriate to the text type, such as a diary entry, letter, speech, article. They show awareness of the audience, for example, in expressing gratitude, using formal terms and expressions (e.g. 贵公司; 贵书店; 此致; 敬礼), and using rhetorical questions to engage the audience with their argument.

**Year 12 Background Language Learners**

**Oral — High**

**Content**

Students talk about aspects of their personal life: their language and cultural background, their educational experiences, achievements, and future plans. They talk about their leisure time and social activities. They describe their travel experiences, including past experiences and future plans to visit China. They discuss their relationships to Chinese culture, for example, music, video, pop stars, film stars, and ways of connecting with Chinese friends (e.g. 社交网站).

They talk about their reasons for studying Chinese, the value of their language resources, and the benefits of future study of Chinese. They compare cultural values and practices, with a focus on aspects of traditional and contemporary practices in China. They explore aspects of daily life in Chinese communities, including youth lifestyle and educational experiences, urban and rural life, and compare these with their cultural and life experiences in Australia.

Students paraphrase from literature or resources, and present ideas from such resources in their own words effectively. They reflect on issues affecting young people: intergenerational issues, the role of technology in daily life, environmental issues, and the impact of globalisation on cultures. They describe people, their character, personality, and achievements. They describe places and events, giving narrative accounts of significant events and recounting personal experiences. They display complex reasoning and a clear articulation of key issues. They compare information, show balance, and consider different perspectives. They give reasons, provide examples or evidence to support or justify their opinions, and relate opinions or ideas to their own experience. They explain their interest in Chinese language and culture and reflect on their knowledge and learning in Chinese, identifying changes in their ideas over time.

**Vocabulary**

Students’ overall expression is rich and selective, making full use of their language repertoire to communicate their ideas and sustain the interaction. They employ a wide range of vocabulary in their conversation, for example, nouns, verbs, adjectives, and natural expressions of plurality (e.g. 家家户户), inclusion (e.g. 特别是), and nuanced terminology (e.g. 满足感; 性格内向). They use colloquial informal language (e.g. 大不了的; 问了老师借) during casual conversation, and more formal registers and structures during presentation and discussion.
Forms and Structures

Students use their linguistic resources with a high degree of accuracy and style. They use a range of noun phrases, including detailed attributive and relative clauses to elaborate their message and connect information (e.g. 已经), identify actions completed, past experiences, and future possibility, for example, 进了; 研究了; 问了老师; 读了; 做了...之后 (rather than 以后) 找过很多; 我想再... They add descriptive detail to their message through their choice of adjectives and add clarity using particular adverbs of scope or degree. Students use a range of adverbs of time and sequence to coordinate ideas (e.g. 了; 以外, 但是...; 因为...; 为了...; to show conditionality (e.g. 要是...就...)) or sequence events in time (e.g. 一...就...; 一早). They use a range of devices to add emphasis or qualify statements (e.g. using 就 or 只, or ...的话).

Discourse

Students display a high degree of interactivity with evidence of direct engagement with the audience and use inclusive language as appropriate in negotiating, persuading, or making decisions, etc.

They use colloquial language as well as formal structures effectively. They display a sense of humour in their interaction (e.g. 因为女孩子嘛), displaying confidence and ease throughout the interaction. They use a range of devices to order ideas in a sequence of points, or to organise ideas in time. They present their argument with evidence of planning, showing a clear structure in providing an overall introduction, a sequence of main points, then a conclusion or summary of the main points.

Fluency

Students interact confidently, presenting ideas with accuracy and clarity. Spoken expression is fluent and natural, with students pausing occasionally to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses. They apply formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease.

Intellibility

Pronunciation is clear and accurate, with occasional regional (Cantonese/Taiwanese) accent evident.

Comprehension

Students understand complex questions and expand on ideas without hesitation, needing minimal support from the interlocutor to assist understanding. They respond directly without reference to, or reformulation of, the question.

Communication Strategies

Students use a range of strategies in the course of conversation, repeating a word when not sure about the meaning in context, and asking for clarification only when the intention of a question was not clear. They use colloquial phrases to maintain the conversation (e.g. 嗯; 啊; 这个; 那个) in a natural manner.
Year 12 Background Language Learners

**Oral — Average**

**Content**

Students talk about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future education and career plans. They talk about their leisure time: their sporting and other interests such as music and film, and their social activities, including shopping and eating out.

They describe their travel experiences, their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They talk about topics of interest related to China, with a focus on aspects of traditional values and contemporary practices, including traditions and beliefs reflected in festivals and customs, and places of interest. They describe aspects of daily life in Chinese communities: including food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life. They describe people, places, and events, give narrative accounts of significant events and recount personal experiences.

Content is seldom elaborated in detail. Students present factual knowledge, often based on anecdotal, prior knowledge or personal experience, rather than research. Descriptions are factual, with little reflection or analysis, or abstraction of ideas, though some attempts are made to link events and behaviours to cultural beliefs, and make comparisons across cultures.

**Vocabulary**

Students use a range of vocabulary (e.g. nouns 婚姻; 饮食习惯; 配料; 礼貌; 特色; 淘金热, verbs 开除; 照顾; 受欢迎; 理解, adjectives 调皮; 不够, and function words 并且; 其他; 事先; 另外), and a few colloquial phrases and idioms (e.g. 望子成龙; 望女成凤) in their conversation. They may occasionally display restrictions in vocabulary choices, having difficulty with some low-frequency words (e.g. 厨师), relying instead on terms commonly used in other dialects (e.g. 做餐馆), or overusing common terms (e.g. 有用; 很难) to describe objects or experiences. Students’ use of some terms may be inappropriate (e.g. lesson 课文 for essay 文章).

**Forms and Structures**

Students give detailed information and explanations on familiar subject matter and use their linguistic resources flexibly to maintain the conversation. They present information in extended-sentence patterns with good linkage within and between sentences in prepared statements, although structures are occasionally scripted and unnatural. Responses to follow-up questions may be limited. They use basic Chinese sentence structures effectively, with prepositional phrases for time or place, participants, or direction positioned before the verb. They use detailed attributive and relative clauses to provide specific details (e.g. 最好的打篮球人是姚明; 非常喜欢日本韩国的文化), and use demonstrative pronouns to refer back to topics and issues in discussion (e.g. 这些习惯都是...). They add descriptive detail to their message through their choice of adjectives, and add clarity using particular adverbs of scope, degree, frequency, and comparison (e.g. 最好; 非常喜欢; 越来越...; 更; 常常).

Students omit reference to the subject using the particle 的 (e.g. 我觉得老师给我的是很有用). They use modal verbs to express capability or possibility (e.g. 可以). They use complements of degree, direction, and result to describe actions and locate ideas in time and sequence events using, for example, 的时候, 最近.
Descriptions of Student Achievement

They identify actions completed or past experiences (e.g. 吃过, 做完), and use negative forms appropriately (e.g. 以前没有理解这个问题). They use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures and occasional verbal measures using 次.

Students make use of conjunctions and adverbs to link ideas and coordinate their message, though they tend to use common conjunctions including 但是; 还有; 因为; 所以 repeatedly (e.g. 我用因特网的; 还有去图书馆看书; 还有问我的老师). Students use 就 as a connective and for emphasis (e.g. 就可以...很好的指南), and express conditionality using 如果...就... Students compare cultures or experience, generally as statements of fact, rather than contrasting information and explaining the difference (e.g. 还有中国人吃饭的时候, 常常饭馆里面吃饭, 但是澳大利亚人觉得没有意义). Their expression occasionally shows the influence of English sentence structures (e.g. 不觉得很...), with a tendency to overuse the verb 'to be' 是, and ‘and’ 和.

**Discourse**

Students display a degree of interactivity, engaging with the interlocutor and using natural, everyday expressions. They present their ideas as a sequence of points with limited coherence, often relying on the interlocutor to maintain the conversation.

**Fluency**

Students' fluency often indicates a high level of preparation, rather than a natural flow of ideas. Lack of preparation may lead to the illogical flow of ideas and inappropriate choice of words (e.g. 中国的菜肴有很多的准备, 澳大利亚有很多国家的菜).

**Intelligibility**

Students generally speak with accurate pronunciation and intonation, although some students raise the tones at the end of a word or sentences reflecting English intonation patterns.

**Comprehension**

Students engage in a controlled, managed interaction with strategic use of their linguistic resources, with sound comprehension. They respond directly to questions but often with little depth or elaboration.

**Communication Strategies**

Students seek assistance with a single word (e.g. 什么) when unclear, but generally respond with little hesitation, though answers may not always be appropriate if they are dealing with unfamiliar subject matter.
Year 12 First Language Learners

Writing — High

Content

Students write a range of texts using formal and informal registers. They create a range of text types (e.g. diary entries, articles, opinion pieces, reviews, speeches), in which they, for example, persuade, reason, evaluate, advise, recommend, evaluate, justify, or entertain. They write in detached, impersonal ways or from personal and emotional perspectives in both real and imagined situations. Their writing extends beyond the factual and informational to the discussion of abstract ideas and social issues, including drawing on ideas presented in Chinese literature. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. the impact of Economic Reform on daily life in China, or environmental problems). They write about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. They discuss changes in the world, and reflect on significant events and influences in their lives, including their hopes for the future, both as individuals and as members of the wider society.

Topics include issues such as the pressures of school life, changes in family structure in modern China, the influence of technology on their lives, environmental issues related to the use of plastic bags, the impact of the Three Gorges Dam, and the relationship between environmental protection and economic development. Students summarise information and express their own ideas and opinions about issues. They clarify the main statements and provide evidence such as facts, quotations from sources, and personal logical reasoning to support their arguments. They elaborate their justifications effectively through balanced analysis of both positive aspects and negative aspects. They add personal opinions and write persuasively with emotion and impact. They relate personal experiences and share reflections about, for example, a camping experience, outlining the personal benefits of such an experience (e.g. how to work in a team, but how to become independent).

Vocabulary

Students use a wide range of vocabulary from which they choose the most appropriate and effective language for the required context, purpose, and audience.

Their vocabulary range reflects their usual contexts of use and extends into specific topics of interest or research. They have knowledge of a variety of terms, enabling them to vary the expression. They use a range of vocabulary chosen to express abstract and complex ideas with clarity and effectiveness (e.g. ...). Their knowledge of nouns includes a range of specialised abstract terms (e.g. ...). Students' knowledge of verbs includes higher order verbs such as 改善; 采取; 控制; 体会. Students distinguish between subtle meanings of words, particularly four-character phrases, and apply them appropriately in context (e.g. 具 ...; 条件; 剥削; 民; 家庭破裂; 拒; 融入). They express their personal ideas, emotions, and perspectives using a range of terms such as 我 ...; 下面我想; 我的看法...; 我不禁思考...; 我相信... They use terms of address related to different registers, including respectful forms of address (e.g. 重庆交通大学岩石所所长; 江泽民主席; 薛晓女士). Their writing includes a range of colloquial forms that add stress and create an informal tone where appropriate (e.g. 但是方法不可行哦).
Descriptions of Student Achievement

Students use idioms (e.g. 多彩多姿; 恰恰相反; 与日俱增; 相 信成; 不容忽）， and a range of quotations (e.g. 人将被众生以之也， 必先苦其心智; 吃得苦中苦，方 人上人) as appropriate, and some expressions from classical Chinese (e.g. 可 仁者 仁，智者 智; 利弊皆而相伴). They make choices in their use of words for literary effect (e.g. to describe actions and scenery). For example, 我常 地上岸了; 冒 的天空中漂浮着几 白云; 我默默地 下愿望...

Characters

Characters are neat, well formed, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occur occasionally because of confusion between homophones (e.g. 信心实 (十)足).

Forms and Structures

Students’ writing includes frequent use of object focus construction (distancing), which is handled effectively (e.g. 言语的不同，中西文化的差异，价值观的不同，往往让海外华人处于矛盾的心理中; 但许多价值观他们仍没有改变). Time, including past, present, and future tense is expressed using a range of forms including referring to duration and frequency.

They use a variety of sentence structures including, for example, ‘把’ sentences 把三峡工程给环境带来的负面影响降到最低值, ‘被’ sentences (passive sentences) 因为他们觉得自己不被体会理解, the ‘所’ structure 三峡工程所给我们带来的福利,也是有目共睹的, declarative sentences, rhetorical questions 难道上大学的人就一定找得到工作?, imperative sentences, and exclamation sentences 我们定能为子孙后代造福!

Discourse

Students’ writing is fluent, authentic, condensed and detailed. Information is presented in paragraphs with a clear relationship between ideas. Statements are provided with sufficient supports, and summary sentences are used as closures. Writing is presented in an appropriate format with recognition of the audience in the greeting and closure, and engagement through direct reference to the reader in the text and through interactive questions (e.g. 我希望你在以后的道路上 自己要信心十分). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Students show control of the sequencing of ideas, referring back and forth, and elaborating ideas across paragraphs to create coherent texts. In developing an argument, students use devices such as stating a position, then elaborating using examples, quotations, and anecdotes (e.g. 例如，一些化学工厂… 来水灾; 就像 盖茨... 成 世界首富了 ). They create internal coherence by referring to existing ideas within the text (e.g. 正如我 才提到的), and by using stress. They add emphasis to a particular view or idea. They explore the complexity of views and decision making (e.g. 所以我 持可持 展, 不 是三峡工程, 在 建 和 展上都 遵循 一 略; 我 国家 多 施一些保 三峡工程周 生 境的政策, 尽量把三峡功臣 境 来的 影响降到最低 ).

Students use rhetorical questions to problematise an idea or position a reader (e.g. 三峡工程到底符合可持续发展战略吗; 更何况，社会需要的是综合性人才，而并不是不停留在学术层面上的，对吧).
In concluding an argument, students summarise ideas (e.g. 信息技术的发展带给社会的改变是方方面面的，信息大爆炸时代给予了我们方便的生活) before stating a final position. In relation to narrative, students use a number of time markers to sequence ideas over time. For example, they locate events using, for example, 当… 时; 而如今, and create flashbacks. They use literary techniques to create certain effects suitable to context, purpose, and audience. They use metaphors, similes, figurative language, 家庭煮夫; 黄脸婆, and humour, 像古人“头悬梁，锥刺股”的精神可以学习，但方法不可行哦！那样对自己身体伤害较大, as well as direct and indirect speech and alliteration to embellish their writing.

**Year 12 First Language Learners**

**Writing — Average**

**Content**

Students write a range of texts using formal and informal registers. They create a range of text types including diary entries, articles, opinion pieces, reviews, and speeches, in which they, for example, persuade, reason, evaluate, advise, recommend, clarify, evaluate, justify, and entertain. They write in detached, impersonal ways or from personal and emotional perspectives in both real and imagined situations. Their writing extends beyond the factual and informational to the discussion of abstract ideas and social issues, including drawing on ideas presented in Chinese literature. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. the impact of Economic Reform on daily life in China, or environmental problems). They write about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. They discuss changes in the world, and reflect on significant events and influences in their lives, including their hopes for the future, both as individuals and as members of the wider society.

Topics include issues such as the pressures of school life, changes in family structure in modern China, the influence of technology on their lives, environmental issues such as the use of plastic bags, the impact of the Three Gorges Dam, and the relationship between environmental protection and economic development. They summarise information and express their own ideas and opinions about issues.

The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge. Their responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion. For example, students may treat a complex issue in a superficial way or may not adequately address the demands of the task (e.g. stating a personal opinion rather than exploring an issue objectively from both sides). The arguments are often not persuasive because of insufficient evidence and supporting detail and a lack of logical connection between paragraphs.

**Vocabulary**

Students’ range of language enables them to generate ideas on many topics. However, their expression and language choices are often at a superficial level. The nature and the range of vocabulary they use are highly dependent on the demands of the task, content area, and their general knowledge.
In unsupported tasks, students’ range of nouns, particularly higher order, abstract nouns, is limited (e.g. 特征, 情化) and verbs tend to be familiar terms associated with everyday processes (e.g. 殴打; 新). The range of adjectives includes common terms as well as a small number of less familiar adjectives (e.g. 广泛; 深). They are able to express their personal ideas with awareness of word combinations (e.g. 深的影响, 流逝, 增, 荒学). Occasionally students choose inappropriate or incorrect words when writing outside their general experience.

Characters

Characters are neat and well formed. A few errors occur because of confusion between homophones (e.g. 溶(融)入, 观(关)注, 对相(象), 擦(察)觉). Students occasionally write traditional Chinese characters rather than simplified Chinese characters.

Forms and Structures

Students’ written work includes both subject and object focus construction. There is some inconsistency in accuracy of the use of object focus as students rely on acquired patterns of use rather than having explicit knowledge of grammatical rules governing its use. Object focus construction in particular is used in familiar contexts and is less effective in unfamiliar contexts. Students use various sentence structures (e.g. ‘把’ sentences这名女生把这件事情告诉了家长; 它把办公变得简便, ‘被’ (passive) sentences就被班里的男生进行了殴打, 我被它的庞大吸引了; 整个沙滩被染上了一层橘色). They employ a range of sentence patterns with modal verbs, conjunctions, prepositions, or particles (e.g.网络会对青少年造成身心上的伤害; 华人活跃于政坛; 为当地经济增长; 取决于使用它的人; 降至最低). They use complex sentence structures to convey some detailed ideas, for example, 既能节省金钱, 又可以废物利用;从而刺激顾客消费, 有助经济发展; 不少人..., 也有不少人... They use a range of cohesive devices at the sentence and text levels (e.g. 下班后; 当太阳快下山时; 晚上的时候; 这次露营真的是太棒了; 刚去的头一两天; 通过露营的一些训练, 虽然学校这次的露营很辛苦; 如果有机会的话). Grammar mistakes occur occasionally, for example, sentence constituent omission 为华人在澳的地位不断提升 (做出贡献), transposed word components (e.g. 到用 for用到), and overuse of the attributive particle 的 (e.g. 这无疑的方便了购物).

Discourse

Students write texts using features of the text type and use devices to create cohesion across the text as a whole. For example, they use letter features such as salutations and formal terms of address for a formal letter.

In writing a narrative, students use time phrases to locate events in the past, present, or future. There is some inconsistency in students’ use of register appropriate to the text type because of a mixing of informal and formal language. In developing an argument, students structure their responses by stating differing views, supported by examples, and discussing positions for and against before giving a personal view. They build an argument by referring to previously stated ideas. They contrast ideas in order to make a particular case, using conjunctions. They expand an idea and give examples to support a statement. Writing is presented in an appropriate format with recognition of the audience in the greeting and closure 有空给我来信！友，明华.
Year 12 First Language Learners

Oral — High

Content
Students interact to engage in everyday conversation and discuss social and environmental issues of concern to them. They interact to share personal perspectives, to entertain and express emotions, and to present information in detached, impersonal ways. Their content extends beyond the factual and informational to discussion of abstract ideas, including ideas obtained through research.

They talk about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. They relate personal experiences and share reflections about events in their lives, including their hopes for the future, both as individuals and as members of the wider community.

Topics include issues such as the pressures of school life, the influence of technology on their lives, environmental issues, and cultural differences, including changes in family relations. They summarise the information and express their own ideas and opinions about issues. They make statements and provide evidence and use logical reasoning to support their arguments. They add personal opinions and argue persuasively with emotion and impact.

Vocabulary
Students employ a wide range of vocabulary to give their views, including abstract nouns (e.g. 定义, 由来, 发展, 特性, 演变), verbs (e.g. 上百度 rather than 查百度), technical terms (e.g. 三氯氰胺, 蛋白质含量, 改革开放), and adjectival attributives (e.g. 革命性的). They use colloquial, informal language during casual conversation, and more formal registers and structures during presentation and discussion. They use a range of colloquial expressions to express opinions or emotions (e.g. 我觉得; 可能是这样; 其实也差不多) and quote examples to reinforce or emphasise points (e.g. 美国防报; 万圣节, 复活节, 圣母升天日).

Forms and Structures
Students use object focus construction (distancing) effectively. They express time, including past, present, and future tense using a range of forms (e.g. 自从改革开放以来, 改革开放之后, 下过乡), and use prepositional clauses to relate ideas (e.g. 对土地和河流的污染, 对未来的投资). Students use a variety of sentence structures (e.g. ‘把’ sentences, ‘被’ sentences (passive sentences), ‘所’ structure 所使用的物品).

They use 就 or 正 to add emphasis to statements (e.g. 这个影响就多了；正是我们现代人所缺的; 平均一年左右就会更换一部电话), and use conditional clauses (e.g. 就算你大学出来, and 也会失业) to construct complex sentence structures.

Discourse
Students express their ideas with awareness of the audience. Their presentation is planned well and is structured to maintain the flow of ideas, with effective topic shifts. Discursive techniques include vocabulary choices that add mood or emotions to their message, the use of rhetoric, and the use of informal language as appropriate to the audience.
**Descriptions of Student Achievement**

**Fluency**
Students elaborate ideas and maintain the flow of conversation and add emphasis and stress effectively.

**Intelligibility**
Students’ pronunciation and intonation are consistent with Modern Standard Chinese.

**Comprehension**
Students maintain the conversation naturally, occasionally needing a few seconds to respond to an unfamiliar question in discussion in order to construct their ideas logically rather than just selecting information related to the topic.

**Communication Strategies**
Body language, laughter, and facial expressions are used to show engagement and confidence.

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**Year 12 First Language Learners**

**Oral — Average**

**Content**
Students interact to engage in everyday conversation and discuss issues of concern to them. They interact to share personal perspectives, to entertain and express emotions, and to present information in detached, impersonal ways. Their content extends beyond the factual and informational to discussion of abstract ideas, including ideas obtained through research. They talk about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. They relate personal experiences and share reflections about events in their lives. They discuss changes in the world, and reflect on significant events and influences in their lives, including their hopes for the future, both as individuals and as members of the wider community.

Topics include issues such as the pressures of school life, the influence of technology on their lives, environmental issues, and cultural differences, including changes in family relations. They summarise information and express their own ideas and opinions about issues. They occasionally have difficulties in providing sufficient support for their arguments and lack coherence in discussion because of a lack of thorough knowledge of the subject matter. Their content is often not logical and persuasive, being factual rather than reasoned argument.

**Vocabulary**
Students use a range of vocabulary to express their views; however, they lack choice and variety and are unable to choose substitute words to avoid repetition. They use some vocabulary incorrectly because of a lack of awareness of alternatives, for example, using a technical term 子政策 instead of 独生子女政策, using the wrong adverb as a complement 发展得越大 instead of 发展得越快, or the wrong noun 化学物质的饲料 instead of 化学物质的肥料. Use of prepositions is sometimes repetitious (e.g.,体现于在 instead of 体现在 or 体现于).

**Forms and Structures**
Students typically use simple sentences rather than complex structures.
They employ a range of sentence patterns with appropriate modal words, conjunctions, prepositions, or particles, and use complex sentence structures occasionally to convey detailed ideas. They use an extensive range of cohesive devices at the sentence and text levels.

**Discourse**

Students express their ideas with awareness of the audience. Their presentation is planned well and is structured to maintain the flow of ideas, with effective topic shifts. Discursive techniques include vocabulary choices that add mood or emotions to their message, the use of rhetoric, and the use of informal language as appropriate to the audience.

**Fluency**

Students rely on frequent pauses and use fillers to allow for the construction of ideas and the selection of appropriate vocabulary (e.g. 啊, 嗯, 那个, 还有).

**Intelligibility**

Pronunciation and intonation are standard forms with proper emphasis and stress. Students occasionally display dialect influence, but this does not impede understanding, for example, they have difficulty in distinguishing the zh/ch/sh and z/c/s sounds.

**Comprehension**

Students maintain the flow of conversation when dealing with familiar subject matter, but need support from the interlocutor to maintain the conversation when dealing with new concepts or ideas.

**Communication Strategies**

Students repeat keywords in an unfamiliar question and reinforce statements already made rather than constructing new ideas to respond to requests for elaboration. Occasionally they give up and respond with 我不知道了 if the question is too difficult, rather than seeking to maintain the flow of the conversation.