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. 做生意饭馆; 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. 大又美; 多才多艺; 年年有余; 记绿色; 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. 穿世界上最名贵的衣服; 我觉得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...).
Descriptions of Student Achievement

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。但是为什么中国的人只有一个孩子。对孩子的的生活是不太好的。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.