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.

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, and 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.
Descriptions of Student Achievement

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，有很多好处。今天的中国独生孩子有很多压力，和中国的家庭有很多的改变。啊，因为在传统家庭是很大，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，家有多有改变很多。’). 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，哦，人口少，第一点，和，嗯，中国不太忙，和有人可以做，做工作。考生：嗯，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：这些材料是最有用的？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。)