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, 婚礼; 宴席; 传统; verbs, 接新娘; 奉茶; 拜堂; 保持; 传统; 拜神; 包括; 成为; 整理, adjectives, 残酷, 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. 是怎么认识的; 用自己见过的经历). They describe actions and outcomes using a range of verb structures, including complements of degree, direction, and result, and use a range of time and tense indicators to locate ideas in time, sequence events (e.g. 有时候电脑速度很慢, 我就会发脾气), identify actions completed, past experiences, and future possibility, for example, 进了; 研究了; 问了老师; 见过; 帮了我很多; 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. 还; 就; 才; 又; 再; 刚; 已经), and a range of modal verbs to express desire, intention, or necessity. They describe relationships between participants or ideas using prepositional phrases.
Descriptions of Student Achievement

Students use a range of coordinating and subordinating conjunctions to structure their argument and show balance in their perspectives or to relate differing points of view, for example, 或者是...; 有的... 有的...; 不但... 而且; 除了... 以外; 虽然... 但是...; 因为... 所以...; 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. 因为是女孩子嘛), 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.

Intelligibility

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.