

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.