

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. 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 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. 美国国防报表; 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.