

Year 12 First Language Learners

Oral — Average

Content

Students interact to engage in everyday conversation and discuss 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 information and express their own ideas and opinions about issues. They occasionally have difficulties in providing sufficient support for their arguments and lack coherence in discussion because of a lack of thorough knowledge of the subject matter. Their content is often not logical and persuasive, being factual rather than reasoned argument.

Vocabulary

Students use a range of vocabulary to express their views; however, they lack choice and variety and are unable to choose substitute words to avoid repetition. They use some vocabulary incorrectly because of a lack of awareness of alternatives, for example, using a technical term 一子政策 instead of 独生子女政策, using the wrong adverb as a complement 发展得越大 instead of 发展得越快, or the wrong noun 化学物质的饲料 instead of 化学物质的肥料. Use of prepositions is sometimes repetitious (e.g. 体现于 in instead of 体现在 or 体现于).

Forms and Structures

Students typically use simple sentences rather than complex structures.

They employ a range of sentence patterns with appropriate modal words, conjunctions, prepositions, or particles, and use complex sentence structures occasionally to convey detailed ideas. They use an extensive range of cohesive devices at the sentence and text levels.

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.

Fluency

Students rely on frequent pauses and use fillers to allow for the construction of ideas and the selection of appropriate vocabulary (e.g. 啊, 嗯, 那个, 还有).

Intelligibility

Pronunciation and intonation are standard forms with proper emphasis and stress. Students occasionally display dialect influence, but this does not impede understanding, for example, they have difficulty in distinguishing the zh/ch/sh and z/c/s sounds.

Comprehension

Students maintain the flow of conversation when dealing with familiar subject matter, but need support from the interlocutor to maintain the conversation when dealing with new concepts or ideas.

Communication Strategies

Students repeat keywords in an unfamiliar question and reinforce statements already made rather than constructing new ideas to respond to requests for elaboration. Occasionally they give up and respond with 我不知道了 if the question is too difficult, rather than seeking to maintain the flow of the conversation.