Student Achievement in Asian Languages Education

Part 2: Descriptions of Student Achievement
This report is in four volumes:

Part 1: Project Report
Part 2: Descriptions of Student Achievement
Part 3: Appendices
Part 4: Exemplars with Commentaries.

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Year 6/7

Second Language Learners

Writing — High

Content
Students present well-rehearsed information on familiar topics, including personal information such as name and age, introducing family members using kinship terms (e.g. 哥哥, 妹妹), and describing types and numbers of pets. Interests and activities are often expressed as preferences with some attempt at justifying preference using 因为 (because). Additional information is provided on some topics (e.g. nationality of parents), and content from current classroom learning, for example, food and health, home (rooms), clothing and colours, the body, seasons and weather. Students write texts of approximately 50 characters, or six sentences in length, generally with access to word lists.

Vocabulary
Students use vocabulary related to familiar topics (e.g. family, friends, leisure activities, and daily routines) using well-rehearsed, high-frequency items, often relying on word lists for support. They often employ specific vocabulary available to them in word lists not usually encountered at this level, for example, study (书房), or garden (花园), to describe places or objects. They use adjectives, time phrases, number phrases, and a limited range of conjunctions to extend their message.

Characters
Students write in characters, often using models or word lists. Writing may include a combination of characters, pinyin, and English, when providing additional information of personal interest not available in word lists, for example, 游泳 (swimming), netball. Most character writing is neat and legible, though not always well proportioned or with the correct number of strokes, for example, 的 (added strokes). Unfamiliar characters are often poorly written, even with copying from lists, for example, 我喜欢游泳 (missing the third component). Writing is generally presented on squared paper effectively, with each character allocated a square, and evidence of appropriate punctuation.

Forms and Structures
Students apply basic rules of Chinese syntax (subject-verb-object) when presenting well-rehearsed information about familiar topics. Students use verbs of identification (is/am/are 是), possession (have/has 有), preference (like 喜欢), and a range of verbs to describe daily activities or routine. They use a range of adjectives usually with the adverbs 很 or 不 only. Students write memorised or copied phrases, especially when using complex structures (e.g. 我喜欢猫，因为它很美). Number measure phrases and simple conjunctions are used effectively, and the possessive particle (de 的) is used regularly when referring to personal information. Errors often reflect English expression, including using the verb ‘to be’ (是) rather than or as well as the adverb (很) with adjectival phrases (e.g. 我的妈妈是可爱) or omitting characters not obviously required in English, resulting in sentences being incomplete, for example, 我的爸爸是澳大利亚人 Australian (person).

Discourse
Students use the conjunctions 和 and 因为 in rehearsed phrases (e.g. 我喜欢猫，因为它很美). Their writing is organised into a paragraph of well-sequenced information, based on stimulus questions.
Year 6/7 Second Language Learners

Writing — Average

Content
Students’ writing includes short expressions of rehearsed language related to personal information, introducing family members, pets, friends, interests, etc., with little elaboration. Students write approximately 30 characters, or five sentences, usually with access to word lists.

Vocabulary
Vocabulary includes highly familiar subject matter, for example, personal information (e.g. name and age, about self, family, and friends), using numbers (age), identifying animals (pets), etc., relying on word lists or topic-specific vocabulary lists available for particular tasks.

Characters
Character writing displays weaknesses in accuracy and neatness; characters are not well proportioned, with strokes often appearing to be inaccurate in order or direction, or characters incomplete with strokes omitted. Characters with complex, low-frequency components may cause difficulties, for example, 友善 (lack of clarity in strokes in the top component), 我有十几条鱼 (error in top component). Students’ writing generally relies on word lists or stimulus texts for support. When writing on squared paper, paragraph indents or spacing for punctuation are seldom evident.

Students occasionally write in pinyin or some combination of characters, pinyin, and English, depending on the availability of textual supports (e.g. ‘我周末喜欢做 dance’). Students are unfamiliar with the use of squared paper for writing. They lack awareness of character spacing, often dividing a compound character into two distinct parts, or combining two characters in one square, for example, 姐姐 written in one square, or 妈 presented as 女 and 马 in two squares when using squared paper. When writing in pinyin students tend to create a longer response as they are less restricted by the complexities of character recall or writing. Pinyin writing does not generally include tone marks.

Forms and Structures
Writing contains simple ideas expressed in a series of individual sentences or phrases. Sentence patterns are often drawn directly from stimulus texts or questions. Students use verbs of identification (is/am/are 是), possession (have/has 有), and preference (like 喜欢) in rehearsed phrases. They employ personal pronouns and the plural suffix 和 connect lists of items or activities using 和 (and), which may be overused (e.g. 我有二姐姐和 一妈妈和 爸爸). Errors may reflect English expression or word order, for example, 我十二 (岁), adjective phrases containing the verb is (to be) rather than the adverb 很 (very), for example, 我的家是大，我家是小, number phrases expressed without the measure word, or without the counting word for two, 两 (e.g. 我有二姐姐和 一妈妈和 爸爸). Errors may occur because of lack of knowledge of appropriate structures when trying to extend information, for example, 我的朋友有棕色（的）猫, or failing to convert a question into a statement effectively when referring to stimulus questions (e.g. 我几岁十二).

Discourse
Students’ writing generally comprises a series of isolated sentences, with a new idea or sentence introduced on a new line. Sentences generally contain only a single idea or a list of items. There is little evidence or awareness of the text type or paragraphing.
**Descriptions of Student Achievement**

**Year 6/7 Second Language Learners**

**Oral — High**

**Content**

Students ask and respond to questions about self, family, and friends related to their name, age, nationality, and family relationships, and provide details about pets and animals (including zodiac signs), sports, and interests. Topics may extend to more specific areas such as clothing and colours, food and health, weather and seasons, shopping and money, time and routine. Students exchange greetings, use formal titles in classroom contexts (e.g. 张老师), and engage in limited classroom dialogues involving rehearsed exchanges with teachers or peers.

**Vocabulary**

Students use high-frequency vocabulary to provide personal information or to share facts about family members, pets, sports, interests, etc. They use vocabulary related to recent learning experiences, or items of personal interest such as parents’ occupations, food types (e.g. 我不喜欢炒面), and zodiac animals (e.g. 我属虎). Their use of verbs includes verbs of identification (是) or existence (有) and some verbs associated with a particular sport (踢/打) and daily routine. Modal verbs are used in key phrases (e.g. 我会说汉语). They use numbers in counting, time phrases, and prices, applying the base-ten system (including the words for 10, 100, and zero (零)), and use measure words for a limited range of objects. Common adjectives and colours are used to describe everyday items or the body (e.g. 长 long, 小 small, 少 few, 好看 pretty), extending beyond positive and negative adverbs, and to express more qualified degrees using 不太, 非常和最. They use a range of question words in rehearsed conversation as appropriate (e.g. 什么, 哪儿, 几, 多少, 谁). Conjunctions are limited to 和 and 因为.

**Forms and Structures**

Students speak in short phrases using simple subject-verb-object structures in response to familiar questions and subject matter, for example, related to self, family, or pets (e.g. 我家有五个人, 我爸爸, 妈妈, 两个妹妹和我). They ask and answer questions using a range of familiar question words 谁, 什么, 几, 多少, 哪和 using the question particle 吗. They use simple, factual sentences in response to questions (e.g. 我十二岁; 有, or 喜欢), including negative forms (e.g. 没有, 不喜欢). They use personal pronouns to talk about others and use demonstrative pronouns to refer to objects or people. They apply number-measure phrases in familiar sentence patterns (e.g. 两个妹妹), or in relation to time, price, or date, but often omit the measure or overuse the general measure. They provide basic reasons for opinions in response to follow up ‘why’ questions using 因为 (e.g. 我喜欢我的学校, 因为我喜欢老师, 因为我有好朋友). They use 和 to link ideas in a phrase or when listing items (e.g. 我喜欢打网球和踢足球).

**Fluency**

Students ask questions and respond to share personal information using well-rehearsed, familiar structures and subject matter. Follow-up questions and enquiries that require an unexpected response result in shorter, more uncertain responses that may contain simple phrases or single words.

**Intelligibility**

Students display awareness of pronunciation and tone but are not always able to apply them effectively in conversation.
Rehearsed or familiar content is intelligible, with most syllables pronounced correctly with evidence of some tone discrimination of keywords (màma/bāba/aodāliyà, etc.).

**Comprehension**

Students comprehend questions and statements relating to familiar subject matter, including when some elaboration or extra information is added (e.g. “你今年几岁?”), or when the question is not anticipated (e.g. 你喜欢学中文吗?；你喜欢你的学校吗?). The repeated verb form of questioning is not readily understood (e.g. 你有没有姐姐?).

**Communication Strategies**

Students actively provide personal information in classroom interactions using their available resources. In group situations, when engaging with new contexts or sentence patterns, students actively listen to the responses of more proficient students and apply these ideas in preparing their own personal response.

**Discourse**

Not apparent at this level.

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**Year 6/7 Second Language Learners**

**Oral — Average**

**Content**

Students ask and respond to routine, familiar questions about self, family, and friends that require rehearsed factual information. They state their name, age, and nationality, describe their family, and provide some personal information about pets and animals, sports and interests, and school life. Topics may extend to more specific areas such as clothing and colours, food and shopping, and health and the body.

**Vocabulary**

Students’ vocabulary includes high-frequency items related to sharing personal information, family kinship terms, names of animals, clothing, body parts, classroom items, sports, hobbies, and routine activities generally presented in rehearsed chunks. They use greetings and formal titles, especially for addressing the teacher, in regular classroom routines (e.g. 张老师，您好). Students occasionally use keywords related to their own personal world, for example, 新西兰 (New Zealand). They use verbs of identification 是, ownership 有, or preference 喜欢, and verbs associated with sports, hobbies, and routines. They use numbers for purposes such as stating the time and date, price, and for counting, with measure words generally restricted to the generic 个. Adjectives and descriptive words are restricted to general characteristics such as big, small, long, short, or good, used with simple positive and negative adverbs 很 and 不. Personal and demonstrative pronouns are used effectively. They use high-frequency question words such as 什么, 谁, 几, 多少 when asking about the name, age, activity, or numbers of items, along with the question particle 吗 to confirm specific facts.
**Forms and Structures**

Students’ language use relies upon keywords or rehearsed phrases containing short verb, verb-object phrases or a familiar rehearsed sentence pattern (e.g. 我是澳大利亚人).

When more than one item of information is required, responses rely on listing, often without verbs or connectives, unless the phrase is familiar or well rehearsed. The ability to manipulate linguistic forms or deal with unfamiliar sentence structures or topic areas is limited. Attempts at formulating their own responses generally display English sentence patterns, or confused word order, for example, 十五四岁 (54岁), or omission of the verb (e.g. 我老师... 徐老师, or the measure word 二...姐姐).

**Fluency**

Rehearsed sentence patterns are offered spontaneously in response to specific questions. Other responses are slow and hesitant.

**Intelligibility**

Responses are intelligible in the context of well-rehearsed question formats. Students seldom display awareness of tone in their speech. Errors occur regularly in tone (e.g. 爸爸 bābā, bàbā; 妈妈 māmā, màmā; 新西兰 xīnxīlán). Students’ ability to pronounce syllables that do not follow expected English symbol–sound correspondences is often variable, for example, 请 (qǐng), 吃 (chī), 中文 (zhōngwén).

**Comprehension**

Student’s interactions rely on high-frequency question patterns and familiar personal information. They comprehend short questions and statements relating to familiar subject matter. Comprehension is restricted when familiar question patterns contain additional information, or when the phrasing of a question is different from what was expected (e.g. 他们是谁? instead of 你家有什么人?). Students regularly require rephrasing, examples, or translation, in order to understand the question and to be able to respond with formulaic answers (e.g. stating what sport they like).

**Communication Strategies**

Students collaborate with each other in determining the meaning of questions, often relying on the content and structures employed by classmates to respond, inserting their own keyword (name, age, sport, etc.), for example, 我喜欢猫： 我喜欢鱼.

**Discourse**

Not apparent at this level.
Year 6/7 Second Language Learners

Reading — High

Content

Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment (e.g. food preferences, shopping, clothing).

Texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g. food, restaurant), greeting cards, or public information (e.g. public signs, place names, instructions, or labels), and messages relating to cultural events (e.g. Spring festival).

Texts are generally less than 50 characters in length. Texts may be longer if information is to be processed selectively, or if sufficient support is available (e.g. from word lists) or if the text is presented in pinyin. Texts containing new or low-frequency character items are generally glossed in pinyin.

Knowledge of Linguistic Forms

Students regularly engage with texts specifically developed for particular themes and topics that contain familiar, high-frequency vocabulary in simple sentence patterns, (e.g. simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是, 有, 在), modal verbs, action-object phrases (e.g. sports, daily routines, hobbies, and interests), question words (e.g. 谁, 什么, 哪儿, 几, 多少), pronouns (personal, demonstrative), adjectives including colours (e.g. good, 好, 大, 小, 多, 好看, 可爱, 好吃), Time words include dates, days of the week, clock time, and specific time words (e.g. 今天, 明天). Tense markers may include adverbs (e.g. 已经 for the past) and modal verbs for future intention (e.g. 要, 想). Conjunctions include simple connectives, for example, 和 (and) and the conjunction 因为 (because).

Task Requirements/Processing

Students analyse and interpret the sound and meaning of individual characters and words presented in Chinese characters. They recognise individual characters, both basic and compound, including differentiating between similar forms (e.g. 不, 木). They identify high-frequency components in characters in order to infer their sound or meaning. They select from options and transcribe keywords in pinyin to complete sentences or phrases containing familiar information or to caption images or objects. They recognise greetings, polite phrases (thanks, apology, for example, 谢谢!), and simple questions and respond appropriately. They select a noun or verb phrase from options to complete a sentence, for example, 我爸爸喜欢打 ... a) 牛奶 b) 篮球. They identify questions and make changes in word order to create affirmative or negative statements.
Descriptions of Student Achievement

Students complete sentences presented in pinyin or characters containing key points of information, for example, particular time, place, participant, activity, or event with their own preferences. They read short phrases (e.g. 我的汉语老师 ...) and create their own responses, generally with the assistance of word lists. Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question they offer a possible answer based on their own knowledge or experience, in either the affirmative or negative case (e.g. 你的汉语老师是谁?).

Year 6/7 Second Language Learners

Reading — Average

Content

Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure, and recreation, lifestyles and their immediate environment (e.g. food preferences, shopping, clothing).

Some short texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g. food, restaurant), greeting cards, or public information (e.g. public signs, place names, instructions, or labels), and messages relating to cultural events (e.g. Spring festival). Texts are generally less than 50 characters in length and are generally glossed in pinyin. Texts may be longer if information is to be processed selectively, or if appropriate support is available (e.g. from word lists) or if texts are presented in pinyin.

Knowledge of Linguistic Forms

Students regularly engage with texts specifically developed for particular themes and topics that contain only familiar, high-frequency vocabulary in simple sentence patterns (e.g. simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是，有，在，喜欢), modal verbs, action-object phrases (e.g. sports, daily routines, hobbies, and interests), question words (e.g. 谁，什么，哪儿，几，多少), pronouns (personal, demonstrative), adjectives (e.g. 好, 大, 小, 多, 好看, 可爱, 好吃), and colour words. Time words include dates, days of the week, clock time, and specific time words (e.g. 今天, 明天).

Task Requirements/Processing

Students attempt to identify the sound and meaning of individual characters and words. They recognise a limited range of individual characters but may find it difficult to differentiate between related forms (e.g. 妈 - 吗).
They translate simple subject-verb-object sentences presented in pinyin (e.g. wcs de péngyǒu kàn shū) or in characters (e.g. 我喜欢学习汉语). They recognise greetings and simple polite phrases (thanks, apology) and write an appropriate response in pinyin (e.g. nǐ hǎo ma?). They identify questions and make changes in word order to create affirmative or negative statements. They select keywords (e.g. a noun or verb phrase) from options to complete sentences or phrases containing familiar information or to caption images or objects presented in pinyin or to complete a sentence (e.g. wcs méitiān wǎnshàng hěn hào kàn bǐ kàn diànsī). They complete sentences containing key points of information (e.g. particular time, place, participant, activity, or event) with their own preferences. They read aloud sentences in pinyin and state the meaning of the sentence in English (e.g. wcs de lǎoshī shí zhōngguórénn). If it is a question they offer a possible answer based on their own knowledge or experience (e.g. nǐ jià yōu shéngme dōngwù?). Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items. They read texts in characters and identify individual characters and words and suggest the meaning and purpose of the overall text.

Year 6/7 Background Language Learners

Writing — High

Content

Students’ writing includes a wide range of information related to their personal lives, extending beyond personal details and information about their family and friends to include information about their home life, leisure interests, sports, etc. Their writing reflects features of their Chinese identity as home users of Chinese, and their relationship to Chinese language and culture (e.g. 我周末喜欢去中文学校).

They elaborate their writing to express feelings and opinions, and qualify their information using coordinating conjunctions, for example, but (但是)(e.g. 我的房子很大，有一个游泳池。但是太脏了，所以不能游泳)。Students write texts of 100 to 150 characters (five to eight sentences) in length without support.

Vocabulary

Students use a wide range of vocabulary to communicate ideas about themselves, their family, and friends, and to describe personal activities and experiences, such as playing the piano (钢琴), reading (阅读), and playing computer games (玩电脑游戏). They use a range of adjectives (e.g.困难，聪明), which are incorporated into sentences (e.g. 我周末喜欢弹钢琴；他喜欢煮菜给kè人吃).

Characters

Characters are generally well formed and accurate, with correct structure, balance, and proportion within each square. The quality of character writing reflects long-term attention to literacy development in their Chinese learning, with a neatness and fluency, or personality in their writing, reflecting frequent use for personal communicative needs.
Descriptions of Student Achievement

Writing is generally presented with appropriate use of squared paper and appropriate spaces for punctuation.

**Forms and Structures**

Students’ expression is simple and effective displaying control of basic sentence structures and sentences often containing more than one idea (e.g. 我的爱好是玩 运动, 跟动物玩和跟我的朋友玩). Forms of expression are natural, though often reflecting oral sentence patterns, with ellipsis used to connect ideas in a simple, effective manner. Verb structures are generally simple though students occasionally use verb complements and verb negation.

A range of structures are used to provide specific details and to elaborate the message, including time phrases and relative time clauses (e.g. 有困难的时候), prepositions (跟, 给), adjectives (e.g. 不大也不小), adverbs of scope and degree (e.g. 我很喜欢吃冰淇淋), relative clauses (e.g. 我的很好的朋友是...), specifiers and attributive clauses (e.g. 每个人有不同的爱好), and indefinite pronouns (e.g. 什么宠物都没有).

Within sentences information is sequenced using a range of coordinating conjunctions including 可是, 但是, 或者 (e.g. 可是 (是) 很多是网友), and occasionally subordinating conjunctions using 因为 (because). More complex constructions are occasionally employed, for example, except/besides (除了), though use is not always accurate, reflecting English word order, for example, 他们都是中国的除了 [name].

**Discourse**

Students write for a range of purposes and audiences presenting simple narratives and descriptions about their personal world in paragraphs.

There is a sense of overall coherence, and some awareness of text type and recognition of audience.

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**Year 6/7 Background Language Learners**

**Writing — Average**

**Content**

Students’ writing includes a range of topics of personal interest, such as factual information related to themselves, family members, and friends, as well as descriptions of interests and activities and their home. Students write texts of more than 50 characters, or five sentences in length.

**Vocabulary**

Students provide detailed information about personal topics using a range of high-frequency words and some specialised vocabulary (e.g. 手指, 体育, 健康, 鸭肉, 奶奶) related to their personal world.
Characters

Students write in characters that are generally well formed and accurate, with evidence of attention to balance and proportion of components and correct stroke number and sequence within each character. The quality of writing varies considerably, with some writing reflecting a lack of familiarity with character construction and a reliance on word lists in order to produce texts in characters. Students occasionally lack awareness of character spacing, with characters divided between squares (e.g. 睛 presented as 目 and 垂 in two squares), or characters presented as a simple assemblage of strokes, without evidence of stroke order or direction. They occasionally use pinyin for some keywords, for example, ti z(h)uqiu (play football) or for single characters that they cannot recall. Overall, use of pinyin is limited. When writing on squared paper paragraph indents are used and punctuation is usually allocated a square space, often using English rather than Chinese protocols for the (顿号) comma and the size and location of the full stop.

Forms and Structures

Students use basic sentence patterns (verb-object and adjectival phrases) containing a single idea effectively (e.g.我喜欢打篮球) with some attempt to elaborate ideas by including expressions for time (我今年十岁), and number–measure clauses (e.g.我有一个弟弟).

They use the particle 了 to indicate past events or duration (e.g.我来澳洲十年了), and prepositional phrases (对, 跟, 给) to indicate participants in or direction of an action. They use the verb 是 (to be) at times inappropriately with adjectival and number phrases (e.g.我是十岁; 我的家是很大). Time phrases sometimes reflect English word order (e.g.我游泳每星期五).

Discourse

Students write in a paragraph with ideas and information connected and sequenced, and evidence of text type and recognition of audience. Text formatting is usually evident in paragraphing.

Year 6/7 Background Language Learners

Oral — High

Content

Students share information about a wide range of personal topics including home life, school life, and leisure time. They discuss topics of interest including preferred sports and activities on the weekend, interests shared with friends, and daily routines. They provide additional detail relating to time, place, and participants involved when requested. They talk about their linguistic and cultural identity, that is, languages used among family members, aspects of their family background such as details about their parents’ country of origin, their home life, and Chinese community school experience.
Descriptions of Student Achievement

**Vocabulary**

Students’ communication reflects their range of language experiences, including their Chinese language learning experiences and their relationships within the Chinese community. Their vocabulary choices reflect their daily communication needs. They give specific details of their experiences and elaborate their meanings with terms for, for example, relatives (双胞胎弟弟, 奶奶, sports 羽毛球, places 在广州附近). They explain a range of daily activities and use modal verbs when talking about obligation, necessity, ability, desire, or intention. They readily use pronouns to refer to people and things in conversation, and use numbers in a range of contexts such as time phrases and prices, population, and counting, using specific measure words for different objects. They describe everyday items using appropriate adjectives and express more nuanced meanings using a range of adverbs of scope and degree, frequency, etc. They provide some evaluative or reflective responses when asked for opinions about their own world, including school life, Saturday school, or their use of Chinese.

**Forms and Structures**

Students use succinct structured expressions and respond to further requests for elaboration with little hesitation. They display complex use of language in their organisation of ideas, incorporating information relating to time, place, manner, and participants in activities into their sentences, using possessive, attributive, or prepositional clauses. They use a range of conjunctions (e.g. 但是, 可是, 和) as appropriate to link ideas in a phrase, or within a sentence, and provide reasons for opinions or actions using 因为. They place events in time and express the past and future tense using appropriate tense markers. They use verb complements to describe the direction, result, or potential of an action or event.

**Fluency**

Students are eager to talk, and readily converse in Chinese with others. They engage in conversation in a natural, confident manner reflecting home and daily use of the language. Responses are generally presented at natural pace with few hesitations for thinking time or for composing ideas.

**Intelligibility**

Pronunciation and tones are generally accurate with some evidence of home dialects (e.g. Cantonese), but this does not impede intelligibility.

**Comprehension**

Students respond readily to questions asked at natural speeds that contain complex information, for example, location attributives (e.g. 坐在你旁边的/对面的是谁), or requests to offer suggestions 你猜他几岁?

**Communication Strategies**

Students manage a range of questions and negotiate meaning effectively, reflecting a natural interactional style with little need for compensatory strategies to cope with lack of comprehension. They code switch readily to maintain the flow of conversation, inserting English words for naming local places or technology (e.g. iPhone).

**Discourse**

Students respond in short phrases and occasional extended or detailed responses with conjunctions used effectively to coordinate the message. The students are active conversational partners, displaying familiarity with turn-taking routines and the use of conversation fillers and gestures.
They are willing to use English if necessary in order to maintain the flow of conversation.

Year 6/7 Background Language Learners

Oral — Average

Content
Students ask and respond to questions about self, family and friends, home life, school life, and leisure time. They provide details about their name, age, nationality, family relationships, sports and interests, clothing and colours, food and health, weather and seasons, shopping and money, and time and routine. They provide additional personal information about their family background, extended family, languages used at home, and aspects of their Chinese language experience and cultural activities.

Vocabulary
Students use a range of vocabulary reflecting their daily communication needs. They share details of their daily experiences, using specific terms for activities, sports, etc., and use modal verbs when talking about necessity, ability, or intention. They use pronouns to refer to people and things, and use numbers in a range of contexts such as time phrases and prices, population, and counting, using specific measure words for different objects. They describe everyday items using appropriate adjectives and express more qualified meanings using adverbs of scope, degree, frequency, etc. They provide some evaluative or reflective responses when asked opinions about their own world, including school life, Saturday school, or their use of Chinese.

Forms and Structures
Students respond using short phrases with little complexity in structure or organisation of ideas. Additional information relating to time, place, or participants in activities is provided when requested using a single phrase. Preferences and opinions are often presented as confirmations or affirmations using a single-word response. They apply number–measure phrases when referring to numbers of things, and in relation to time, price, or date. Occasional errors occur in the overuse of basic terms (e.g. 他没做东西), or in confusing similar sounding or related terms (e.g. 我最喜欢动物运动是羽毛球).

Fluency
Students engage in everyday conversation with responses presented at a natural pace when dealing with familiar situations. Thinking time, hesitations, and some false starts occur when information requested is more complex or relates to unfamiliar domains.

Intelligibility
Students’ pronunciation and tone are generally accurate, with some weaknesses in intonation and rhythm when dealing with an unfamiliar interlocutor or unfamiliar question or subject matter. Evidence of dialect (e.g. Cantonese) is common, but does not impede intelligibility.

Comprehension
Students comprehend familiar questions spoken at natural speed, but comprehension is limited when questions contain complex information or requests for additional information.
Communication Strategies

Students use their bilingual resources to manage the interaction. English words are inserted regularly and students do not feel it necessary to use only Chinese to interact. When the question is not fully understood, students may request clarification using simple questions in Chinese, or seek confirmation of the meaning of keywords in English.

Discourse

Students’ responses are short with occasional extended or detailed responses, with conjunctions used effectively to coordinate the message. The students are generally passive conversational partners, awaiting requests from the interlocutor before sharing information.

Year 6/7 Background Language Learners

Reading — High

Content

Students regularly engage with pedagogic texts designed to focus on a particular topic relating to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment. They read authentic texts including children’s readers, comics, advertisements or posters, personal messages, or public information (e.g. public signs, place names, instructions, or labels) and texts related to cultural events (e.g. Spring Festival). The length of texts depends on the nature of language and content included, but texts may be longer if sufficient support is available (e.g. from word lists or bilingual dictionaries).

Knowledge of Linguistic Forms

Students regularly engage with texts containing new information or vocabulary. Texts may contain information relating to activities or routines, or be dialogues involving a sequence of questions and answers, or be descriptions of people, objects, places, or events. Students comprehend texts containing a range of verbs and action-object phrases (e.g. sports, daily routines, hobbies, and interests), adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

Task Requirements/Processing

Students read sentences and short texts containing high-frequency characters without difficulty. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question, they answer based on their own knowledge or experience (e.g. 你的汉语老师是谁?). They select from choices or lists to complete sentences or phrases containing familiar information or to caption images or objects, providing key points of information (e.g. particular time, place, participant, activity, or event).

They move flexibly between pinyin and characters, selecting sentences to match to pictures of activities (e.g. 有一个学生坐在窗台上向外看). Engagement with extended authentic texts includes extracting specific items of information, often relying on contextual clues or visual support, as well as word lists for low-frequency items. They can process texts containing unfamiliar characters and recognise when texts are presented in traditional (full) form.
Year 6/7 Background Language Learners

Reading — Average

Content
Students engage with pedagogic texts designed to focus on a particular topic relating to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment, presented with supports. Content includes information related to aspects of daily routine, for example, home and school routines, sports and leisure activities, food choices, clothing, shopping. Students read a range of authentic material such as advertisements or posters, personal messages, public information (e.g. public signs, place names, instructions, or labels), and texts related to cultural events (e.g. Spring Festival). Texts may be longer if sufficient support is available (using word lists or dictionaries).

Knowledge of Linguistic Forms
Students regularly engage with texts that contain mostly known characters and familiar words but contain some new information. Texts may contain information relating to activities or routines, or include dialogues involving a sequence of questions and answers, or descriptions of people, objects, places, or events. Students comprehend texts containing number phrases, modal verbs, and action-object phrases, adjectival phrases, time words, and tense indicators for the past, present, and future, and a range of prepositions and conjunctions.

Task Requirements/Processing
Students identify the sound and meaning of individual characters and words in order to map the character or word onto their oral vocabulary. They recognise greetings and simple questions and respond appropriately creating affirmative or negative statements. They read aloud sentences in characters (e.g. 我的衣服是红色的) and state the meaning of the sentence in English. If it is a question, they answer based on their own knowledge or experience (e.g. 你的汉语老师是谁?). They complete sentences by providing key points of information (e.g. particular time, place, participant, activity, or event) based on their own preferences. They read short phrases (e.g. 我的汉语老师…) and create their own responses, and select noun or verb phrases from options to complete a sentence (e.g. 我爸爸喜欢打 a) 牛奶  b) 篮球). They select sentences in pinyin to match to pictures of activities, and can selectively choose sentences in characters to match to pictures based on the presence of key characters, that is, number or verb (e.g. 有一个学生在地板上玩). Engagement with extended authentic texts includes extracting specific items of information, often relying on contextual clues or visual support, as well as word lists for low-frequency items. Students’ oral language extends beyond their reading ability, but once a character has been identified (i.e. from a word list) they are able to recognise and apply that new learning readily.
Second Language Learners

Writing — High

Content

Students present information as narratives, descriptions, and recounts related to their personal, social, and educational world. They present details about family members and friends, their home (e.g. address, features of their house), their interests, leisure activities (e.g. sports, hobbies), and their school life, (timetable and subjects, etc.). They relay information about topics of interest, for example, health and fitness, shopping and fashion, popular culture, and travel and tourism, including details about, for example, places and weather. They provide reasons for opinions and preferences. Students write texts of 120 characters (eight to twelve sentences) in length without support.

Vocabulary

Students employ a range of high-frequency vocabulary related to particular themes and topics to describe people, places, and events, and to express and justify opinions. Students use some specific vocabulary related to their own personal experience, for example, terms for sports and interests 弹钢琴, 功夫, 武术, music 摇滚乐, TV and film 爱情片, 电视迷, and a range of adjectives to describe their opinions, emotions, or impressions of people and events (e.g. 漂亮, 高兴, 美丽, 有意思, 有趣, 紧张).

Characters

Characters are written with considerable variability in terms of neatness and legibility. Individual characters may contain inaccuracies but are generally recognisable. Character components or strokes are occasionally inaccurate or confused, or omitted (e.g. writing 字 for 学, 句 for 可), omitting the radical by writing 召 for 绍, or substituting one familiar character for another (e.g. 生目 instead of 生日). Pinyin is occasionally used for complex or low-frequency characters (e.g. 电 ying (影), qing (情) 况, shu (数 学). English is often used for proper nouns to name a school, city, or person. Squared paper is generally used effectively with each character allocated a square, indenting two spaces for a paragraph, and allocating a single square for punctuation.

Forms and Structures

Students use basic Chinese word order consistently, with a range of verb-object and adjectival predicates, adverbial constructions of time and prepositional phrases used to describe time, location, or participants in events. Number–measure phrases are used effectively, especially when referring to familiar subject matter. A range of modal verbs are used to express possibility or intention (e.g. 可以, 要, 会, 应该). Students express past tense using, for example, 了, time phrases, adverbs of frequency, for example, 有时候. Prepositional phrases using 跟, 从, 对, etc., are used to describe or elaborate on preferences, participants, time, or place (e.g. 我对音乐感兴趣). Students provide additional details using more complex structures such as attributive or relative clauses (e.g. 我最喜欢的课也是中文), or comparisons using 比, and 跟一样 (e.g. 他的功夫比我的好, 我的功夫和他的一样, 你的学校比我的大). Information is presented using coordinating conjunctions (e.g. 和, 但是, and 又... 又...) to link ideas, adverbs 也, 都 to describe the range of participants or actions, and subordinating conjunctions (e.g. 因为 ...) to relate ideas, or justify opinions and reasons (e.g. 我喜欢科学因为很有意思).
Errors occasionally occur because of an overextension of a word (or character) meaning, for example, ideas related to future aspirations are often expressed as 我想, rather than 我希望.

Students occasionally use English word order (e.g. placement of time 我们上课九点和下课三点半) and overuse the verb to be (是) with adjectives and number phrases (e.g. 我是十六岁).

**Discourse**

Students organise ideas into single paragraphs with each topic addressed in one or two sentences. Students display awareness of the audience by providing appropriate greetings/salutations and closures to correspondence, making enquiries using 什么 or 为什么, and occasionally asking questions in response to statements (e.g. 为什么你喜欢这个?).

**Year 10 Second Language Learners**

**Writing — Average**

**Content**

Students convey information related to their immediate, personal world including self-introductions, details about family members, friends, personal interests (likes/dislikes), school subjects, and year level. The information is typically presented using high-frequency vocabulary in rehearsed patterns and phrases. Responses are typically about 100 characters or six to ten sentences in length without support.

**Vocabulary**

Students use vocabulary that is relevant but not sophisticated, relying on high-frequency items to express familiar ideas, with frequent repetition of familiar verbs (e.g. 是/有/喜欢). They use high-frequency nouns to refer to activities, often without verbs (e.g. ... 我喜欢音乐, 足球). Elaboration involves simple descriptions in rehearsed phrases, using adjectives related to appearance, colour, shape, etc. Vocabulary choices are often supported by the use of dictionaries and word lists to allow students to communicate their personal ideas. Limited dictionary skills result in occasional inappropriate selection of words, for example, confusion between noun and verb forms (e.g. 戏剧排演 for ‘drama rehearsal’).

**Characters**

Students write characters that are legible, but may display a range of inaccuracies in strokes, components, or overall balance and proportion. Errors include missing or confused components and strokes, for example, the □ component missing or transposed from 和, or writing 星 for 生, and 他 for 也. Students occasionally lack awareness of character spacing, dividing a compound character into two distinct parts (e.g. 的 being split into two squares on squared paper). Pinyin is sometimes used with the tone mark often absent or the word misspelt, for example, ‘go’ for gōu (狗). English use is generally restricted to proper nouns, names of states, cities, or personal names. When writing on squared paper, the use of indents at the beginning of paragraphs and the provision of one square for punctuation are generally absent.
**Forms and Structures**

Students use basic sentence structures containing well-rehearsed phrases. At the sentence level information is presented as one key idea per sentence with minimal linking. Attempts at expressing more complex ideas are generally presented in learnt chunks or drawn from stimulus texts. Noun phrases are occasionally elaborated with relative or attributive clauses. Familiar, high-frequency verbs are used regularly (e.g. 是, 有, 喜欢), with simple negations (e.g. 不喜欢). Adjectives are occasionally used to describe people, places, or events. Numbers are used to state age, data, time, and counting with measure words generally limited to 个. Adverbial (time) or prepositional (participant + place) phrases using 跟, or 在 are used, often in rehearsed phrases (e.g. 每周末我跟爸爸一起去山, 在山我们骑自行车; 气温在二十五度左右). Modal verbs are used to express intention or offer advice (e.g. 我应该带衬衫...). Ideas are often linked without connectives (e.g. 我不喜欢英语, 是很难), or using 和 between nouns and 也 between actions/adjectives (e.g. 我喜欢音乐和足球. ; 我也喜欢看电视). Justification or reasons are provided using 因为 for likes/dislikes. Errors are evident in the overuse of the verb ‘to be’, (e.g. 我是十五岁，他是很胖，天气是暖和) and in the use of the possessive particle 的 (e.g. 我的十六岁).

**Discourse**

Paragraphs are short, often one or two sentences per topic. Recognition of audience is limited, with information presented as a series of factual statements on a range of topics.

**Year 10 Second Language Learners**

**Oral — High**

**Content**

Students engage in conversation about a range of topics related to their personal, social, and educational world. They exchange personal information, details about their family members and friends, their home life and daily routine, leisure interests and activities, school life, travel and holiday experiences, and plans related to their future study and careers. They talk about specific topics including food culture, describing physical features and health issues, and they engage in dialogues related to everyday experiences and routines. They express opinions, including sporting, leisure, and food preferences; and express opinions about learning Chinese (e.g. difficulties they face).

**Vocabulary**

Students provide detailed information about themselves including their age, birthplace or nationality, family members, occupations of parents, and where they live. They talk about friends, describing their personalities or qualities, common interests they share, and activities they do together. They specify their personal interests or hobbies, including sports (e.g. martial arts, cricket), music, reading and TV interests or preferences.

They talk about their school life, providing details about their year level, school subjects, and their Chinese studies in particular. They express opinions on their relationships with siblings or family members and give reasons for their interests, likes, and dislikes. They provide explanations about why they like something (e.g. a specific subject, or teacher, or place to visit).
They talk about shopping and fashion, prices, and products, including the quality and quantities of goods.

**Forms and Structures**

Students’ knowledge of basic structures, subject-verb-object, adverbial + adjectival phrases, modal verbs, and prepositions of time and place, is sound and is applied readily in their communication. They attempt to use a range of structures to express ideas in different ways. Elaborations or explanations are often presented as a sequence of phrase-level statements, rather than being incorporated into a more cohesive construction. They use a range of measure words effectively, naturally connecting items and measures in their conversation. They express time and dates, and place events in time, identifying past experiences and future plans using specific time words, and sequence events using temporal markers (e.g. 十五岁 shíwǔsuì not shíwǔshúi; 篮球 lànqiú not lánqiú).

**Fluency**

Students’ responses are fluent when responding to a familiar topic but more hesitant when formulating responses on less familiar topics (e.g. personal characteristics of a friend).

**Intelligibility**

Students’ talk is intelligible, with minor errors in pronunciation (e.g. suǒ for 说; chù for 去; yīnyǔ for 英语). Students display awareness of tone, but once under pressure to communicate an idea or to structure a message in a particular way, tone discrimination may be less evident. Overemphasis on certain syllables may interfere with tone (e.g. 十五岁 shíwǔsuì not shíwǔshúi; 篮球 lànqiú not lánqiú).

**Comprehension**

Students interact and readily maintain the flow of conversation, though they sometimes need an example to help them to understand a complex question (e.g. 毕业以后你打算做什么? ... 想不想上大学?).

Students use thinking time to process information or ask for questions to be repeated before responding to questions when unfamiliar, low-frequency words are used (e.g. 发达, or 毕业).

**Communication Strategies**

Students engage directly with the interlocutor to maintain the conversation, and request clarification in Chinese to check for meaning when not understanding the question (e.g. ‘打算’ 是什么? ). They use words from the question (e.g. 在学校？), or repeat a question word to check the interlocutor’s intention. When dealing with complex subject matter students rephrase using simpler language (e.g. 爸爸做连衣裙 if unable to express 在服装公司工作). English words are inserted naturally for place names (e.g. San Francisco, Yale).

**Discourse**

Interaction is enhanced by students’ willingness to express personal ideas, overcoming initial false starts and any lack of comprehension with detailed responses wherever possible. Students use Chinese to express any lack of comprehension or to request repetition and maintain the flow of conversation, using a range of fillers and conjunctions to coordinate and add coherence to their message.
Year 10 Second Language Learners

Oral — Average

Content
Students engage in conversation to share information about themselves and their personal world. They exchange personal information and facts about their family and their friends. They talk about their favourite activities and interests, including preferred sports, and about school, their year level, and favourite subjects. Attempts to talk about more specialised topics (e.g. travel, holidays, Chinese culture) are restricted by limitations in vocabulary.

Vocabulary
Students use high-frequency vocabulary to talk about their personal world, providing factual information about themselves and family members, including their age and occupations. They talk about friends, identifying a particular quality (why they like a person), common interests they share, and activities they do together. They identify personal interests or hobbies, including sports (e.g. 骑自行车, 看书, 玩电脑, 打篮球). They talk about their school life (e.g. their year level and preferred school subjects). They express simple opinions about their studies, including Chinese, about sports and interests, and other routine activities.

Forms and Structures
Students use basic sentence structures to express their ideas. They present information in single clauses, responding with keywords, for example, (I like) 游, or single words to affirm or reject a proposition (e.g. 喜). They express time and date using specific time words, and identify participants using prepositions 跟 or 和. Descriptive phrases using the adverb intensifier 很 are generally correct when presenting familiar rehearsed information. 和 is regularly used when listing items, and 因 is used to provide simple reasons.

Errors include overuse of the verb ‘to be’ (e.g. 他是四十五 ) and when attempting a spontaneous response omitting, for example, the adverb (e.g. 我有...多朋友), or sequencing information in English word order, placing the prepositional phrase at the end of the sentence (e.g. 去很多地方和朋友).

Fluency
Fluency is evident with rehearsed phrases or in response to familiar questions about, for example, self, family, friends, interests, and school. Students need time to process less familiar questions and generally respond with single words or short phrases (e.g. Q: 你坐什么车来学校？ A: 公共汽车 ).

Intelligibility
Communication is intelligible when presenting familiar rehearsed information, but pronunciation is weaker when using unfamiliar or low-frequency words offered by the interlocutor. Some basic errors occur in tones with some high-frequency words (e.g. 姐姐 jiějiě not jiějie, 跑步 pàobù, not pāobù), and with occasional rising tones at the end of a sentence (as in English), for example, 医生 yīshēng not yǐshēng; 音 yīnyuē not yǐnyuè.

Comprehension
Students understand familiar question forms and statements containing factual information. When a keyword is changed or a question format is new, comprehension is restricted (e.g. 你今年 多大了? rather than 你今年 几岁? ).
Students rely on short positive or negative confirmations or statements containing a single idea, often relying on familiar words provided by the interlocutor in order to respond. Questions containing a low-frequency word often require simplification or rephrasing (e.g.你喜欢什么活动? requires rephrasing to 你星期六和星期天喜欢做什么?).

**Communication Strategies**

Students rely on the interlocutor’s sentence patterns in order to respond, with few attempts at an extended response. Answers are seldom elaborated, with the interlocutor using ‘why’ (为什么) questions to elicit more information, the student responding to provide simple reasons (e.g. Q: 你喜欢学中文吗？A: 喜欢。Q: 为什么？A: 我喜欢中国文化).

Comprehension often depends on English intervention to support the interaction. Students use English to confirm unfamiliar questions or words, for example, ‘Does that mean...?’ or to make a request for repetition, for example, ‘Can you repeat that again please?’ or ‘How do you say minutes?’ Students sometimes repeat a question to assist in understanding and formulating a response. Responses often include English for unfamiliar vocabulary when attempting to elaborate (e.g. ‘comedy 影’).

**Discourse**

The flow of interaction is restricted by limitations in students’ linguistic resources and requests for clarification. Student responses are short, generally phrase level, limited to verb-object structures, statements to confirm or reject propositions (e.g. likes and dislikes), and occasional reasons provided using 因为. Students may seek support in either English or Chinese in order to sustain the conversation.

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**Year 10 Second Language Learners**

**Reading — High**

**Content**

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young second language learners (e.g. family life, social life with friends and other people, including leisure activities and interests, home life and daily routine, and school life). They read texts presented as correspondence, narratives, or descriptions, with word lists to support unfamiliar or low-frequency vocabulary items. They read authentic texts related to their wider world, including shopping (advertisements, labels, etc.), short public notices and instructions, street and shop signs, with dictionaries or word lists for support.

**Knowledge of Linguistic Forms**

Students engage with texts presented in characters that contain mainly high-frequency vocabulary, supported by selective word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist text processing. Students comprehend subject-verb-object and subject-adjective constructions with a range of high-frequency adverbs (e.g. 很, 非常, 最, 太). They comprehend personal and demonstrative pronoun uses, possessive clauses using 的, and simple attributive phrases, for example, simple subject-verb, adjectival clauses, and prepositional phrases to describe location, or participants in an action.
Descriptions of Student Achievement

They comprehend a range of verb forms including simple verb-object constructions, simple complements of result and direction, and co-verbs to describe the manner or direction of an action.

They comprehend time markers, especially clock time, day and date, including time sequences using, for example, 以前, 以后, 的时候; and tense markers, for example, past 了, 已经, present 现在, 正在, and future 要. They understand modal verbs, for example, 可以, 要, 应该, 想. They comprehend question forms, commands, and requests.

Task Requirements/Processing

Students undertake reading tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of key vocabulary and inferring the meaning of less familiar characters and words from the context. They use contextual and visual clues especially with authentic texts, and rely on vocabulary lists and basic dictionaries to assist in character and word recognition. They rely heavily on key morphemes and use word spacing if available to assist comprehension. They comprehend individual words, and depend on familiar contextual clues to infer the overall meaning of sentences and phrases if no vocabulary list or support is available, scanning texts to locate specific items of information.

Students read a range of texts including correspondence such as letters and emails, and comprehend the nature and purpose of the text type and personal details about the author, for example, 我是一名来自上海一中的高一学生, and key information, for example, the main reason for travel 我参加了学校的交 生 目, and specific details, for example, about the weather in one season, for example, 国的十月, 是金色的秋天, 天气 凉爽宜人.

They comprehend questions and formulate responses based on their own knowledge and experiences (e.g. 我到了澳洲的 时候, 有什么好玩的地方呀？). In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text features and the presence of key high-frequency characters in the text.

They infer the meaning of phrases based on familiar characters, and relate these to options provided in English (e.g. 植树绿化, 美化环境 – ‘Plant trees and reforest, beautify the environment’; ‘Don’t litter’ - 不乱扔垃圾). They read advertisements for entertainment events, and identify some key details of the event, for example, the time, 11月23日晚六点半 南京江宁体育馆 and price, 票价：普通票 20元 贵宾区 80元, but are unable to extract much more detail from the information available, for example, the location or the reason for the difference in ticket prices.

Year 10 Second Language Learners

Reading — Average

Content:

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest (e.g. family life, social life with friends and other people, including leisure activities and interests, home life and daily routine, and school life). They read texts presented as letters, narratives, or descriptions, with word lists to support unfamiliar or low-frequency vocabulary items.
They read authentic texts related to their wider world, including shopping (advertisements, labels etc.), short public notice and instructions, street and shop signs, with dictionaries or word lists for support.

**Knowledge of Linguistic Forms**

Students engage with texts presented in characters that contain mainly high-frequency vocabulary, supported by word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist in text processing, although lack of word list support restricts overall text comprehension, even when most characters (vocabulary items) are understood. Students comprehend a range of verb forms including simple verb-object constructions and simple complements of direction and result and modal verbs (e.g. 可以, 要, 想). They comprehend subject-verb-object and subject-adjectival constructions including adverbs very, 非常, 最, 太, personal and demonstrative pronouns, and possessive clauses using 的.

They comprehend simple attributive phrases, for example, simple subject-verb, adjectival clauses, and elaborations using prepositions of time, place, and participants and co-verbs to describe the manner or direction of an action. They comprehend time markers, especially clock time, day, and date. The function of time sequence clauses using 以前, 以后, 的时候 etc., and tense markers, for example, past 了, 已经; present 正在, and future 要, 会 are not always understood well.

**Task Requirements/Processing**

Students undertake reading tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of key vocabulary and inferring the meaning of less familiar characters and words from the context. They use contextual and visual clues especially with authentic texts, and rely on vocabulary lists and basic dictionaries to assist in character and word recognition. They rely heavily on key morphemes and word spacing to assist comprehension. They comprehend individual words, and depend on contextual clues to infer the overall meaning of sentences and phrases if no vocabulary list or support is available, scanning texts to locate specific items of information.

Students read interpersonal texts such as letters and emails in characters and comprehend the nature and purpose of the text type. They comprehend personal details about the author, their age and place of residence, the date of writing, and key information, for example, the main reason for writing the letter 要去澳大利 的一个高中学 两个月, and specific details about the purpose, for example, date of travel 今年10月. They read and identify facts about, for example, school life and the timetable (e.g. 每天要上8，从早上8点，到下午5点; 在同一 教室，等着不同科目的老 来上 ), and opinions about, for example, subject preferences 我最喜 的就是化学 和中文 了. They comprehend questions and formulate brief responses based on their own knowledge and experiences.

In reading authentic texts they comprehend the nature and purpose of familiar text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text format and the presence of key high-frequency characters in the text. They attempt to infer the meaning of phrases based on high-frequency characters, and relate these to options provided in English (e.g. -热爱祖国, 热爱家乡- ‘love your country, love your family’).
Writing — High

Content

Students present a wide range of information related to their personal, social, and educational world. Topics include personal information, family life, friendships, school life, and leisure activities. They provide detailed personal information, details of family members, including family language and cultural background, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, the school timetable, and school facilities. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas. They describe features of life in Australia, such as famous scenic spots, and how they like to spend their leisure time. They make suggestions, for example, about scenic spots, give advice on weather conditions, make comparisons between experiences, places, and events. They express opinions and preferences, and explain reasons for their decisions. They put forward and justify ideas on issues of interest or concern. They write texts of more than 200 characters in length without support to achieve the aims of the task.

Vocabulary

Students’ linguistic resource is wide ranging and is used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter, and their ability to express their ideas in characters.

Students address everyday topics in detail, expressing personal ideas and describing events or activities in the past, present, and future using a range of verbs and adjectives appropriately to describe their world (e.g. 开心, 聊天, 准, 有帮助, 逛街). They use specific terms to describe people and places, and elaborate ideas using a range of expressions (e.g. for time frequencies 有, 通常, 很少) and comparisons (e.g. 就像上海一样). They express thoughts, feelings, and emotions using a variety of colloquial and idiomatic expressions to enrich their message. They use English for unfamiliar expressions or when referring to proper nouns (place names).

Characters

Students’ characters are generally neat, well formed and accurate in strokes, components, and overall proportion. They use a personal style of writing characteristic of a frequent user of the script. They seldom use pinyin; when it is used, spelling and tone are accurate (e.g. 我péi(陪)你一起去). Text formatting is applied with spaces at the beginning of each paragraph and for punctuation.

Forms and Structures

Students use a range of sentence structures with ideas expressed in a natural manner, for example, using the particle 的 for relative and attributive clauses (e.g. 在... 大的, 六 都在不同的教室). They use a range of constructions to express more detailed meanings, for example, to express duration 两个月澳洲式的生活, to make comparisons 就像上海的天气, 有一点不同, to express the extent of a situation using indefinite pronouns (e.g. 我什么 都喜欢), to describe a sequence of events or simultaneous actions using, for example, 放学以后...; 一 ... 一 ...; 在... 的...; 一 ... 就...; and to express future intention using modal verbs and adverbs (e.g. 将来, 就会), and past experience using aspect marker 过 and the tense marker 了.
They express conditionality using 如果 and 要是, and express contrast using 然...但是...和 不过, and express cause and effect using 因为, 为了...和 一... 就... They use the particle 了 or 是...的 to add emphasis (e.g. 就行了, 悉尼最好玩了).

Errors in students’ expression occasionally occur because of overgeneralisation of a rule or application of oral speech patterns in their writing.

**Discourse**

Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of the audience in greeting and closure, and engagement through direct reference to the reader in the text (e.g. 我 péi (陪) 你一起去).

**Year 10 Background Language Learners**

**Writing — Average**

**Content**

Students write about their personal, social, and educational world. Content includes information about familiar topics related to their personal world, such as a self-introduction, (name, age, etc.), and details about family, school life, friends, hobbies and interests, and travel experiences. Topics addressed include factual information about themselves, family members and friends, their personal interests, hobbies, and sporting activities.

They describe aspects of their social life and describe their good friends, their interests including film, music, and TV. They detail information about their school, subjects, and facilities, and express preferences for particular subjects and opinions about learning Chinese. The average length of writing is about 120 to 150 characters, without support.

**Vocabulary**

Students use a range of vocabulary to share information about themselves and to describe family members, friends, and hobbies. They use vocabulary such as school, home, food, and leisure activities related to everyday contexts of use with confidence. They use a wide range of action verbs and modal verbs but are less certain of vocabulary choices in unfamiliar or more abstract subject areas.

They add descriptive detail about time and place to their message and express personal opinions and preferences, for example, about qualities of places or preferred activities. They use a range of adverb intensifiers to add emphasis or to compare places and events (e.g. 那么, 最).

**Characters**

Characters are generally accurate and legible. Characters are occasionally incomplete or incorrect, with similar (or homophonic) characters employed mainly because of difficulties mapping oral language information onto appropriate print forms, for example, 看 (看) 天, 下 (夏) 天, 开时 (始). Pinyin is occasionally used to replace low-frequency or complex characters, though pinyin spelling is often incorrect and influenced by oral dialect sounds, for example, rung (让) 人开心; yinwai (因为). Pinyin or English is sometimes used for place names (e.g. Opera House).
Use of squared paper for character writing is effective in both indenting paragraphs and allocating spaces to punctuation.

**Forms and Structures**

Students’ writing reflects natural oral language patterns, with flexibility displayed in the use of a range of verbs to express activity and emotion, a range of adjectival phrases to describe features of people or events, and prepositional phrases to identify participants and places. They provide additional detail using relative clauses, for example, in expressing preferences 我也最喜 的是化学, and using adverbs to connect ideas, for example, 要 点..., 同学 也要 ... They use a range of constructions to express more detailed meanings, to express duration, to make comparisons, to describe a sequence of events 以后 ... 一 ... 就 ... etc., or simultaneous actions using, for example, 一 ... 一 ... 的 候; for example, 不上 的 候会 根 (跟) 同学 ... and express future intention using modal verbs (e.g. 会), and completed actions using 了. They express conditionality using 如果 and 要是, and express contrast using 然... 但是... and express cause and effect using 因为. They use 是...的 to add emphasis.

Errors occur in the use of, for example, adverb modifiers 中国和澳洲的学校一点的不同, with evidence of English word order in placing prepositional phrases at the end of a sentence (e.g. 老 都很好 学生), in the inappropriate use of the alternative question form of ‘or’ (e.g. 跟同学 , 是做 的 西), and in the overuse of the conjunction ‘and’ (e.g. 都喜 踢足球和踢得很好).

Confusion is sometimes evident in selecting the appropriate structural particle (e.g. 好看 得 女人).

**Discourse**

Students’ ideas are sequenced in paragraphs with some awareness of the audience in the introduction to and closure of correspondence, though responses are often informal.

**Year 10 Background Language Learners**

**Oral — High**

**Content**

Students interact to share a wide range of information related to their personal, social, and educational world. They provide detailed personal information, details of family members, including family language and cultural background, personal qualities and shared interests of friends, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, their school timetable, and school facilities. They talk about future plans, about reasons for their choice of subjects, and about university and future work aspirations. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas.

Students describe features of their life in Australia, multicultural life at school and in the community, and places they like to visit. They state preferences and explain reasons for their decisions and opinions. They make comparisons between places, languages, cultures, and communities that they have encountered. They talk about their Chinese identity, their home languages, people they interact with in Chinese and English (often siblings), and their Saturday school learning experiences.
They describe their experiences in China and elsewhere, including places visited, and recount memorable experiences. They explain their engagement with Chinese language and culture through film, music, literature, or community events.

**Vocabulary**

Students’ linguistic resources are wide ranging and used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter. They describe family relationships, activities, using a range of verbs and adjectives appropriately to describe their world (e.g. 很的地方, 挺危的). They use specific terms to describe people and places (e.g. 教堂, 理). They express thoughts, feelings, and emotions using a range of expressions (e.g. 有 感到, 我以前也没得, 我来), and use natural expressions to maintain the flow of conversation (e.g. 没什么意思, 尽可能). They use colloquial and idiomatic expressions to add flavour to their talk and use English for unfamiliar expressions, for example, pop music, multicultural, god, service, and stressed, reflecting their natural, everyday code switching in their own social environment.

**Forms and Structures**

Students draw on extensive linguistic resources to communicate their meanings, with ideas expressed in a natural manner. They create complex noun phrases with detailed attributive clauses, and control a range of verb structures with complements of degree, potential, direction, and result to describe the manner or result of their actions. Prepositional phrases are used to identify location, direction, participants, etc., for example,在我的家里是很热闹的地方，外婆跟我们一起，对我来说有帮助. They use a range of constructions to express more detailed meanings, for example, adverbs to express time (e.g. 开始小学...), complements of time to express duration.

They describe a sequence of events using, for example,... 以后 ... or simultaneous actions using ... 的 时候 (e.g. 笑的时候), and using 就 (e.g. 到我就会到她). They express future intention using modal verbs and adverbs (e.g. 将来, 就会), and past experience using aspect marker 过 and the tense marker 了. They make comparisons using a range of structures including 比, 有... 那么, 跟... 一... They express conditionality using 如果 and 要是, contrast using 然... 但是... and 不过, and express cause and effect using 因为, 为了... and 一... 就...

They use the particle 了 or 是...的 to add emphasis. They employ the passive voice effectively when necessary, using 让, 叫 or 被, and use the 把 structure as required. Vocabulary and sentences are occasionally influenced by dialect (e.g. ...我妈妈想我做老师; 不认识很久).

**Fluency**

Students are accustomed to interacting with a range of speakers, applying formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease. Spoken expression is fluent and natural, displaying appropriate rhythm and phrasing. Questions are answered immediately, occasionally pausing to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses.

**Intelligibility**

Students speak Putonghua effectively, with clear and accurate pronunciation, and occasional regional (Cantonese/Taiwanese) accent evident.
Descriptions of Student Achievement

Some minor pronunciation and tone errors occur that do not affect communication (e.g. shuǐ, not sui; kēáì, not kēài).

**Comprehension**

Students understand complex ideas and expand on their meanings without hesitation, needing minimal support from the interlocutor.

**Communication Strategies**

Students use a range of natural strategies in the course of conversation, repeating a word when not sure of the meaning in context, for example, 自然? (natural), using phrases such as 我不太清楚 when uncertain how best to respond. They shift between English and Chinese naturally (e.g. ‘wild 物’, ‘很 stressed’), or use alternative terms to replace an unknown expression (e.g. 上第一年大学 for 大学一年) to maintain the flow of the conversation. They self-correct without hesitation. They contribute to the discussion or direct the conversation through detailed elaborations, expressing disagreement or clarifying meanings as the conversation develops, thus playing an active role in sustaining the conversation.

**Discourse**

Students’ interactions are maintained through a range of detailed statements, with topics shifts occurring smoothly as the conversation develops. The students are active conversational partners, displaying familiarity with turn-taking routines, conversation fillers and gestures, willing to code switch readily in order to maintain the flow of conversation.

**Year 10 Background Language Learners**

**Oral — Average**

**Content**

Students interact about their personal, social, and educational world. Topics addressed include factual information about themselves, family members, and friends, personal interests, hobbies, and sporting activities. They talk about their social life and describe their good friends and their interests, including film, music, and TV. They provide detailed information about their school, subjects, and facilities, and express preferences for particular subjects and opinions about learning Chinese. They present information about their linguistic and cultural identity and their bilingual capabilities. They talk about the linguistic and cultural background of their family, for example, birthplace of parents, language used at home, and parents’ occupations. They relate to and explain cultural values and practices in the local Chinese community. They talk about future plans, for example, to go to China, or continue studies of Chinese, and aspirations for university study. They describe their knowledge of travel experiences in China and elsewhere.

**Vocabulary**

Students use a wide range of vocabulary to talk about themselves and to describe family members, friends, and hobbies.
They use vocabulary related to everyday contexts of use such as school, home, food, and leisure activities with confidence, but are less certain of vocabulary in unfamiliar subject areas. They add descriptive detail to their message, expressing personal opinions, preferences, or emotions.

They occasionally have difficulties in selecting the right vocabulary item when answering questions on unfamiliar topics, and may use English to fill communication gaps, for example, 中文有很多benefit(好), or for proper nouns (e.g. chemist, Adelaide).

**Forms and Structures**

Students use simple sentence structures and need to be prompted, usually with an additional request, for example, 什么, 什么, 候, in order to elaborate.

Additional detail is provided when requested, using a range of structures to describe time, frequency, duration, or sequence of events (e.g. 三十年以前; 先到...住了几年后...五年沒 到他了; 我学中文四年了; 平常上街). Students elaborate on actions by, for example, using verb complements to describe the result, direction, or potential for an action (e.g. 不出来) and elaborate descriptions with a range of intensifiers or negatives (e.g. 最, 比, 挺, 不太) and make comparisons using 比. Prepositions are used regularly to describe the place or participants in activity. They express conditionality using 如果 and 要是, contrast using 然... 但是... and express cause and effect using 因为. Expression is occasionally influenced by dialect, for example, by Cantonese 有去, or by English expression, for example, saying 打体育 to express ‘play sports’.

**Fluency**

Students answer questions in a natural manner using short responses to provide specific information. They are quick to respond but seldom answer in great detail; however, they maintain the flow of communication in response to further questions. They occasionally have difficulties in answering some questions, as they do not always appear to have adequate vocabulary for a detailed response.

**Intelligibility**

Pronunciation is native-like with a slight accent often evident because of dialect use. Tones are accurate, with occasional errors (e.g. 玩 wán, not wán), or lack of awareness of both neutral tone and tone sandhi (tone changes).

**Comprehension**

Students readily comprehend native-like interactions and respond to questions on a wide range of topics. Some key vocabulary items may not be immediately understood, but are both comprehended and readily incorporated into their response when explained, for example, terms such as 要求, 区 , 位置, 零花 .

**Communication Strategies**

Students engage in frequent code switching, sometimes relying on English utterances as part of the response (e.g. not really...). Responses are often shorter, as complexity of content increases, but they remain accurate.

**Discourse**

Interaction overall is limited as students generally respond in short phrases containing a single fact or idea. When uncertain, students may seek closure to the topic by responding with a negative statement (e.g. 不知道), or with English words when unable to formulate a response.
When providing an extended or detailed response, conjunctions are generally used effectively to coordinate the message.

Year 10 Background Language Learners

Reading — High

Content
Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young people, for example, social life with friends and other people, leisure activities and interests, and school life. They read extended texts presented as narratives or descriptions, and authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, with dictionary support, as required.

Knowledge of Linguistic Forms
Students draw on extensive linguistic resources when reading. They comprehend complex noun phrases with detailed attributive clauses and a range of verb structures with complements of degree, potential, direction, and result. Time and tense markers used to express time, sequence, or duration, future intention, or past experience are understood. Prepositional phrases are used to identify location, direction, and participants, and a range of coordinating constructions are used to express more complex ideas or to qualify information, and to make comparisons. The passive voice, using 㸪ྉ or ⿕ and the 把 structure are understood when used within their vocabulary and character reading capability. Comprehension is improved if students have access to dictionaries.

Task Requirements/Processing
Students undertake tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of vocabulary and their ability to infer the meaning of less familiar characters and words from the context, relying on their oral language knowledge and dictionaries for support. Students identify the overall purpose of a text and features of different text types. They identify gist, the main ideas, and specific information in texts, in response to questions or their own interests. They recognise and distinguish between facts and opinions, and determine the relevance of detail for their purposes. They rely on their oral language and contextual knowledge to infer the meaning of some unknown words. They answer comprehension questions, describe places, objects, participants, and events.

Students read a range of authentic texts and comprehend the nature and purpose of the text type, key information, and specific details. They comprehend questions (e.g.我到了澳洲的 候，有什么好玩的地方呀?) and formulate responses based on their own knowledge and experiences. In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a public notice), and locate and translate key phrases based on their knowledge of text format and the presence of key characters within the text (e.g. the title 杭州市市民守 ). They infer the meaning of key phrases containing low-frequency characters and complex grammatical forms (e.g. 礼貌待人，助人为乐).
They translate phrases readily from English to Chinese and vice versa, providing accurate renderings of phrases in context (e.g. 礼貌待人，助人为乐；不破环绿化). They read advertisements for entertainment events, and identify the nature of the event, 张北草原音乐节, the time, 全情期待 2009 年 8 月 7 日 到 8 月 9 日, price 票价：一日通：80元 两日通：150元. 家庭两日团票（两个成人，一个儿童）：320元. They read advertisements and choose from options based on personal preferences, for example, choosing a basketball match rather than the pop concert.

Precise details of place (e.g.地点：张家口张北县境内 中都草原度假村旁边的草场) are not understood fully, with proper nouns as place names not easily comprehended (张家口张北县).

Texts may be presented in either simplified or traditional characters depending on the students’ background.

**Year 10 Background Language Learners**

**Reading — Average**

**Content**

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young people, for example, family life, social life with friends and other people, leisure activities and interests, home life and daily routine, and school life. They read long texts of more than 250 characters presented as letters, narratives, or descriptions, occasionally relying on word lists to support unfamiliar or low-frequency vocabulary items. When reading authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, street and shop signs, students rely heavily on dictionaries or word lists for support.

**Knowledge of Linguistic Forms**

Students comprehend a range of sentence structures, including attributive clauses using 的, elaborations using prepositions of time, place, and participants. They comprehend a range of verb-object constructions, including time markers and relative time clauses and tense markers for past, present, and future tense and a range of conjunctions and complex constructions when high-frequency, familiar vocabulary is employed. Comprehension may be improved if students have access to word lists to assist overall text comprehension.

**Task Requirements/Processing**

Students undertake tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of vocabulary and their ability to infer the meaning of less familiar characters and words from the context, relying on their oral language knowledge and dictionaries for support. Students identify the overall purpose of a text and features of different text types. They identify gist, the main ideas, and specific information in texts and recognise and distinguish between facts and opinions, and determine the relevance of detail for their purposes. They rely on their oral language and contextual knowledge to infer the meaning of some unknown words. They answer comprehension questions, describe places, objects, participants, and events when vocabulary is familiar or word lists are available for low-frequency items.
Students read a range of texts, including interpersonal texts such as letters and emails in characters and comprehend the nature and purpose of the text type and personal details about the author, for example, 我是一名来自上海一中的高一学生, and key information, for example, the main reason for travel 我参加了学校的交生目, and specific details, for example, about the weather in one season (e.g.国的十月, 是金色的秋天, 天气凉爽宜人). They comprehend questions (e.g.到了澳洲的候, 有什么好玩的地方呀?) and formulate responses based on their own knowledge and experiences.

In reading authentic texts they comprehend the nature and purpose of different text types, for example, a shopping advertisement, and locate and translate key phrases based on their knowledge of text format and the presence of key characters in the text, for example, the shop name 家福, key slogans 每日超 , and key terms (e.g. discount折). They infer the meaning of phrases based on options provided, relying on the presence of some familiar characters. For example, they relate the English phrase ‘Don’t litter’ to their Chinese equivalent 不乱扔垃圾, and relate Chinese characters to their English equivalents (e.g.植化美化境). They comprehend the cultural significance of the four-character format in such phrases.

They read advertisements for entertainment events, and identify some key details of the event, for example, the time 11月23日晚六点半南京江宁体育 and price, 票价：普通票20元 区80元 but are unable to extract much more detail from the information available (e.g. the place or the reason for difference in ticket prices). Texts are generally presented in simplified characters.

**Year 10 First Language Learners**

**Writing — High**

**Content**

Students write texts related to issues of interest to teenagers. They write a range of informational and interpersonal text types such as diaries, letters, and emails, and imaginative texts in which they, for example, entertain, persuade, reason, advise, recommend, evaluate, and justify opinions and ideas. Their work includes both personal, factual information and some degree of abstraction. They create texts for both interaction in their personal worlds and for pedagogic tasks such as those in which they write about issues of concern to them, extending beyond the factual and informational to discussion of some abstract ideas and social issues.

They write about issues that affect them personally, including social and environmental issues, dilemmas of young people, and their own experiences and sense of identity, including their hopes for the future. They express their own ideas and give advice and share opinions about issues, provide personal logical reasoning to support their arguments, and elaborate their justifications by providing examples or evidence, relating personal experiences and sharing personal reflections to support their position. Their writing is fluent, authentic, condensed, and detailed. They write texts in excess of 200 characters without support.
**Vocabulary**

Students employ a wide range of vocabulary making deliberate choices to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students’ knowledge of nouns includes a range of specialised abstract nouns (e.g. 物种; 深春; 微 ). Their knowledge of verbs includes higher order verbs such as 弥漫. The range of adjectives includes subtle forms (e.g. 特有的; 明朗). Their writing includes a range of colloquial forms (e.g. 多姿多彩; 恰恰相反; 来得快去得快). They display a good understanding of word functions (e.g. using 而 for 接) and natural expressions using adverbs (e.g. 便是; 恰恰相反). Evidence of use of dialect occurs (e.g. 八 , 室, 天, 少 ).

**Characters**

Characters are neat, well formed and accurate, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occasionally occur because of confusion between homophones (e.g. 觉的(得), 共(公)气(汽车, 带(戴)着 MP3). There is little necessity to use pinyin, though when it is used spelling and tone are accurate (e.g. 舒服ji了). Students occasionally employ traditional characters because of their prior educational experience (e.g. 上; 课; 电; 睡). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

**Forms and Structures**

Students express ideas in a natural manner, employing a range of complex constructions to express more detailed meanings, for example, complements of degree (e.g. 来得快, 去得快), time phrases to express tense, sequence, or duration (e.g. 下 后; 一 ... 一 ...; 到了澳洲后; 有 ... 有 ...; 气温将升高). Linguistic devices are regularly applied to make the writing more natural, for example, the reduplication of the measure word一 微 , the particle 了 to show ease or add emphasis (e.g. 就行了), and other informal expressions (e.g. 一下). Students use a variety of sentence structures, for example, 把句子, 被 sentences (passive sentences), declarative sentences, imperative sentences, and exclamation sentences.

They use a range of coordinating constructions to qualify information using conditional clauses, for example, 如果; 要是... 的 , 就..., providing reasons using 因 , adding emphasis using, for example, 便是最... 的了, or 就. adding additional information using 除此... 之外, and making comparison using, for example, 不像中国的春天. They control the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs. They state a position, and elaborate ideas using examples when developing an argument. They create coherence by referring to existing ideas in the text and adding emphasis to a particular view or idea.

**Discourse**

Students are aware of appropriate formatting and stylistic devices, presenting ideas in paragraphs with a clear relationship between ideas. Statements are made with sufficient support and summary sentences as closure. Students appropriately recognise the audience in greeting and closure and engagement through direct reference to the reader in the text (e.g. 如果你到了澳洲 , 你会 上里的天; 我一定会 你去 一下澳洲的街道).
Descriptions of Student Achievement

Year 10 First Language Learners

Writing — Average

Content

Students write texts related to issues of interest to teenagers. They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters, emails, and conversations in which they, for example, persuade, advise, recommend, evaluate, and justify opinions and ideas. The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge.

Content includes a wide range of information related to students’ personal, social, and educational world. Topics are addressed in detail, including details of frequency, time, place, and participants in such events.

They share detailed information about, for example, people, places and events, and make comparisons across time and place. When writing about issues or abstract concepts, responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion. Arguments are often not persuasive because of insufficient evidence and supporting detail and the lack of logical connection between ideas. Students write texts in characters in excess of 150 characters without support.

Vocabulary

Students’ language resources are sufficient to enable them to generate ideas on many topics, but their responses may be restricted or superficial. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and students’ general knowledge. Students readily express their personal ideas using vocabulary relating to their personal world, including school subjects, hobbies, and daily routine. They use a range of descriptive words, and a range of adverbs to enhance descriptions (e.g. 最, 一般), and time expressions 有时,通常, 很少, approximations (e.g. 左右), and conjunction words (e.g. 但是), and make comparisons using terms (e.g. 还有一点不同, 就像上海一样).

Characters

Students write the characters neatly with personal style. They occasionally use homophone characters (e.g. 以 (已) 达到 八 水平). They also make mistakes by adding or omitting strokes (e.g. “今 (今) 年”) because of the visual ambiguity between characters. Students seldom use pinyin, although when it is used the spelling and tone are accurate. Text formatting is generally applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Forms and Structures

Students rely on basic grammatical patterns used in familiar contexts to express their ideas. Students’ writing is more akin to informal, spoken language than formal, written language. A range of sentence structures are used with ideas expressed in a natural manner, though some errors in expression occur, often because of the application of oral speech patterns in their writing. A range of complex constructions are used to express more detailed meaning, for example, to express duration, to make comparisons, or using question words as indefinite pronouns to express the extent of a situation. A range of cohesive devices are used to elaborate and qualify the message, such as using time phrases to locate events in the past, present, or future in narrative accounts. They use a range of coordinating constructions to qualify information and to provide reasons. Their sentences are sometimes influenced by English word order (e.g. 我喜欢烧饭在我的假期里).
**Discourse**

Students write texts with recognition of features of the text type and use devices to create cohesion across the text as a whole. They use letter features, such as salutations, and appropriate terms of address. Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of the audience in greeting and closure.

**Year 10 First Language Learners**

**Oral — High**

**Content**

Students talk freely about their personal, social, and educational world. Topics include personal information about themselves, family members, their personal interests, hobbies, and sporting activities. Students talk about their social life and friends, describe their good friends, including shared interests, 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. They are willing to 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 employ a wide range of vocabulary to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends 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 (e.g. 马马虎虎, 无忧无虑, 心旷神怡). Dialect vocabulary is used occasionally (e.g. 埋汰 for 脏, 搞掂 for 完成).

**Forms and Structures**

Students use mainly simple sentence structures to respond to questions in conversation (e.g. subject omission (我和朋友)常去健身房), but display complexity to express their opinions more logically, for example, using conjunctions to connect ideas. 尽管如此, 但是..., attributive clauses 想要挤进去一看究竟的人很多, and conditional clauses 即使要花很多钱，我也要去参观一下. Some students are influenced by dialect (e.g. 我有去过那里).
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 need little support from the interlocutor to maintain the conversation (e.g. ‘如果您也遇到 的事，会不会 同我的做法？’). Students occasionally need thinking time to construct ideas, when dealing with new or unfamiliar subject matter using filters in a natural manner.

Communication Strategies

Body language, laughter, and facial expressions are used to show engagement.

Discourse

Students display a high degree of interactivity with evidence of direct engagement with the audience and inclusive language as appropriate in negotiating, persuading, or making decisions, etc., using colloquial language as well as formal structures. They use colloquial phrases to maintain the conversation, 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 ideas with clear structure in providing, for example, a sequence of main points then a conclusion to their presentation.

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 水 (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.
Year 12

Second Language Learners

Writing — High

Content

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment. They write 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, including past experiences and future plans to visit China. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia.

They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives. They describe people, places, and events, and give narrative accounts of historical events and recount personal experiences. They express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence for opinions, preferences, or decisions.

Vocabulary

Students use a range of vocabulary to describe personal characteristics, experiences, and achievements, school life, education and facilities, and employment skills and capabilities. They use a wide range of nouns (e.g. 压力, 脾气, 成绩, 设备, 顾客, 才能) and adjectives (e.g. 紧张, 流利, 放松, 无聊, 愉快, 礼貌, 热情, 聪明, 耐心, 努力, 专心) to convey personal meanings and to add descriptive detail and emotion to their ideas. Errors may occur through inappropriate dictionary selection for the context of use (i.e. selecting a verb instead of a noun form e.g. 体验 instead of 经验, 玩笑 for ‘fun’, 乞讨 as ‘to ask’), and they occasionally use a single-syllable word instead of a double-syllable word, for example, 很多活动, 包括: 走 (路) 等等. 我最喜欢冲浪, 因为我爱海 (海洋).

Characters

Characters display overall neatness and legibility and are presented in squares with appropriate balance and proportion. Low frequency, complex characters, or characters with low-frequency components may be incorrect (e.g. 辩论, 人缘), and students occasionally use homophonic characters (e.g. 理 for 里, 相 for 象, 直能 for 只能, and 用发 for 用法). Text formatting, in terms of indenting and punctuation, varies.

Forms and Structures

Students use basic Chinese sentence structures with phrases for time or place generally positioned before the verb (e.g. ...在三点半左右放学回家). Noun phrases containing possessive, attributive, and relative clauses using 的 are used to add detail (e.g.所以我最喜欢在城市最有名的大书店工作). They use number phrases beyond 万 (10 000), with measure words extending beyond 个.
They describe people and events using adjectives and adverbs of scope and degree, often using coordinating constructions to describe the qualities of people, or places, or events (e.g. 又很友好, 又好动; 又耐心, 又专心). They describe events using adverbs of frequency (e.g. 不常; 从来; 总是), and sequence events using ...就, and 才 (e.g. 下午五点半才回家). They identify relationships between participants or the direction or impact of events using prepositional clauses (e.g. 老师对他们的学生很耐心; 我对澳洲书店的工作感兴趣; 对健康很好).

They use complements of direction and result (e.g. 可以学到一个新的语言), though may lack awareness of complements of degree (e.g. 我会说汉语流利; 我会用电脑很好). They use high-frequency modal verbs to express possibility or capability, for example, 会, 可以 (e.g. 我会说英语, 汉语和一点儿法语). Time phrases (e.g. 从我小) and tense indicators are used to locate events in time and to express duration (e.g. 当店员两年了; 我去年中学毕业; 我学习汉语八年了). Adverbs of time, including 的时候; 以前; 以后, are used when referring to events in sequence. They coordinate ideas using conjunctions including 又...又...，但是，或者，and subordinating conjunctions including 因为...所以...; 不但...而且...; 因此... (e.g. 我的朋友们说我不但聪明，而且努力; 除了有科学, 数学, 历史以外, 还有...), and show conditionality using 要是, or 如果.

They make comparisons using (不) 一样 (e.g. 和澳大利亚学生不一样). They extend their ideas with the use of examples using 比如 and ‘etcetera’ ...等等. Application of some structures may be confused, for example, making comparisons with the preposition 比 (e.g. 比 ...很少). English grammar may interfere with meaning, for example, omitting the object (e.g. 我学了八年中文，所以我会说 (中文)), or placement of time or place at the end of the sentence (e.g. 我也喜欢学习在澳大利亚学校; 我在学校的露营从十一月十五日到十一月十八日), or putting the reason after a statement (e.g. 他们活动性是很玩笑，因为我和我的好朋友最喜欢活动性). Students may overuse the verb 'to be', especially with adjectival phrases (e.g. 学校的露营是玩笑; 每个上午我们是醒来在开始阶段), or display confusion in the use of 和 and 也 (e.g. 我也会用电脑和会开车).

**Discourse**

Students generally perform better in personal account writing than they do in persuasive and evaluative writing. Students display a degree of interactivity, directly engaging with their audience and using inclusive language as appropriate in making suggestions or decisions, etc. Students display awareness of the appropriate text format for the task, for example, date on a diary entry, date and salutation in a letter, or addressing the specific person using their personal name or title, and in concluding a letter. They use paragraphs effectively to reflect topic shifts.

**Year 12 Second Language Learners**

**Writing — Average**

**Content**

Students write about aspects of their personal life: sharing personal information, and describing their family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, and their subjects.

They write about their leisure time: their sporting and other interests such as music and film, and
Descriptions of Student Achievement

activities such as shopping and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They describe people, places, and events and recount personal experiences, with some reasons given for opinions, preferences, or decisions. They make simple comparisons stating, for example, advantages and disadvantages, and generally present limited information or justification to support their ideas. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia.

Vocabulary

Students give details about their immediate social and educational world using a limited range of vocabulary, enhanced with a set of specialised terms related to topics of interest. Restrictions in vocabulary choices limit their ability to discuss wider issues or abstract ideas. They use high-frequency verbs and adjectives (e.g. 我的妈妈方案这个旅游) or using adjectives as nouns (e.g. 很多好玩). The influence of English words (e.g. 母父), or an overextension of a meaning attributed to the word is common, for example, 告诉 (tell) for 说 (say); 课 (lesson) for 班 (class); 如果 (if) for 是否/能不能 (whether or not).

Characters

Characters display overall neatness and legibility, with characters presented in squares with appropriate balance and proportion. Errors include using a character of similar sound, omitting a component, transposing components, using a similar component, or adding or omitting strokes. Text formatting occasionally displays paragraph indents and punctuation spacing.

Forms and Structures

Students use basic subject-verb-object and adjective structures effectively. They rely on a limited range of structures to convey ideas restricting their expression of more complex ideas. They add detail and elaborate the message using simple attributive and relative clauses (e.g. 所以学生们有好的教育). Adjectives are used with high-frequency adverbs of scope and degree.

They identify participants and direction of an action using prepositions (e.g. 和, 跟, 给, 对). They rely on basic verb forms to describe actions or events (e.g. 看你的广告), with co-verbs (e.g. 到, 坐) used to describe destinations and means of transport, and modal verbs used to express capability and possibility though they may be used without appropriate verb complements (e.g. 我会说汉语流利; 会用电脑很好...).

Complements of degree, direction, potential, and result are occasionally evident, though may be confused (e.g. 我学到汉语和英语和还会用电脑; 我可以说汉语和英语很好). Simple time phrases are used to express point of time and duration of time and tense markers, mainly relating to the past (e.g. 住了; 去过).

Tense markers may be inappropriate in context, particularly in the future tense (e.g. 你将来很喜欢住在澳大利亚; 希望你们会觉得), and are occasionally omitted (e.g. 我曾经在书店工作).

Students use adverbs of frequency when describing activities and routines (e.g. 每天, 常常), though
they are not always effective because of incorrect positioning or overextension of meaning. Indefinite pronouns are used occasionally (e.g. 什么的; 什么都好). Number phrases generally contain the measure word 个 with more specialised measure words seldom used.

Students connect ideas using coordinating conjunctions, though these are often formulaic and repetitive (e.g. 可是, 但是), with some attempts at using subordinating conjunctions, for example, 因为...所以...; 不但...而且...; 除了...以外 (e.g. 而且去你的书店定期地, 所以我知道它是很好; 除了有礼貌以外, 我还很聪明). Students make comparisons between ideas using 比 or 跟... 一样(e.g. 中国学校的科目跟澳大利亚学校的科目一样). They sequence information or events using, for example, 另外, 还有, 然后, 最后, 再说 (e.g. 我另外很有礼貌和对顾客热情). Errors may be based on an application of English word order in their writing, for example, positioning prepositional phrases including time or location using 在 at the end of the sentence (e.g. 学习在澳大利亚; 我在商店工作以前), omitting the object (e.g. 在大学我学习了), and in the overuse of the verb ‘to be’ 是很耐心; 是实在好. Attempts to express duration of time are often misplaced (e.g. 我五年学习汉语; 住在中国三年). Some particles are often omitted, for example, the structural particle 会很好经验; 是很成功公司; 是挺热情; 我也有好电脑专长.

**Discourse**

Students display limited awareness of audience, presenting information with little attempt at engagement, inclusive language, or negotiation. Ideas are generally organised and sequenced using topic sentences and paragraphs.

**Year 12 Second Language Learners**

**Oral — High**

**Content**

Students talk about aspects of their personal life: their personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, their future plans for further education, and their career aspirations. 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, including past experiences and future plans to visit China. They talk about topics of interest related to China, with a focus on aspects of traditional and contemporary life, including traditions and beliefs reflected in festivals and customs, and places of interest. They explore aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with their own cultural and life experiences in Australia. They reflect on issues affecting young people: intergenerational issues, the role of technology in daily life, environmental issues, careers, and the impact of globalisation on their world.

They describe people, places, and events, give narrative accounts of significant events, and recount personal experiences. They clearly articulate key issues, and consider different perspectives, qualifying information and giving reasons, examples, or evidence for opinions, preferences, or decisions.
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 use a wide range of vocabulary to talk about their world and topics of interest. They describe ideas and activities with specific terms (e.g. 生意饭馆; 人际关系; 选择; 变化; 名牌; 压力; 影响), and the qualities of people and things using detailed terms and colloquial phrases (e.g. 又大又美; 多才多艺; 年年有余; 军绿色; 流利). They express feelings and opinions using appropriate terms (e.g. 我的看法; 我觉得). They use English words where no equivalent Chinese term is known (e.g. Pop, R&B).

**Forms and Structures**

Students use basic Chinese sentence structures, with prepositional phrases for time and place positioned before the verb. They use a range of noun phrases, including detailed attributive and relative clauses to provide specific information (e.g. 穿世界上名牌的衣服; 我觉得我喜欢网球的资料都很有用，可是老师给的也很有用：因为他们最重要的影响是，啊...是人际关系). They refer back to topics and issues using demonstrative pronouns, and occasionally use ellipses effectively (e.g. 穿的衣服是各种各样的). They describe actions and outcomes using complements of direction and result (e.g. 给中国人的生活带来很大变化; 中国可以找到西餐), and express ability and possibility using modal verbs (e.g. 可以; 会).

They add rich descriptive detail to their message through their choice of adjectives and add emphasis using particular adverbs of scope or degree (e.g. 只有一个孩子; 主要研究; 最重要的影响). They use time and tense indicators to locate ideas in time and identify actions completed or past experiences (e.g.带来了很多好处) and sequence events using, for example, 一...就... 以前 (e.g. 改革开放开始了以后 ...). They specify participants or directions of an action using prepositional phrases (e.g. 对孩子的生活是不太好的; 和亲戚一起...) and use location phrases to place things in relation to each other. They use a range of devices to order ideas in a sequence of points when presenting an argument (e.g. 第一点, 第一个方面是...), or to organise ideas in time when recounting events 先... 然后... 最后...).

They elaborate their ideas using examples (e.g. 吃的饭也是有很大的变化; 比如...), and coordinate their message using a wide range of subordinating conjunctions to structure their argument or to relate differing points of views (e.g. 不但... 而且; 除了... 以外; 虽然... 但是...; 有的... 有的...; 因为... 所以...). They express possibility or conditionality using 要是... 就... Comparisons are expressed using 跟...一样/不一样; 不同, etc. Their expression may show the influence of English sentence structure (e.g. 不觉得很...), and the overuse of the verb ‘to be’ is (e.g. 是很多).

**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 rhetorical devices for added impact and informal language as appropriate to the audience. They present their ideas 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. They present prepared information, linking ideas and maintaining coherence in an extended sequence of up to ten sentences.
Responses to unexpected, unfamiliar questions result in shorter, less structured responses (e.g.

Fluency

Students engage actively in conversation, anticipating questions and providing extended responses to questions on familiar topics or ideas. They show some hesitation when asked more challenging, open-ended questions, with responses more hesitant when formulating responses on less familiar topics. They maintain the interaction using affirmative fillers (e.g. 是的) during conversation, and may use English fillers for thinking time.

Intelligibility

Students’ pronunciation is generally clear, with appropriate emphasis and stress within each sentence (e.g. 喜欢). Rising intonation typical of some uses of English may be evident at the end of some sentences.

Comprehension

Students understand language delivered at natural speed, but may have difficulties when presented with a range of question types or deeper exploration of complex subject matter. Conversation is sometimes hindered when an unfamiliar word is used, requiring some rephrasing before being able to respond. Interactions related to unfamiliar content areas often result in requests for clarification, or increased thinking time to process information before responding.

Communication Strategies

Students engage directly with the interlocutor to sustain the conversation. They request clarification quite naturally in Chinese to check the interlocutor’s intention or to clarify meaning. They use their resources effectively to express complex meanings, using examples to explain reasoning when they are unable to express a complex idea. They confidently self-correct, occasionally inserting English words to complete the message. They take the initiative and lead the conversation and find opportunities to express their personal ideas.

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 独生孩子政策 rather than 独生子女政策).

**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. 有了很多改变). 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, 和, 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.

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，和中国的家庭有了很多的改变。啊，因为在中国传统的家庭是很大，但是现在中国的家庭不可以有多个独生，多一个孩子。所以，家，家庭有改变很多。’). 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：啊，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：哪些材料是最多的呢？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。)

Year 12 Background Language Learners

Writing — High

Content

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment.
Descriptions of Student Achievement

They write 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, including past experiences and future plans to visit China.

Students convey information and opinions with flexibility, displaying evidence of reflection on their experiences and a capability to elaborate in detail. They write imaginatively, creating a detailed plot and describing events and presenting arguments with a deliberate choice of words to achieve the desired effect. Their writing is condensed, yet detailed, displaying efficiency and style that reflect their regular use of the language. They describe people, places, and events, give narrative accounts of significant events, and recount personal experiences. They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives.

Students identify key points and relate these to bigger issues or concepts, and compare these across cultures and over time. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life, and compare these with similar experiences in their own lives. They elaborate their ideas, and express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence to support opinions, preferences, or decisions. They use quotations and reported speech when referring to the ideas of others. They use propositional and persuasive language to add weight to their arguments.

Vocabulary

Students write in detail about topics of interest, using a wide range of vocabulary selectively to express detailed information (e.g. 为顾客提供塑料袋; 帮助推销货物; 把小鸟轻轻地拿起来). They use adjectives to add precision, descriptive detail, and emotion to their ideas (e.g. 充满期待的眼神; 突然惊讶地尖叫了起来; 到处的花草树木奇迹般地不见了). Students include selective and appropriate Chinese idioms (e.g. 睡眼朦胧, 震耳欲聋, 汗流浃背). The influence of dialect is occasionally evident (e.g. ...还没有起事; 有看见...). Errors may occur because of inappropriate use of words for the context (e.g. 日子 rather than 时间).

Characters

Characters display overall neatness and legibility. Errors are limited to the use of homophone characters, sometimes with a component missing (using the more basic form of a similar sound) (e.g. 让 for 然, 放 for 方). Text formatting, in terms of indenting and information positioning (e.g. in the introduction and conclusions to letters) is consistent.

Forms and Structures

Students make full use of their linguistic resources to express detailed meanings with a focus on accuracy, variety, and appropriateness for the context and audience.

Variety is particularly evident in their use of verb structures, noun phrases containing attributive and relative clauses (e.g. 我是在意大利呆着的), prepositional phrases (e.g. 最近超市为顾客提供塑料袋; 对 ... 的印象还不错), and time and tense markers 一个星期是干几个小时 to add specific detail and clarity to their message. They apply the reduplication of the verb 试一试, and adjective好好考虑 as required. Complements of degree, 吃得多; 睡得好; 玩得也开心, potential安排不开, result, direction, and adverbial phrases using 地 (e.g. 我工作的时候会努力和认真地帮助每一个顾客; 快乐地工作了三年) are applied to describe the nature or quality of their actions.
They use particular linguistic devices as appropriate, including placing noun phrases in apposition, expressing humility, and in the complex coordination of ideas within the sentence (e.g. 我以前在书店工作的时候都会热情地对待顾客，还会有礼貌和用耐心听他的要求).

They use the passive voice appropriately. A range of conjunctions are used selectively and effectively to develop ideas and add coherence (e.g. 引起了很多讨论, 所以...; 除此之外, 超市...; 不但...而且...).

**Discourse**

Students express their ideas with awareness of the audience and text type, using features and formats appropriate to, for example, persuasive, evaluative, imaginative, informative, and personal styles of writing.

Students display a high degree of interactivity with evidence of direct engagement with the audience, using inclusive language as appropriate in negotiating, persuading, or making decisions, etc. They use rhetorical devices for added impact and informal language as appropriate to the audience. Their writing is well planned and structured to maintain the flow of ideas, with paragraphs used effectively to reflect topic shifts.

**Year 12 Background Language Learners**

**Writing — Average**

**Content**

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment. They write 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, including past experiences and future plans to visit China. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, urban and rural life, and compare these with cultural and life experiences in Australia. Students convey information and opinions with limited flexibility, describing activities or events without much reflection or abstraction of ideas or elaboration of details. They present limited arguments, relying heavily on personal, anecdotal knowledge and experience rather than substantial evidence to support their ideas.
Vocabulary

Students use a range of vocabulary and display control of a range of subject matter including both concrete and abstract terms (e.g. 印象; 名胜古迹; 文化传统; 态度; 社会交际; 安全; 人生; 机会). Verbs include a range of cognate verbs (e.g. 决定; 记得; 以为), and adjectives include familiar four-character phrases (e.g. 风景优美), and specialised terms (e.g. 刻苦积极).

Errors occur when language choices are inappropriate in context (e.g. 制造 for 工业; 理由 for 原因; 非常深深了解), or when they do not distinguish between nouns and verbs (e.g. 悉尼歌剧馆看起来很像一个大船的驾驭(帆)), reflecting inaccurate dictionary choices.

Characters

Students’ character writing is generally fluent and accurate, although errors occur when they confuse homophones (e.g. 改编 for 改变; 心苦 for 辛苦; 维绕 for 围绕) or attempt to write characters containing low-frequency components 鼓励; 传统. Use of the three structural particles; 地; 得is often confused, with the possessive的 being overused.

Forms and Structures

Students provide information on familiar subject matter and use linguistic resources flexibly to present their ideas. They use complex sentence structures to link ideas within and between sentences when presenting well-rehearsed information, but structures are occasionally informal, based on oral language patterns (e.g. 别太担心啊; 没什么意思; 提高提高; 这不应该是; 怎么回事儿). They use a range of noun phrases, including attributive and relative clauses to add specific information, and use demonstrative pronouns to refer back to topics and issues. They add descriptive detail to their message through their choice of adjectives and add clarity using particular adverbs of scope, degree, time, frequency, and comparison (e.g. 更; 真; 越来越...; 那么多; 就; 有时; 我只好答应了).

They describe relationships between participants or ideas using prepositional phrases (e.g. 对他的电影迷非常友好; 我相信这些方面和经验会让我成为这份工作最佳人选). They use a range of complements to describe the degree, direction or result of an action (e.g. 我很快就回来澳大利亚了; 考试能考得好), and locate ideas in time using a range of time and tense indicators (e.g. 看着它们充满期待的眼神). They identify actions completed or past experiences (e.g. 吃过, 做完), including negative forms. They use modal verbs to express capability, obligation, or possibility (e.g. 可以; 会; 能; 可能; 应该).

Students use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures (e.g. 一群老鼠, 一阵吼叫声), with the occasional overuse of a (e.g. 一个大船). They also employ verbal measures 有一次, ordinal measures 第一位, measures with demonstratives 这个, and for time sequence 下个... They make use of a range of conjunctions (e.g. 不过; 还有) to link ideas and coordinate their message (e.g. 教堂街的服装店不但价钱公道, 而且你也可以买到很漂亮的衣服), and make comparisons using both (没有) 那么 and 比 forms. They occasionally apply the 把 structure (e.g. 把我从梦乡叫醒), and employ diverse forms of negation 请别嫌弃我们, 别太担心啊. They use a range of devices to structure and sequence information within the text (e.g. 这时...; 忽然... 首先; 其次; 最后; 小时候).
**Discourse**

Students display understanding of different writing styles, for example, persuasive and personal, and present information in a format appropriate to the text type, such as a diary entry, letter, speech, article. They show awareness of the audience, for example, in expressing gratitude, using formal terms and expressions (e.g. 公司; 书店; 此致; 敬礼), and using rhetorical questions to engage the audience with their argument.

**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; 读过; 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, 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.

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.
Year 12 Background Language Learners

Oral — Average

Content
Students talk about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future education and career plans. They talk about their leisure time: their sporting and other interests such as music and film, and their social activities, including shopping and eating out.

They describe their travel experiences, their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They talk about topics of interest related to China, with a focus on aspects of traditional values and contemporary practices, including traditions and beliefs reflected in festivals and customs, and places of interest. They describe aspects of daily life in Chinese communities: including food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life. They describe people, places, and events, give narrative accounts of significant events and recount personal experiences.

Content is seldom elaborated in detail. Students present factual knowledge, often based on anecdotal, prior knowledge or personal experience, rather than research. Descriptions are factual, with little reflection or analysis, or abstraction of ideas, though some attempts are made to link events and behaviours to cultural beliefs, and make comparisons across cultures.

Vocabulary
Students use a range of vocabulary (e.g. nouns, verbs, adjectives, function words) and a few colloquial phrases and idioms (e.g. 望子成龙) in their conversation. They may occasionally display restrictions in vocabulary choices, having difficulty with some low-frequency words (e.g. 厨师), relying instead on terms commonly used in other dialects (e.g. 做厨房), or overusing common terms (e.g. 有用, 很难) to describe objects or experiences. Students’ use of some terms may be inappropriate (e.g. lesson 课文 for essay 文章).

Forms and Structures
Students give detailed information and explanations on familiar subject matter and use their linguistic resources flexibly to maintain the conversation. They present information in extended-sentence patterns with good linkage within and between sentences in prepared statements, although structures are occasionally scripted and unnatural. Responses to follow-up questions may be limited. They use basic Chinese sentence structures effectively, with prepositional phrases for time or place, participants, or direction positioned before the verb. They use detailed attributive and relative clauses to provide specific details (e.g. 最好的打篮球人是姚明; 非常喜欢日本韩国的文化), and use demonstrative pronouns to refer back to topics and issues in discussion (e.g. 这些习惯都是...). They add descriptive detail to their message through their choice of adjectives, and add clarity using particular adverbs of scope, degree, frequency, and comparison (e.g. 最好; 非常喜欢; 越来越...; 更; 常常).

Students omit reference to the subject using the particle “的” (e.g. 我觉得老师给我的是很有用). They use modal verbs to express capability or possibility (e.g. 可以). They use complements of degree, direction, and result to describe actions and locate ideas in time and sequence events using, for example, 的时候, 最近.
Descriptions of Student Achievement

They identify actions completed or past experiences (e.g. 吃过, 做完), and use negative forms appropriately (e.g. 以前没有理解这个问题). They use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures and occasional verbal measures using 次.

Students make use of conjunctions and adverbs to link ideas and coordinate their message, though they tend to use common conjunctions including 但是; 还有; 因为; 所以 repeatedly (e.g. 我用因特网的; 还有去图书馆看书; 还有问我的老师). Students use 就 as a connective and for emphasis (e.g. 就可以...很好的指南), and express conditionality using 如果...就... Students compare cultures or experience, generally as statements of fact, rather than contrasting information and explaining the difference (e.g. 还有中国人吃饭的时候，常常饭馆里面吃饭，但是澳大利亚人觉得没有意义). Their expression occasionally shows the influence of English sentence structures (e.g. 不觉得很...), with a tendency to overuse the verb 'to be' 是, and ‘and’ 和.

**Discourse**

Students display a degree of interactivity, engaging with the interlocutor and using natural, everyday expressions. They present their ideas as a sequence of points with limited coherence, often relying on the interlocutor to maintain the conversation.

**Fluency**

Students’ fluency often indicates a high level of preparation, rather than a natural flow of ideas. Lack of preparation may lead to the illogical flow of ideas and inappropriate choice of words (e.g. 中国的菜肴有很多的准备, 澳大利亚有很多国家的菜).

**Intelligibility**

Students generally speak with accurate pronunciation and intonation, although some students raise the tones at the end of a word or sentences reflecting English intonation patterns.

**Comprehension**

Students engage in a controlled, managed interaction with strategic use of their linguistic resources, with sound comprehension. They respond directly to questions but often with little depth or elaboration.

**Communication Strategies**

Students seek assistance with a single word (e.g. 什么) when unclear, but generally respond with little hesitation, though answers may not always be appropriate if they are dealing with unfamiliar subject matter.
Year 12 First Language Learners

Writing — High

Content

Students write a range of texts using formal and informal registers. They create a range of text types (e.g. diary entries, articles, opinion pieces, reviews, speeches), in which they, for example, persuade, reason, evaluate, advise, recommend, evaluate, justify, or entertain. They write in detached, impersonal ways or from personal and emotional perspectives in both real and imagined situations. Their writing extends beyond the factual and informational to the discussion of abstract ideas and social issues, including drawing on ideas presented in Chinese literature. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. the impact of Economic Reform on daily life in China, or environmental problems). They write about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. 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 society.

Topics include issues such as the pressures of school life, changes in family structure in modern China, the influence of technology on their lives, environmental issues related to the use of plastic bags, the impact of the Three Gorges Dam, and the relationship between environmental protection and economic development. Students summarise information and express their own ideas and opinions about issues. They clarify the main statements and provide evidence such as facts, quotations from sources, and personal logical reasoning to support their arguments. They elaborate their justifications effectively through balanced analysis of both positive aspects and negative aspects. They add personal opinions and write persuasively with emotion and impact. They relate personal experiences and share reflections about, for example, a camping experience, outlining the personal benefits of such an experience (e.g. how to work in a team, but how to become independent).

Vocabulary

Students use a wide range of vocabulary from which they choose the most appropriate and effective language for the required context, purpose, and audience.

Their vocabulary range reflects their usual contexts of use and extends into specific topics of interest or research. They have knowledge of a variety of terms, enabling them to vary the expression. They use a range of vocabulary chosen to express abstract and complex ideas with clarity and effectiveness (e.g. 然方便了物，但是也存在着隐患；因此是购物时最经济的选择；这无疑方便了购物；我学会了团结的力量；在社会生存). Their knowledge of nouns includes a range of specialised abstract terms (e.g. 三峡工程; 量; 特大洪 灾害; 泥石流; 垮塌事故). Students’ knowledge of verbs includes higher order verbs such as 改善; 采取; 控制; 体会. Students distinguish between subtle meanings of words, particularly four-character phrases, and apply them appropriately in context (e.g. 具 ...条件; 剥削 民; 家庭破裂; 拒 融入). They express their personal ideas, emotions, and perspectives using a range of terms such as 我 ...; 下面我想 我的看法...; 我不禁思考...; 我相信... They use terms of address related to different registers, including respectful forms of address (e.g. 重庆交通大学岩石所所长; 江泽民主席; 薄熙女士). Their writing includes a range of colloquial forms that add stress and create an informal tone where appropriate (e.g. 但是方法不可行哦).
Descriptions of Student Achievement

Students use idioms (e.g. 多姿多彩; 恰恰相反; 与日俱增; 相  相成; 不容忽  ), and a range of quotations (e.g. 天将降大任于斯人也，  必先苦其心志; 吃得苦中苦， 方  人上人) as appropriate, and some expressions from classical Chinese (e.g. 可  仁者  仁，智者  智; 利弊皆而相伴). They make choices in their use of words for literary effect (e.g. to describe actions and scenery). For example, 小全 一 一  地上岸了; 深  的天空中漂浮着几 千云; 我默默地 下心愿...

Characters

Characters are neat, well formed, often with a personalised style to their writing characteristic of a frequent user of the script. Errors occur occasionally because of confusion between homophones (e.g. 信心实 (十)足).

Forms and Structures

Students’ writing includes frequent use of object focus construction (distancing), which is handled effectively (e.g. 言语的不同，中西文化的差异，价值观的不同，往往让海外华人处于矛盾的心理中; 但许多价值观他们仍没有改变). Time, including past, present, and future tense is expressed using a range of forms including referring to duration and frequency.

They use a variety of sentence structures including, for example, ‘把’ sentences 把三峡工程给环境带来的负面影响降到最低值, ‘被’ sentences (passive sentences)因为他们觉得自己被误解理解, the ‘所’ structure 三峡工程给我们带来的福利,也是有目共睹的, declarative sentences, rhetorical questions 难道上大学的人就一定找得到工作?, imperative sentences, and exclamation sentences 我们定能为子孙后代造福祉!

Discourse

Students’ writing is fluent, authentic, condensed and detailed. Information is presented in paragraphs with a clear relationship between ideas. Statements are provided with sufficient supports, and summary sentences are used as closures. Writing is presented in an appropriate format with recognition of the audience in the greeting and closure, and engagement through direct reference to the reader in the text and through interactive questions (e.g. 我希望你在以后的道路上 自己要信心十足). Formatting is applied correctly with spaces at the beginning of each paragraph and spacing applied for punctuation.

Students show control of the sequencing of ideas, referring back and forth, and elaborating ideas across paragraphs to create coherent texts. In developing an argument, students use devices such as stating a position, then elaborating using examples, quotations, and anecdotes (e.g. 例如，一些化学工厂... 来水灾害; 就像 北  盖茨... 成 世界首富了 ). They create internal coherence by referring to existing ideas within the text (e.g. 正如我 才提到的), and by using stress. They add emphasis to a particular view or idea. They explore the complexity of views and decision making (e.g. 所以我  坚持  展，不  是三峡工程,在  建和  展上都  遵循  一  略; 我  国家  多施一些保  三峡工程周  生  境的政策,尽量把三峡功臣  境  来的  距影响降到最低 ).

Students use rhetorical questions to problematise an idea or position a reader (e.g. 三峡工程到底符合可持续发展战略吗; 更何况，社会需要的是综合性人才,而并不是只停留在学术层面上的，对吧).
In concluding an argument, students summarise ideas (e.g. information technology development brings change in every aspect of society, information explosion gives us convenient life) before stating a final position. In relation to narrative, students use a number of time markers to sequence ideas over time. For example, they locate events using, for example, 当... 时; 而如今, and create flashbacks. They use literary techniques to create certain effects suitable to context, purpose, and audience. They use metaphors, similes, figurative language, 家庭煮夫; 黄脸婆, and humour, “头悬梁，锥刺股” spirit can learn, but is not feasible! Such self-injury is enormous, as well as direct and indirect speech and alliteration to embellish their writing.

Year 12 First Language Learners

Writing — Average

Content
Students write a range of texts using formal and informal registers. They create a range of text types including diary entries, articles, opinion pieces, reviews, and speeches, in which they, for example, persuade, reason, evaluate, advise, recommend, clarify, evaluate, justify, and entertain. They write in detached, impersonal ways or from personal and emotional perspectives in both real and imagined situations. Their writing extends beyond the factual and informational to the discussion of abstract ideas and social issues, including drawing on ideas presented in Chinese literature. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. the impact of Economic Reform on daily life in China, or environmental problems). They write about issues that affect them personally, including cross-generational issues, moral dilemmas, and their own intercultural experiences and sense of identity. 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 society.
Topics include issues such as the pressures of school life, changes in family structure in modern China, the influence of technology on their lives, environmental issues such as the use of plastic bags, the impact of the Three Gorges Dam, and the relationship between environmental protection and economic development. They summarise information and express their own ideas and opinions about issues.

The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge. Their responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion. For example, students may treat a complex issue in a superficial way or may not adequately address the demands of the task (e.g. stating a personal opinion rather than exploring an issue objectively from both sides). The arguments are often not persuasive because of insufficient evidence and supporting detail and a lack of logical connection between paragraphs.

Vocabulary
Students’ range of language enables them to generate ideas on many topics. However, their expression and language choices are often at a superficial level. The nature and the range of vocabulary they use are highly dependent on the demands of the task, content area, and their general knowledge.
Descriptions of Student Achievement

In unsupported tasks, students’ range of nouns, particularly higher order, abstract nouns, is limited (e.g. 特征; 情 景 化) and verbs tend to be familiar terms associated with everyday processes (e.g. 挨打; 新). The range of adjectives includes common terms as well as a small number of less familiar adjectives (e.g. 广泛; 深 显). They are able to express their personal ideas with awareness of word combinations (e.g. 深 的影响, 流逝, 增 加, 荒 学). Occasionally students choose inappropriate or incorrect words when writing outside their general experience.

Characters

Characters are neat and well formed. A few errors occur because of confusion between homophones (e.g. 溶(融)入, 观(关)注, 盼对相(象), 擦(察)觉). Students occasionally write traditional Chinese characters rather than simplified Chinese characters.

Forms and Structures

Students’ written work includes both subject and object focus construction. There is some inconsistency in accuracy of the use of object focus as students rely on acquired patterns of use rather than having explicit knowledge of grammatical rules governing its use. Object focus construction in particular is used in familiar contexts and is less effective in unfamiliar contexts. Students use various sentence structures (e.g. ‘把’ sentences 这名女生把这件事情告诉了家长; 它把我变得简便, ‘被’ (passive) sentences 就被班里的男生进行了殴打; 我被它的庞大吸引了; 整个沙滩被染上了一层橘色, rhetorical questions 这难道还不值得国人骄傲与自豪么?). They employ a range of sentence patterns with modal verbs, conjunctions, prepositions, or particles (e.g. 网络会对青少年造成身心上的伤害; 华人活跃于政坛; 为当地经济增长; 取决于使用它的人; 降至最低). They use complex sentence structures to convey some detailed ideas, for example, 既能节省金钱, 又可以废物利用; 从而刺激顾客消费, 有助经济发展; 不少人..., 也有不少人... They use a range of cohesive devices at the sentence and text levels (e.g. 下车后; 当太阳快下山时; 晚上的时候; 这次露营真的是太棒了; 刚去的头一两天; 通过露营的一些训练, 虽然学校这次的露营很辛苦; 如果有机会的话 ). Grammar mistakes occur occasionally, for example, sentence constituent omission 华人在澳的地位不断提升 (做出贡献), transposed word components (e.g. 到用 for用到), and overuse of the attributive particle 的 (e.g. 这无疑的好处了购物).

Discourse

Students write texts using features of the text type and use devices to create cohesion across the text as a whole. For example, they use letter features such as salutations and formal terms of address for a formal letter.

In writing a narrative, students use time phrases to locate events in the past, present, or future. There is some inconsistency in students’ use of register appropriate to the text type because of a mixing of informal and formal language. In developing an argument, students structure their responses by stating differing views, supported by examples, and discussing positions for and against before giving a personal view. They build an argument by referring to previously stated ideas. They contrast ideas in order to make a particular case, using conjunctions. They expand an idea and give examples to support a statement. Writing is presented in an appropriate format with recognition of the audience in the greeting and closure 有空给我来信！友，明华.
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. 美国防部报; 万圣节, 复活节, 圣母升天节).

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. 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.

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**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.,体现于在 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.
**Indonesian**

**Descriptions of Student Achievement**

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Second Language Learners

Writing — High

Content

Students write in Indonesian to convey personal information about themselves, their families and friends, and daily routines and activities, including using transport. The information is typically presented using familiar vocabulary and structures in familiar patterns and phrases.

Students write descriptions and simple narratives using formulaic phrases independently. They write letters, emails, stories, and diary entries with support from, for example, word lists, cloze passages, dictionaries, and models. Responses are up to 100 words in extended writing passages based on models provided.

Students know factual information about Indonesia such as the names of major islands, the capital, and aspects of daily life such as schooling, divisions of the day, seasons, and pastimes of children of similar age (e.g. popular sports such as takraw). Students may be familiar with animals and foods that are unique to Indonesia (e.g. komodo, cicak, nasi goreng, sate ayam).

Vocabulary

Students use vocabulary related to their personal details (e.g. Nama saya... umur saya...). They know basic personal pronouns including saya, kami, dia, mereka and immediate family members ibu, bapak, kakak, adik, nenek, kakek. They can write and respond to simple greetings (e.g. Selamat pagi, Apa kabar? Baik-baik saja).

Students know the cardinal numbers 0–10, and how to form higher numbers using tens (puluh), teens (belas), hundreds (ratus), thousands (ribu), and occasionally millions (juta).

They have a number of common nouns for objects related to their immediate world (e.g. classroom, home, foods, and transport). They understand and use duplication of nouns to create plurals (e.g. buku-buku) and familiar –an nouns (e.g. makanan, pakaian). They describe their houses using simple adjectives of big and small (e.g. Rumah besar). Friends are described using simple adjectives of physical appearance (e.g. dia gemuk, Andrei tinggi). Character is also referred to using simple adjectives such as lucu, ramah, sportif, baik hati, and pandai.

Vocabulary for colours (e.g. hitam, coklat, hijau, biru) is often associated with clothing and body parts (e.g. baju merah, sepatu hijau, mata biru, rambutnya panjang dan cokelat) and pets (e.g. anjing hitam). Students refer to animals/pets including kucing, burung, anjing and describe them (e.g. kucing saya gemuk dan nakal).

There are simple descriptions of students’ daily routines (e.g. mengenakan/memakai pakaian, menggosok gigi, berangkat ke sekolah) and leisure activities including sports, pastimes/hobbies (e.g. main futbal, bermain sepak bola, bersilancar, bermalas-malas, bercakap-cakap). They use simple time markers such as hari ini, kemarin, and besok.

Students know a number of school subjects (e.g. Bahasa Indonesia, Bahasa Inggeris, Matematika, Olahraga). They can write descriptions using days of the week and months.

Forms and Structures

Students create simple sentences using the subject-verb-object construction. Students use the structure of the adjective following the noun at the clause level when modelled (e.g. Tempat favorit saya rumah teman).

They use a possessive pronoun following the object if modelled (e.g. Nama teman baik saya Alice) and the possessive form –nya (e.g. Teman saya namanya James, rupanya tinggi).

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Students use the simple verb *suka* to express their preferences (e.g. *Saya suka*...). They negate verbs by using *tidak* (e.g. *Saya tidak suka*...) and use compound verbs (e.g. *Saya tidak suka membaca buku, Saya suka main tenis*).

Activities are typically described using *ber-* verbs (e.g. *belajar, berbelanja, berjalan*) and a small range of formulaic *me-* verbs (e.g. *membeli, menonton, mendengarkan*). Verbs are used at times with auxiliaries and adjectives extending the idea (e.g. *Saya suka sekali... Saya mau ke sekolah naik bis*).

Students use prepositions of place *di, dari,* and *ke* to refer to where events are located (e.g. *Saya mau ke sekolah naik bis, Saya tinggal di ... Saya berasal dari Australia*).

Students use cardinal numbers following the noun (i.e. as an adjective) to refer to quantities, including when describing people (e.g. *Kakak saya satu. Adik saya dua, Saya ada dua kakak*).

Occasionally preferences or opinions are attempted using comparatives and superlatives, for example, *Saya suka sekali futbol, ... lebih kecil (daripada) kamar saya*. Opinions are occasionally expressed using colloquial terms that reflect a judgment (e.g. *asyik*).

**Discourse**

Students write sentences with a single idea and combine two ideas in a single sentence. They create a series of short sentences to build up descriptions (e.g. *Nama saya Jessy. Saya berasal dari Australia*). Ideas are connected using the simple conjunction *dan* (e.g. *Nama saya Alison dan saya dua belas*). Students give reasons for their preferences using *karena* (e.g. *Saya benci Matematika karena sukar*) and contrast ideas using *tetapi* (e.g. *Saya benci Matematika tetapi saya lebih suka (Sastra) Inggris*).

Students use models to write a series of sentences covering a number of ideas to create a whole text (e.g. letter, description). In supported tasks, students create cohesion primarily using chronological sequences (e.g. *Pada hari...*), and by writing paragraphs that add further information to a topic (e.g. going to school, subjects studied, facilities).

### Year 6/7 Second Language Learners

**Writing — Average**

**Content**

Students write in Indonesian to convey personal information about themselves, such as their names, ages, family, pets, friends, hobbies, sports, transport, favourite subjects, and foods.

Their writing includes simple descriptions, labels, captions, and letters. It is often presented as single words or as a series of sentences. Responses are up to fifty words using formulaic phrases and structures, and with support from word lists, models of responses, and dictionaries. Without support, students write words, phrases, and sentences using rehearsed language related to familiar topics.

Students know factual information about Indonesia such as the names of several islands, the capital city, and aspects of daily life (e.g. common foods, popular sports such as *sepak bola*).

**Vocabulary**

Students use vocabulary related to their personal details (e.g. *Nama saya... umur saya*...). They know basic personal pronouns including *saya, Anda, kamu, dia* and immediate family members *ayah, bapak, ibu, kakak, adik, nenek, kakek*. They know times of the day and simple greetings (e.g. *Selamat pagi, Apa kabar?*)
Students know cardinal numbers up to 10 and the words of tens (puluh) and hundreds (ratus). They use cardinal numbers to refer to their age (e.g. Saya sebelas).

They use a number of common nouns for objects related to their immediate world (e.g. classroom objects buku, pena) and school subjects (e.g. Olahraga, Bahasa Indonesia, Matematika). They name foods, fruit, vegetables (e.g. ayam goreng, nasi goreng, apel, pisang) and animals/pets (e.g. anjing, kucing).

Students use adjectives to describe the physical appearance and character of friends (e.g. hitam, coklat, hijau, biru, pendek, tinggi, lucu).

Students typically refer to daily routines (e.g. bangun, mandi, makan) and activities using bermain/main. These are most often sports that are of interest to them (e.g. sepak bola, futbol, bola basket). When they use the me-form it is learnt as formulaic vocabulary (e.g. menonton televisi, membaca buku).

Forms and Structures

Students create simple sentences using the subject-verb-object construction. These sentences most often carry one idea.

They use personal pronouns (e.g. saya, kamu, dia) and create possessive pronouns, sometimes unreliably (e.g. Saya rumah), reflecting word order in English (My house...).

Students use the simple verb suka (to like) to express their feelings and preferences (e.g. Saya suka). They negate verbs by using tidak before the verb. Their writing features verbs learnt as vocabulary items (e.g. bermain and menonton film, mendengarkan music).

Students use the preposition of place di; however, its meaning is sometimes confused and it appears to mean ‘the’ or ‘is’ (e.g. Nicole di tinggi, Elise di kecil).

Discourse

Students write sentences with a key idea, occasionally combining two ideas in a single sentence. Combining ideas is achieved by using the simple conjunction dan (and). They extend descriptions by listing examples (e.g. Saya suka makan apel, pisang, nasi goreng; Keluarga saya kakak, adik, dua binatang piaraan). Occasionally there are errors such as sentences with no active verb (e.g. Saya empat anjing dan empat kucing). Students draw on English to complete their meaning when it is beyond their current range (e.g. Saya favourite subject is olahraga dan kesenian).

With support, students create texts such as simple descriptions (e.g. my school, my hobby, a personal profile). They use formulaic cohesive devices such as days of the week pada hari... and locations di rumah... di pantai... to structure responses.

Year 6/7 Second Language Learners

Oral — High

Content

Students are familiar with content related to their immediate world including their family, home, activities, neighbourhood, and school environments. They have some knowledge of Indonesia (e.g. names of islands) and the daily life of families and young people (e.g. foods, clothing, sports and leisure activities, school routines).

Without support, students provide responses to a range of questions including those using Bagaimana, Di mana, Dari mana, and open-ended questions such as Kamu suka apa?
Responses at the sentence level show fluency (e.g. Saya punya... binatang saya... saya suka sekali lemonade).

Students are familiar with and respond to classroom commands (e.g. duduklah, bacalah). With support, students perform role plays on topics such as bargaining in a market, and give presentations on topics related to their interests such as a favourite sport or personality.

Students use props, cue cards, or word lists to support their performance in role plays and in giving presentations that have a strong reliance on students memorising prepared information.

**Vocabulary**

Students know common nouns for people in their family and pets or farm animals (e.g. bapak, ibu, kakak, adik, kakek, nenek, anjing, ikan, burung, kuda) and others in the class environment (e.g. guru, murid/siswa, teman, anak).

Students refer to common Indonesian foods including the category buah-buahan, and specific items such as nasi, apel, pisang. Students use plurals by doubling the noun (e.g. buku-buku, anak-anak).

They express simple cardinal numbers (dua puluh lima) when describing dates and costs using harganya and rupiah at the end of numbers. They also use cardinal numbers to describe quantities (e.g. tiga anak). They express higher numbers using ratus, ribu, juta; however, they often require wait time or support to do so.

Students create descriptions of people using a range of adjectives (e.g. bodoh, pandai, pendek, tinggi, ramah, lucu, tidak lucu, tidak baik). They describe their environment using simple descriptions (e.g. Hari ini panas). Students occasionally use karena to give a reason for their opinion.

They have a broad range of vocabulary related to hobbies and pastimes (e.g. bermain bola net, naik kuda, bersilancar, membaca buku, suka buku fantasi). They have school-related vocabulary (e.g. di sekolah, saya belajar) and spaces (e.g. kantin, kantor, kamar kecil, kelas, lapangan).

Students refer to activities and routines using the times of the day (e.g. pada jam/hari/bulan).

Students have a number of names for common places around the city (e.g. restoran, kantor, pantai, jalan) and nouns for transport that they use (e.g. bis, mobil, sepeda). The simple prepositions of location (e.g. di, ke, dari) are used to describe movement.

**Forms and Structures**

Students use common personal pronouns such as saya, kamu, Anda, dia, and a range of personal pronouns to refer to people beyond their immediate family (e.g. Pak Simon, Bapak teman saya).

They use the possessive pronoun word order when modelled (e.g. Nama teman saya... Kamar adik laki-laki saya...).

Sentences are characterised by a number of simple base verbs (e.g. Saya suka nasi goreng, Saya makan coklat) and ber- verbs (e.g. Saya bermain bola net). There is a small number of formulaic me-verbs such as Hobi saya menonton televisi; Saya (mempunya(i)... Ibu saya suka membaca buku. Some students use the verb ada to refer to the presence of something (e.g. Di rumah ada kucing).

**Fluency**

Responses at the sentence level show a flow of single ideas and a range of language to match (e.g. Saya naik bis ke sekolah hari Rabu). These utterances show appropriate pausing at the clause level.

**Intelligibility**

Students imitate pronunciation and intonation based on familiar language used in class such as vowels ‘a’ (ah) (e.g. nama) and ‘e’ (eh) (e.g. becak), and the rolled ‘r’ (e.g. bermain) sound. They often fully aspirate ‘t’ and ‘k’ sounds (e.g. tidak) and continue to use English pronunciation of the ‘u’ sound (e.g. buku).
Students use raised intonation in familiar words (e.g. *bermain*) and attempt this pattern with less familiar words (e.g. *berbelanja*).

**Comprehension**

Students readily comprehend questions and statements relating to familiar topic areas. They show partial comprehension of questions that extend beyond the formulaic and familiar (e.g. *Suka berenang di pantai?*) and they use communication strategies to assist comprehension when necessary.

**Communication Strategies**

Students use gestures to support their meaning or extend an idea when the vocabulary is beyond their range (e.g. gesturing an action such as rowing). They use formulaic Indonesian responses to ask for clarification (e.g. *Maaf, saya tidak tahu*).

There are occasional attempts to self-correct (e.g. *Tinggal saya... Saya tinggal di...*) showing evidence of awareness of a gap between the utterance and its meaning. Students are quick to self-correct if a correct response is modelled by the teacher or by another student.

**Discourse**

In supported tasks, students create cohesion using formulaic text conventions such as using greetings and questioning to take turns in conversations.

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**Year 6/7 Second Language Learners**

**Oral — Average**

**Content**

Students are familiar with content related to their immediate world, in particular greetings and introductions, personal details, sports, food and school. They have basic knowledge of Indonesian geography (e.g. capital city, Jakarta/Jawa/Bali) and the daily routine of young Indonesians.

Without support, students respond to simple questions (e.g. *Apa ini? Siapa nama Anda/kamu? Siapa dia? Berapa orang? Apakah kamu suka sepak bola?*). They typically respond with single-word answers and formulaic sentences (e.g. *Nama saya... Umur saya...*).

With support, students perform role plays on topics such as bargaining in a market, and give presentations on topics related to their interests such as a favourite sport or personality. Students rely heavily on memorising, often reading aloud prepared written material.

**Vocabulary**

Students know basic conversational greetings and simple social exchanges using terms of address (e.g. *Bu, Pak*), and salutations and questions such as *Halo, Apa kabar? Baik-baik saja, sampai jumpa*.

Students have sound knowledge of cardinal numbers (e.g. 1–10, *puluh, ratus*) and occasionally *ribu* or *juta*, often requiring considerable time to formulate answers. They have a range of vocabulary related to their own interests such as sports (*tenis, futbol, sepak bola*) as well as their immediate school environment (e.g. classroom objects *buku, pensil, komputer, meja*).

Students use basic nouns for familiar places (e.g. *sekolah, rumah*) and transport related to getting around (e.g. *bis, mobil*). They know names of familiar animals (e.g. *anjing, kucing, kuda, burung*).
Forms and Structures

Students use common personal pronouns such as saya, kamu, dia. They use the pronouns for members of their immediate family (e.g. bapak) and know the terms for identifying younger and older siblings (i.e. adik/kakak) and their gender (i.e. perempuan/laki-laki). They use the possessive form with commonly used phrases such as nama saya... ibu saya... mobil saya... Students’ responses show beginning awareness of Indonesian word order; however, without fully understanding that Indonesian shows possession through word order (e.g. saya hobi kriket, Saya satu kucing).

They typically use single-word responses to questions and sometimes extend this using simple verbs such as suka (saya suka selada), makan (saya makan pisang), or ber- verbs (e.g. Saya bermain bola net).

Fluency

There is minimal evidence of fluency at this level, with responses restricted to one or two words and responses following the pattern provided by the teacher or audio stimulus.

Intelligibility

Students are familiar with the basic sounds of Indonesian, in particular ‘u’ (oo) (e.g. buku) and the consonant ‘c’ (ch) (e.g. kucing) sounds. They are imitating appropriate intonation, raising the second to last syllable on familiar words and following the teacher models provided (e.g. bermain).

Comprehension

Students show comprehension of formulaic questions and utterances (e.g. Siapa nama kamu?). They show lack of comprehension or confusion when unfamiliar vocabulary or structures are used (e.g. Apakah ada binatang di rumah?). They rely on modelling, repetition or rephrasing, and visual cues in unrehearsed conversations.

Communication Strategies

Students use strategies such as mirroring or adopting the interlocutor’s vocabulary or patterns of speech to create meaning, for example, Q) Bermain netbal di mana? A) Bermain netbal di sekolah. Students use English to ask for clarification, for example, restating questions (e.g. Where do you live?). They use gestures such as pointing to pictures or text to focus attention on the topic of conversation and they use gestures to signal meaning such as size and actions (e.g. running).

They show lack of comprehension or confusion by smiling, having a puzzled facial expression, or by agreeing using ya if unsure of the question.

Discourse

In unsupported tasks, coherence in oral language is not evident beyond the single-sentence level. In supported tasks, students use rehearsed, modelled language including devices such as greetings, questions and answers, and definite articles such as ini... to refer to visual supports.

Year 6/7 Second Language Learners

Reading — High

Content

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.
Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

With support, such as word lists, shared reading, and visual clues, students read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email).

**Knowledge of Linguistic Forms**

Students readily recognise simple greetings (e.g. *Apa kabar?* Kabar baik/baik baik saja). They are familiar with question words that seek basic personal and general information such as *Siapa*, *Apa*, as well as *Berapa*, and *Di/dari mana?* They understand times phrases related to telling the time (*jam, pukul*), cardinal numbers 1–12, days of the week and months (e.g. *pada hari Senin*...).

Common nouns in the classroom environment (e.g. *rak buku, papan tulis, jendela, pintu*) and the wider local environment (e.g. *kota, taman, bisokop, pantai, pasar*) are familiar to students.

Students comprehend descriptions of daily routines and pastimes based on simple base words (e.g. *mandi, makan, tidur, naik*) and familiar *ber-* and *me-* verbs (e.g. *bernama, berenang, berjalan, berangkat, memakai, menulis, menggosok, menelpon*).

Students recognise a range of adjectives related to size, qualities, and characteristics (e.g. *lucu, besar, mahal, ramah*), and a range of colours (e.g. *hijau, putih, hitam, merah*).

Students recognise familiar pronouns related to family, friends, and school (e.g. *paman, bibi, kakek, nenek, guru, siswa/murid, teman/kawan*).

Students know the conjunctions *dan* and *karena*, and can decipher the meaning of *untuk* and *tetapi* from the context.

**Task Requirements/Processing**

Students read texts for gist and specific meanings. They respond to answers about the text to demonstrate their understanding of meaning and of specific words and structures. They often select a particular word or series of words to answer questions and complete exercises at a sentence level (e.g. questions of time, place, people, and actions). They make use of familiar vocabulary to comprehend the overall meaning and use their predicting skills to infer meaning when vocabulary is unfamiliar. Students use supporting examples and clues (e.g. headings, illustrations, and vocabulary lists) to support their reading. They use borrowed words from English (e.g. *televisi, bis (bus)*) to assist in comprehending texts; however, they do not rely on these. Students are often required to read aloud and translate meaning at a sentence level into English.

In reading unfamiliar texts, including those modified from authentic texts, students show skills in scanning back and forth across the texts to develop general understanding. They locate and extract specific items of information using skills in deciphering the relevance of vocabulary and ideas in a sentence or in the text overall.

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**Year 6/7 Second Language Learners**

**Reading — Average**

**Content**

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.
Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

Students attempt to read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email); however, they experience difficulty developing gist and locating specific meanings without substantial support (e.g. teacher explanation, word lists, shared reading and visuals).

**Knowledge of Linguistic Forms**

Students recognise simple greetings (e.g. *Apa kabar? Kabar baik/baik baik saja*). They are familiar with question words that seek basic personal and general information such as *Siapa, Apa*, and *Berapa*. Questions such as *di mana* are challenging as students rely on translating meaning at a word-for-word level. Students understand simple time phrases (e.g. *jam dua*), relying on knowledge of the cardinal numbers 1–12.

Students recognise common nouns in the classroom environment (e.g. *buku, pena, meja*) and home environment (e.g. *rumah, kamar, mobil*). They know adjectives such as colours and characteristics (e.g. *lucu, besar*). Unfamiliar vocabulary can impede comprehension of sentences and whole text (e.g. *bangun, taman*).

Students recognise simple verbs (e.g. *makan, minum, suka*) and common *ber-* words (e.g. *bermain, berenang, berbicara, berjalan, berangkat*) and a small number of *me-* words (e.g. *membaca, menonton*). Students recognise familiar pronouns related to family, friends, and school (e.g. *saya, kamu, bapak, ibu, kakak, adik, Pak/Bu*). Students also know the conjunctions *dan* and *karena*.

**Task Requirements/Processing**

Students read texts for specific meaning and often in order to select a particular word or series of words to complete meaning at a sentence level. They are reliant on familiar vocabulary (e.g. *sekolah, makan, pergi, berenang, buku, meja, guru*) to comprehend overall meaning.

They use supporting examples, word lists, and textual features such as headings and illustrations to predict meaning and identify specific items of information.

At the sentence level, students are often required to read aloud and translate meaning into English. They rely on recognising familiar vocabulary and borrowed words from English (e.g. *televisi, bis (bus*) to assist in comprehending texts.

In reading unfamiliar texts, students show initial skills in scanning texts for gist; however, meaning is limited without additional support.
Second Language Learners

Writing — High

Content

Students write in Indonesian to convey personal information and opinion, for example, in the form of a self-introduction. The personal information includes details about the individual and family members. The information is typically presented using familiar vocabulary and structures as well as attempts to use more complex forms beyond rehearsed and modelled phrases. Responses are up to 200 words.

Students show a degree of personalisation in their writing. They offer opinions using structures such as Menurut pendapat saya, saya kira, saya pikir. They offer evaluative comments (e.g. Asyik sekali, hebat), including using comparative forms (e.g. dia jauh lebih lambat daripada saya). The most effective responses include a degree of abstraction from the immediate informational domain with students projecting into the future Saya ingin mengunjungi banyak negeri lain and expressing their personal values and aspirations (e.g. Pada masa depan mudah-mudahan saya orang baik, Sesudah sekolah saya mau menjadi apoteker untuk membantu orang).

Students demonstrate cultural knowledge of Indonesia and make comparisons with their own culture in factual statements related to daily life (e.g. times of the day, daily routines related to school and leisure activities, food, and transport). They know familiar culturally appropriate forms of address and greetings. They know the main features of Indonesian geography such as islands, cities, and weather. They show initial intercultural awareness through statements that reflect their own culture from an Indonesian perspective (e.g. Cuaca di Australia agak enak sehingga Rudi bisa memakai pakaian apa saja—baju kaus dan celana panjang). They are aware that religion (including Islam, Hinduism, and Buddhism) is important in Indonesia. Occasionally students refer to their religious identity (e.g. Agama saya Kristen).

Vocabulary

Students use a broad range of vocabulary related to their personal details (e.g. name, age, birth date) (Saya lahir pada tanggal ... Juni... tahun...). They know basic personal pronouns including saya, immediate family members, kami/kita, and their possessive forms (e.g. ayah saya, kakak laki-laki saya). They describe the physical appearance and character of significant members of their world including family, friends, and teachers using adjective-noun word order (e.g. dia baik hati, teman saya ramah), using a range of adjectives (i.e. ramah, cerewet, jahat, keras kepala, baik hati, jujur, sabar, gemuk, panjang, persegi, cakep). Students refer to animals/pets including kucing, burung, anjing, and their characteristics (e.g. lucu, nakal). Family members are also described in terms of their occupations including ahli hukum, guru, akuntan, wartawan, dosen.

Students describe their leisure activities including sports, pastimes/hobbies, favourite music, and films. They typically use the terms waktu luang, waktu bebas to refer to the concept of ‘spare/free time’. Descriptions of activities are frequently organised through relating to the days of the week using Pada hari... and reflect a wide range of particular sports (i.e. olahraga, bulu tangkis, tenis, berenang, sepak bola, bermolas-molas).

Students describe their activities at school typically using Di sekolah... (At school...) as the opening phrase. They typically refer to the subjects studied and their personal preferences for each. The range of subjects includes Bahasa Indonesia, Bahasa Inggeris, Biologi, Matematika, Sejarah, Pendidikan Jasmani, Bahasa Jerman, Geografi.

Students refer to their future aspirations using prepositional phrases such as pada masa depan, and expressions of hopefulness or intention such as mudah-mudahan, ingin menjadi, saya harap, saya bercita-cita.
The spelling of more complex nouns and verbs with affixation can be inconsistent reflecting students’ desire to write more sophisticated Indonesian independently, beyond formulaic language.

There is some limited use of exclamations to express personal reactions (e.g. Wah... aduh!).

**Forms and Structures**

Students typically create subject-verb-object sentences with one or more ideas. Clauses reflect understanding of noun-adjective word order (i.e. adjective follows the noun) and possessive structures (i.e. pronoun follows object, for example, Nama teman baik saya Alice). Most object focus construction relies on formulaic phrases and modelled sentences (e.g. buku yang paling saya suka Graceling ditulis oleh...). For a small number of students there is occasional spontaneous use of object focus construction typically using the third person (e.g. Ada bermacam-macam kegiatan (yang) dilakukan-bermain olahraga, pergi ke bioskop, berbelanja dan lain-lain; Matematika, Bahasa Inggeris, IPA, Penjas, Geograf). Knowledge of the base word system is sound, in particular simple nouns using -an suffix (makanan, lingkungan) and names of objects related to their immediate world (e.g. classroom, home/personal). Students recognise abstract nouns (e.g. ke-an and per-an forms) primarily as vocabulary (e.g. kesehatan, perjalanan, Ada perbedaan besar antara sekolah di Australia dan di Indonesia).

Students have a range of *ber-* verbs (e.g. bermacam-macam, bersekolah, bersilancar, bersifat). They also have a range of *me-* verbs commonly taught at this level (e.g. membeli, menonton, mendengarkan, memasak, memakai, menjadi, mengunjungi). There are occasional instances where students use a *me-* verb in its adjectival form (e.g. Pelajaran yang paling saya sukai Ekonomi karena Ekonomi menarik dan menyenangkan sekali).

There is good control of tense markers and frequency indicators to express ideas related to time. For example, students express duration using selama and indicate frequency of occurrence using kadang-kadang, sering, biasanya. They show sound control of tense through use of the past tense (e.g. yang lalu) and future tense (e.g. pada masa depan, tahun depan) and akan (e.g. Saya kira Anda akan suka Australia, saya akan belajar...). They refer to imagined or hypothetical situations using the conditional kalau (e.g. Kalau saya tidak mengerjakan pekerjaan rumah, saya mendengarkan musik). Students occasionally use sekarang to indicate their sense of present tense. In order to convey time sequence or chronology, students often use sebelum/sesudah, tahun ini. There is some use of sambil and an occasional use of sedangkan to describe when actions are occurring and to show contrast (e.g. ...bulan Januari panas sekali sedangkan bulan Agustus sangat dingin).

Students use prepositions of people/time/place (e.g. dalam keluarga, pada liburan, di sekolah), and have a high degree of accuracy in selecting *di* or *ke* and an appropriate preposition for the circumstance.

There is use of *adalah* (e.g. Pelajaran yang paling saya sukai adalah Bahasa Indonesia); however, this is not always accurate. Students indicate excess using terlalu (e.g. terlalu banyak).

Ideas are compared and evaluated using comparative and superlatives forms such as lebih... dari pada... (e.g. Fasilitas di sekolah paling bagus, ada AC, dapur dan lain-lain, sekolah di Australia lebih santai dari pada sekolah di Indonesia, Cuacanya (iklim) di sini lebih kering dari pada cuacanya di Jakarta).

**Discourse**

Students are developing control of cohesion at the whole text level. Typically, students use conjunctions to both link and extend ideas within and between sentences to create paragraphs (e.g. juga, dan). They show causal relationships using karena, jadi, and sehingga (e.g. Juga sekolah Australia ada banyak murid, olen karena itu ada banyak ruang Kelas, Cuacanya di Australia sedikit dingin pada musim dingin, kira-kira 10 derajat, jadi perlu sweter dan celana panjang, Cuaca di Australia agak enak sehingga Rudi bisa memakai pakaian apa saja- baju kaos dan celana panjang).
Students create emphasis and expand ideas using *khususnya* and express inclusivity or more than one idea using *baik...maupun*...

Furthermore, students extend their message by providing examples using clauses beginning with *yang, misalnya, seperti, termasuk, yaitu* (e.g. *Anda mau belajar banyak mata pelajaran misalnya Matematika, Bahasa (Sastra) Inggeris, dan lain-lain*). There are a range of conjunctions also for contrasting ideas, for example, *tetapi, akan tetapi, atau* (e.g. *Nama kakak perempuan saya Sarah dan dia pandai tetapi kadang-kadang dia cerewet, Pada akhir minggu, orang biasanya berbelanja, berenang atau mengunjungi rumah teman*). Some sentences are extended using the terms *terdiri dari* and *terbuat dari* (e.g. *Rumah saya cukup besar dan terdiri dari sembilan kamar. Atap rumah saya terbuat dari genteng*).

In creating texts, students show a logical progression and sequence of ideas typically developing from personal, factual information to more general, abstract information, ideas, and opinions. They use punctuation to organise meaning (e.g. creating a list of points/examples or structuring a written conversation).

Text type is acknowledged through specific features such as opening and closing salutations in letters (e.g. *Nama saya... Halo, Hai or Kenalkan... sampai jumpa*) and tone (e.g. more formal tone in a letter to the editor). There is occasional inappropriate use of informal register such as *halo* and *asyik* in formal texts.

### Year 10 Second Language Learners

#### Writing — Average

**Content**

Students write texts that are predominantly personal and factual in nature up to 150 words depending on the text type. They convey personal information such as bio-data and details about family members such as age, occupation, and character. They give information about their local environment, school, daily activities, and pastimes. Their writing is predominantly descriptive and relies on familiar vocabulary and rehearsed structures.

Students show factual knowledge of Indonesia, particularly daily routines, school and leisure activities, animals, food, transport, and climate. They know familiar culturally appropriate forms of address and greetings. They know the capital city and the names of the major islands.

**Vocabulary**

Students use a limited range of vocabulary related to their personal details (e.g. *Nama saya... umur saya*...). They know basic personal pronouns including *saya, kamu, Anda, dia*, and immediate family members, and their possessive forms (e.g. *bapak saya, kakak saya*). They describe the physical appearance and character of significant members of their world including family, friends, and teachers using simple adjective-noun word order (e.g. *dia baik*). They use a range of adjectives for people and their environments (i.e. *ramah, baik, tinggi, lucu, besar, kecil, panas, dingin*).

Students know vocabulary related to clothing including *kemeja, celana, baju, sepatu, jas*. Primary colours including *merah, coklat, biru* are familiar. Students know the names of common animals/pets in Australia (e.g. *kucing and anjing*).

Vocabulary of hobbies and sports features strongly including common Australian sports *netbal, bola net, bola basket, berenang, kriket, futbal*. The timing of activities is described using days of the week (with weekends most familiar *hari Sabtu, hari Minggu*) and names of the calendar months (e.g. *bulan, Juli*). They describe place names such as *mal, pantai, rumah, kota, sekolah*.
Students describe their school subjects Bahasa Indonesia, Bahasa Inggeris, Matematika, Pendidikan Jasmani. Common adjectives used to describe students’ opinions of subjects include bagus, menarik, membosankan. They state a preference also using the comparative form lebih (e.g. Saya lebih suka Inggris, sejarah dan Bahasa Indonesia karena asyik dan menarik sekali).

Spelling is typically consistent and well controlled with familiar vocabulary; however, there are some common difficulties such as berberapa, berkerja.

**Forms and Structures**

Students’ writing is characterised by short, single idea sentences in Indonesian. They typically use subject-verb-object sentences with one or two ideas and the pattern is often repeated as a means of adding further detail (e.g. Ada bapak bernama… Ibu saya bernama Jenny dan adik perempuan bernama…). Clauses show formulaic noun-adjective word order (i.e. adjective follows the noun) and possessive structures (i.e. pronoun follows object, for example, Nama kakak saya Jodie).

Students use verbs and nouns typically in their base word form (e.g. Saya (mem) baca buku, Dia (me)masak nasi goreng). More complex abstract verbs and nouns are rare and typically known as individual vocabulary items (e.g. lingkungan, keadaan, perjalanan). Students use duplication to create plurals such as hobi-hobi, teman-teman to refer to more than one item/object/person.

Students have a range of ber- verbs (e.g. bermain, berenang, berbelanja). They use a limited range of me- verbs, most commonly menonton, membaca.

There is occasional use of frequency markers such as kadang-kadang and tense markers such as yang lalu.

Students know the prepositions of place di (stationary) and ke (movement). They know the preposition pada for time (e.g. Pada tanggal …) and dengan for people (e.g. dengan teman).

**Discourse**

Students have sound control of cohesion at the sentence level. Typically, students use a limited range of conjunctions to both link and extend ideas within and between sentences (e.g. juga, dan).

Expanding ideas is done through giving additional details such as listing (e.g. Saya bermain bola net, komputer dan tenis; Makanan di Australia enak sekali! Ada daging ayam, kentang goreng, es krim dan banyak makanan lezat yang lain). They also add information by using seperti (e.g. Saya bermain banyak olahraga seperti bola net, bola basket, sepeda dan lain-lain).

Students use formulaic conventions of informal register such as in informal letters/blogs (e.g. Hai, apa kabar, oke, dag, sampai nanti).

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**Year 10 Second Language Learners**

**Oral — High**

**Content**

Students are able to give factual information about topics related to their personal world including personal details, age, address, family, friends, pets, and food. They describe their home environment including rooms of the house, and outside facilities such as a pool and garden. They explain the distance of their home from school and the mode of transport to school. They describe their school and local environment and make comparisons with daily life for teenagers in Indonesia such as daily routine, transport, school, hobbies, and interests.

Without support, students describe their participation in activities, sport, and music, and how they spend their leisure time. They express their preferences for foods and interests.
The topic of school, including facilities and environment, as well as subjects and preferences for subjects is managed well.

Students can express their desires for the future, referring to possible occupations, study, travel and personal interests.

With support, students give presentations and participate in conversations using prepared written material. They perform role plays, give mini demonstrations (e.g. cooking, instruction on how to play a game), give a brief weather report, present an aspect of Indonesian culture to their class using visual and written supports.

**Vocabulary**

Students' vocabulary knowledge includes familiar topics and relates largely to description, factual information, and simple personal opinion. They express simple cardinal numbers (dua puluh lima) when describing dates and costs (harga, ongkosnya, and rupiah at the end of numbers). They hesitate with more complex numbers such as higher numbers for purchasing items, and expressing dates in terms of years (i.e. dua ribu Sembilan). Students use rehearsed language associated with bargaining (e.g. terlalu mahal, bisa kurang, baiklah, terimakasih).

In some cases students' vocabulary knowledge extends beyond familiar topics to include a wider range of family members (ibu tiri, sepupu, tante, keluarga asuh) and wider interests (melihat dunia, lingkungan). Students know vocabulary related to making arrangements and in particular eating out (e.g. minta, restoran, memesan).

Descriptions typically include people (teman/kawan, sifatnya, ramah, malas, tinggi, pendek, lucu), and their occupations using bekerja sebagai. Students describe activities that reflect current interests among youth (memancing, bermain untuk tim, mendengarkan musik, menonton film, bermain alat musik).

Students typically describe events in time (pada jam... setengah, pada hari... sobtu, minggu, senin, rabu, pada bulan April, pada masa depan) and place (tempat, pasar, sekolah). They use compass directions (utara, selatan) and the verb terletak and prepositions kiri and kanan to indicate locations. They relate events to the seasons and weather (musim, panas, dingin) and to facilities in the community (e.g. bioskop, kolam renang).

Personal opinions are expressed in terms of favourites (kesayangan saya, favorit saya) and simple views (saya cinta, saya senang, saya mau...).

They tend to use words borrowed from English in preference to the standard Indonesian form (e.g. tiket, festival, romantic). There is a strong use of English with Indonesian pronunciation when students refer to using technology (e.g. komputer, internet, teknologi).

**Forms and Structures**

Students typically use simple sentence construction (subject-verb-object). There are very few instances of object focus construction and at this level these are likely to be learnt as formulaic phrases and only in the third person form (e.g. dibeli oleh teman, dibuat dari kayu, yang paling saya sukai, dipengaruhi Barat).

Students use second and third person pronouns (dia, mereka) and use the appropriate inclusive or exclusive pronoun kami/kami (e.g. kami berbahasa Mandarin). They use prepositions for referring to people (e.g. kepada, bagi) and gender terms for male and female (i.e. perempuan, laki-laki).

When interacting with others orally, students generate their own questions using Apakah, Bagaimana, Dari mana, Mengapa, Dengan siapa?

Students describe activities using simple base verbs and ber- verbs (bermain, berlatih, bersilancar, mandi, bangun). They also have a range of simple transitive verbs that relate to daily activities such as mencuci piring, membersihkan kamar, menyisir rambut, membaca buku, menikmati belajar bahasa Indonesia, memasak nasi goreng.
Students use simple adjectives to describe items (i.e. *gaya film itu romantis*). They state their opinions and preferences using *Saya lebih suka, Saya kurang suka* (e.g. *Saya kurang suka Jakarta karena terlalu banyak orang*) and give reasons for preferences using the conjunction *karena*. They refer to possibilities by qualifying their statements using *mungkin* to reflect the uncertainty of their answer. They use verb auxiliary forms (e.g. *Saya mau menjadi apoteker*). They elaborate using *yang* (e.g. *orang yang suka aktng, teknologi dan komputer*). Occasionally they use the comparative structure (*lebih...daripada*) to express personal preferences (related to subjects and foods) and the structure (*tidak...tetapi pula*) in a rehearsed formulation to give more elaborate descriptions.

Students refer to frequency by using *kali, sering, biasanya, kadang-kadang* and occasionally *jarang* (e.g. *Saya jarang pergi ke pantai*). They also relate events in time through tense indicators (*sudah, akan, pada masa depan*), for example, *Saya sudah pergi ke Vietnam*. They use the preposition *pada* to refer to dates (e.g. *pada tanggal... bulan Desember*) and the timing of events (e.g. *pada jam...* and prepositions of place (e.g. *lahir di... berasal dari...*).

Students use the conjunction *untuk* to show the purpose of an idea or action (e.g. *Saya bermain bola net untuk (supaya) menjadi sehat*).

They typically negate verbs using *tidak* and are demonstrating more frequent use of *belum* and *bukan*. They show some awareness of an Indonesian sensibility by using *belum or sudah* occasionally and *ada* to express the presence of something. There is some expression of subtlety, for example, using *agak, sangat* (e.g. *sangat mau*) or modifiers such as *lebih jelas, kurang pandai, sedikit saja*. They use *juga* to emphasise sameness or inclusion (e.g. *Teman saya Paulene dan Abbey. Mereka duduk di kelas saya. Abbey juga berasal dari Cina dan rambutnya panjang*).

**Fluency**

The flow of students’ responses is irregular and highly dependent on their familiarity with the question. Their delivery is interspersed with frequent use of fillers such as ‘um’ and ‘ah’. They have frequent pauses to allow for construction of meaning and to select appropriate vocabulary.

**Intelligibility**

Students’ pronunciation includes effective use of vowel sounds (a, e, i, o, u), the ‘c’ as ‘ch’ sound, and glottal stops (k, t). Students create stress on the second to last syllable within simple verbs and nouns (e.g. *mengunjungi, bersilancar, lingkungan*).

Students are familiar with the raised second to last syllable intonation in Indonesian, especially with transitive verbs (e.g. *menyopkan*). There is some evidence of aspiration of the final ‘h/ah’ sounds; however, this is not consistent and is influenced by English pronunciation. In addition, the ‘ng’ sound is often given stress when it leads into a stressed syllable sound (e.g. *mengerjakan*).

**Comprehension**

Students respond comfortably to formulaic questions about familiar topics with minimal support from the interlocutor. In less familiar topic areas or phrasing, students often predict meaning according to the intonation of the interlocutor (e.g. *Anda suka itu?*). They use more waiting time to respond to the question form *Bagaimana?*, and in interpreting numbers (e.g. *Tahun dua ribu tujuh*.) They often seek clarification of open-ended questions using *Mengapa?* and *Yang mana?* They generally comprehend gist even when unfamiliar vocabulary is used, and they have a range of communication strategies to support general and specific comprehension.

**Communication Strategies**

Students use a range of linguistic and paralinguistic devices to initiate and maintain natural communication. They use rehearsed expressions to seek clarification or to express lack of comprehension (e.g. *Bisa diulangi? Saya lupa*). They check the interlocutor’s intention by clarifying with a question (e.g. *Tahun ini?*) and, ‘like as in... after school?’.
When students do not fully comprehend a question, they mirror the interlocutor’s question form in their response (e.g. (Q) *Di mana?* (A) *Di mana... kota Jakarta*).

Some students shift into English, or where vocabulary is outside their range, they adopt an English word giving it Indonesian pronunciation, in order to assist their meaning. They self-correct (but...*tetapi*) and at times their shifting between English and Indonesian goes unnoticed by them (e.g. *Saya lebih suka...karena it’s*...).

At times these are mixed with English and show a shift from initial response in the first language to learnt response in the target language (e.g. No, *ah... maaf*).

**Discourse**

Students typically express single ideas or more than one idea joined with a simple conjunction and in a single sentence. They also juxtapose ideas (e.g. *kadang-kadang saya naik bis tetapi biasanya mereka naik mobil; mereka bisa berbahasa Cina tetapi mereka tidak bisa berbahasa Melayu*) and relate ideas or expand descriptions by using *baik...maupun*... Students occasionally use relative clauses to expand ideas (e.g. use of *yang* (who, which)) and expand an idea by using conjunctions such as *khususnya*.

With support, students structure responses using features of the text type (e.g. retelling a story using dates, times, past tense, or giving a presentation using salutations, for example, *Selamat pagi siswa-siswa*, explaining the idea/focus *hari ini saya akan berbicara tentang*... elaborating with examples (e.g. *misalnya*...).

**Year 10 Second Language Learners**

**Oral — Average**

**Content**

Students discuss topics related to their personal worlds including personal details such as name, age, immediate family, pets, and school. They express factual information about places, events, and activities. They state personal preferences about food, clothing, and activities such as sports and hobbies.

Students participate in role plays and structured conversations such as information-gap tasks using formulaic language and often using prepared written notes. They ask and answer questions about a specific topic or situation such as travelling in Indonesia, purchasing goods and services, making arrangements. They give presentations using rehearsed language on topics such as my house, holidays, a special event.

**Vocabulary**

The range of students’ vocabulary knowledge reflects their immediate world. They describe family members and their occupations (e.g. *Bapak saya berumur empat puluh sembilan. Dia bekerja di kantor*). They describe pets and their character (e.g. *Anjing saya namanya... Saya suka anjing saya. Dia lucu*).

They state their school subjects, for example, *Bahasa Indonesia, Bahasa Ingeris, Matematika, Olahraga, Ilmu Pengetahuan* (often using a borrowed word from English with Indonesian pronunciation (e.g. *Matematika, Musik, Komputing*) and refer to school-related objects (e.g. *pena, meja, buku*). Students describe common leisure activities (*bermain bola net, tenis, futbal*). They describe factual details about where they live (*Saya tinggal di...*), their house (*rumah saya besar*), and pets (*saya mempunyai anjing*).
The range of adjectives relates to descriptions of objects (e.g. besar, kecil), conditions (e.g. panas, dingin), physical appearance (e.g. tinggi, cantik), and some characteristics or personal traits (e.g. lucu, ramah). Students know the vocabulary of primary colours and cardinal numbers.

**Forms and Structures**

Students use simple subject-verb-object sentence construction (e.g. Saya belajar Bahasa Indonesia). They construct sentences with a single idea using ber- verbs (e.g. saya bermain bola basket). Most common are bermain, berjalan, berenang, bersilancar, berbelanja.

Students are familiar with a limited range of simple me-verbs (e.g. Saya membaca buku). Most common are membaca, mendengarkan, menonton.

Students refer to themselves and others using simple pronouns (i.e. saya, dia, mereka, kami). They use simple noun-adjective word order with possessive (e.g. Rumah saya besar).

In conversation and dialogues with peers, students create their own questions using familiar question forms such as Siapa?, Di mana?, Berapa (harganya)?

Time is expressed using the preposition pada (e.g. Pada hari Minggu...). Future tense is expressed using the preposition akan; however, this is not applied reliably, for example, Saya menjadi dokter hewan.

Students use simple conjunctions such as dan and karena to join two ideas.

**Fluency**

As students construct their responses, their delivery is characterised by frequent pauses and false starts. They often comprehend the question; however, fluency is interrupted by the need for specific vocabulary that extends beyond their existing range of familiar items.

**Intelligibility**

Students’ intonation of familiar words reflects that modelled by the teacher (e.g. raised second to last syllable); however, this is not applied consistently to unfamiliar vocabulary. Pronunciation includes use of the vowel ‘e’ and ‘a’, ‘i’ as well as ‘c’ (ch), and beginnings of the rolled ‘r’ sound although this is often not strongly developed and does not impede intelligibility. The glottal stop ‘k’ that appears at the end of words is often aspirated (e.g. kakak). Students often use words borrowed from English with Indonesian pronunciation (e.g. komputer, tiket).

**Comprehension**

Students show comprehension of formulaic questions such as those using Apakah? Siapa? Di mana? and Berapa?, and statements that are related to familiar topics. Questions that present difficulty are more open-ended (Bagaimana?) or refer to time and duration (e.g. Berapa lama?). Students show partial comprehension of questions or statements using less familiar vocabulary; however, they rely on occasional use of English by the interlocutor to support specific comprehension.

**Communication Strategies**

Students use a number of formulaic terms to show lack of knowledge or comprehension (e.g. saya tidak tahu, maaf, saya tidak mengerti). They ask for clarification by stating the question back to the interlocutor (e.g. Tahun ini?). Answers involve predominantly single-word responses (ya/tidak) as well as single-word answers that draw heavily on the question pattern (e.g. Q) Suka berenang? A) Saya suka berenang).

Students also move into English to signal misunderstanding, ‘Can you repeat that?’ and to seek clarification of purpose/instruction (e.g. ‘Just read it?’). At times, students agree, using ya often to sustain interaction and to wait the next opportunity to comprehend. Typical paralinguistic devices that students use include confused or blank facial expressions and shaking the head to signal lack of comprehension. The use of English verbal fillers is common, such as when seeking confirmation or signalling thinking time (e.g. hmmm, yeah).
**Discourse**

Students’ responses are typically a single word, phrase, or single sentence and are highly dependent on the interlocutor’s questions as prompts. There is minimal evidence of discourse coherence beyond the sentence level. Students elaborate a single idea using the conjunction *dan* (e.g. *Saya main piano, dan saya juga ...*). They contrast ideas by using the conjunction *tetapi*, for example, *Rumah saya besar tetapi tua* (lama).

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**Year 10 Second Language Learners**

**Reading — High**

**Content**

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of less familiar texts including emails, instructions, maps, advertisements, public signs, and magazine covers.

**Knowledge of Linguistic Forms**

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Students are not familiar with more specialised vocabulary and expressions related to authentic texts such as in a public sign (e.g. *senjata tajam, senjata api, peserta yang berlainan jenis*). They know a range of adjectives related to people and circumstances (e.g. *ramai, sombong, berkualitas, luas, penting, sepi*).

Students comprehend familiar pronouns and less familiar forms such as *saudara sepupu, kaum remaja*. They understand possessive pronoun word order (e.g. *adik teman saya*) and relative clauses (e.g. *siswa yang berumur lima belas, barang berharga yang sudah disediakan*) and recognise comparatives (e.g. *lebih...daripada...*) and superlatives (e.g. *yang paling...*). They understand past, present, and future time markers (e.g. *kemarin, besok, yang lalu, yang akan*). Students have an increasing recognition of verbs beyond the familiar (e.g. *meninggal, membayar, memesan, memelihara*).

Students recognise questions such as *Bagaimana, Yang mana, Sudah pernah...?*, requests such as *Minta, Boleh, Bisa?* and imperatives such as *Tulislah, Jawablah*.

Students readily understand sentences with subject-verb-object construction and have a developing recognition and comprehension of sentences with object focus construction including those in the first and second person. Students know a range of conjunctions including *walaupun, namun, supaya*.

**Task Requirements/Processing**

Students read and analyse texts to determine general and specific meanings.
They undertake tasks at sentence and whole-of-text levels including navigating texts to locate and extract specific details. They draw upon their knowledge of textual features in general such as the style of language, layout, and purpose of the specific text (e.g. advertisement titles), to assist in comprehending new texts. Students evaluate the relevance of details in texts and recognise points of view, attitudes, and emotions.

Students draw on grammatical rules (i.e. base word system) in order to infer the meaning of unfamiliar words and phrases (e.g. knowledge of bersih assists with the meaning of the phrase menjaga kebersihan). They comprehend different types of questions including more open-ended forms (e.g. Sudah pernah...? Berapa lama? Yang mana?). They respond readily to critical literacy questions (e.g. Who is the audience, What is the purpose of the text?).

Where texts have a number of borrowed words from English (e.g. advertisements), students readily understand the general meaning and often make sense of specific meanings.

Students have developed skills in using bilingual dictionaries to locate meanings of specific words and to identify and select meanings from base words and their affixed forms, in particular me- verbs. They often incorporate new vocabulary from their reading into their writing.

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**Year 10 Second Language Learners**

**Reading — Average**

**Content**

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of texts including blogs, instructions, maps, advertisements, public signs, and magazine covers for gist and simple factual details. Students have difficulty reading texts which are beyond those presented in textbooks and which are not created specifically for pedagogic purposes (e.g. magazines, Internet sites).

**Knowledge of Linguistic Forms**

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with a high degree of familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Unfamiliar vocabulary such as found in authentic texts presents a challenge to students’ understanding (e.g. barang berharga, berlainan jenis, bentuk lainnya, tanpa ijin).

Students recognise basic time phrases (e.g. pada hari Senin, pada jam delapan) and tense markers (e.g. sudah, belum). They understand simple prepositions such as pada, dari, di...atas/bawah/luar.

Common ber- verbs that are known include bermain, berenang, bersilancar, bercakap, berbelanja and me- verbs that are known include membaca, mempunyai, mengunjungi, membersihkan. They are less familiar with me- verbs (e.g. (dilarang) menyalakan, meninggalkan, memasuki).

Students recognise questions such as Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?
Students understand sentences with subject-verb-object construction; however, they do not readily understand sentences with object focus construction. They are familiar with simple conjunctions (e.g. karena, tetapi, untuk).

**Task Requirements/Processing**

Students read and analyse texts at sentence and whole-of-text levels. They scan texts to locate specific items of information using their knowledge of textual features in general such as text layout and diagrams/images.

Students rely heavily on knowledge of specific vocabulary and familiar grammatical structures to infer the meaning of unfamiliar words and phrases. They attempt to respond to critical literacy questions (e.g. Who is the audience? What is the purpose of the text?) but with some inaccuracies.

Where texts have a number of borrowed words from English (e.g. advertisements), students rely on their knowledge of English vocabulary and expression (e.g. lokasi, garasi, karakter, fasilitas, informasi, grup) to make meaning at phrase and sentence levels.

Students occasionally incorporate new vocabulary from their reading into their writing. They have sufficient skills in using bilingual dictionaries to locate words without affixes; however, they are still developing understanding of the rules of affixation, particularly with *me*-verbs.
Second Language Learners

Writing — High

Content

Students write a range of texts such as postcards, speeches, and emails, independently. With support, students write texts such as letters to the editor, conversations, and newspaper articles. Responses are typically 200 to 300 words in length.

They discuss issues relevant to their lives (e.g. school conduct, employment, future prospects, and aspirations). They write beyond their immediate context and extend to social, political, environmental, ethical, and moral issues related to their concerns. Students elaborate an idea or opinion, giving reasons and justifying the position taken. They move between a generalised statement and specific facts and details. They also move between more abstract and personal views such as linking a personal view with broader social issues (e.g. banyak hal yang lain...).

Students write texts in Indonesian in order to give advice, persuade, sympathise/empathise, evaluate, reflect/show self-awareness, develop and maintain personal and social relationships. Students present an argument through giving a general statement with positives and negatives, supported by examples, and at times using data to justify their argument.

Students have knowledge of culturally significant places, icons, rules, flora, and fauna. They have awareness of cultural etiquette, for example, not kissing in public, not talking or laughing loudly (e.g. ...meningkatkan hormat dan waktu di supaya keluarga Anda dapat berdoa). Students have general factual knowledge of Indonesian geography, aspects of culture, ethnic groups, arts and crafts, foods, religious icons and sites, customs and celebrations, and transport.

When students write in Indonesian in response to a stimulus text in Indonesian, they respond appropriately and use aspects of the text as necessary to develop their own response. They refer to main ideas, typically restating these in their own words, and integrate specific details from the stimulus text. Students use quotations, react to views expressed in the text, and extend and support their own position with examples and elaboration of ideas. They understand the gist and sentiment of texts and give a personal perspective on the key ideas. At times, students incorporate knowledge from other areas of the curriculum and/or general knowledge (e.g. statistical data, to strengthen their position in persuasive responses, for example, in a letter to the editor, debate/speech notes).

Vocabulary

Students have a broad range of vocabulary, including some specialised terms, which reflects a degree of abstraction and sophistication in the ideational content of their writing.

The range of ber- verbs that students use includes those related to possession of traits or qualities (e.g. bermanfaat, bersyukur, berilmu) as well as abstract notions such as berhubungan dengan agama... berpisah... berada, bergaul, berpengalaman). Some students use familiar acronyms and abbreviations (e.g. PUSKESMAS (Pusat Kesehatan Masyarakat) and wartel (warung telekomunikasi)), and those with some Malay background may include less familiar acronyms, for example, berdiri di kaki sendiri). Such students may also use a combination of ber- and abstract noun forms (ke-an and pe-an forms), for example, Penggunakan ponsel yang berkelebihan...

Students’ knowledge of me- verbs encompasses a wide range of concrete and abstract processes. For example, processes related to daily activities or behaviours such as mengemudi selambat-lambatnya... menciptakan, menderita luka-luka yang ngeri, menghadiri.
Students often, but not always with support, use a number of me- verbs that describe abstract processes such as memusatkan perhatian... melewati salah satu jalan raya... memperbaiki kebebasan diri dari ortunya; Harganya mencerminkan keberhasilan teknologi & kepopuleran telepon genggam; mempengaruhi; menghubungi, menyaksikan, menyadari; Kalau membayangkan anak yang terkena penyakit kanker, menelaah, memadai. High performances include merupakan (rather than adalahh) reflecting a more sophisticated way of conveying the idea of existence and representation.

Students use a simple adverb form dengan (e.g. dengan cepat, dengan baik) as well as the more sophisticated form secara (e.g. secara sah, secara sekilas, secara jujur).

A number of memper- words are evident in students’ writing that show a degree of abstraction of ideas (e.g. memperluas, memperlancar, memperkirakan, memperbolehkan, mempertimbangkan, memperhatikan, Ada beberapa riset yang mengusulkan bahwa telepon genggam mempertambahkan kemungkinan kanker otak).

Students use a range of adjectives that reflect greater nuance in their expression such as describing qualities and relationships between people (e.g. syak hati, khas, wajar, prihatin, erat, tegas, gawat, hangat, mustahil). The range of adjectives includes a number of me- forms such as menantang, menakjubkan, menggairahkan and adjectival phrases such as Lampu-lampu Jakarta yang berkelap-kelip.

Reference to quantities is achieved by using adjectives such as, for example, satu-satunya (e.g. satu-satunya kesejahteraan yang harus diatasi...) and setidak-tidaknya. They also use classifiers such as sesorang and para and the use of collective pronouns such as kalian reflecting a more sophisticated view of people in different social groupings.

Students’ writing includes noun forms with affixation that reflect a degree of abstraction of ideas (e.g. pe-an nouns such as pengurangan harganya disebabkan oleh... pembakaran, pedesaan, pengelolahan sampah, pembelajaran, pemecahan) and ke-an nouns (e.g. kekhawatiran, kecanduan, kemudahan, keseimbangan, kemampuan, keterangan, kesulitan, keuntungan, ketrampilan, kesejahteraan, kemandirian, kesenjangan, kebolehan, kepintaran).

Students also use specialised nouns that relate to particular fields of knowledge (e.g. bidang), and specific topic areas such as the environment (e.g. mendaurlang, pelosok dunia), technology (e.g. Hp seluler, telepon genggam, telpon, ponsel), and travel (e.g. rincian perjalanan).

Students use a range of vocabulary from which to choose to express an appropriate or more precise meaning, for example, biaya (ongkos). There are a number of Indonesian expressions such as menempuh ujian, dari kacamata orang Bali, mau tak mau, lesu aku, serupa, which may be more typical of students with some background in Indonesian or in Malay. Furthermore, some idiomatic phrases are used such as nasi sudah menjadi bubur, sudah makan banyak asam garam.

Students have a range of colloquialisms such as dong, banget, nggak, udah, oja, gimana, which are more typical of students with some background in the language or in Malay.

Occasionally students give emphasis by using markers such as bahkan and memang.

Students use a limited range of imperatives and typically these are related to giving advice to others such as their peers (e.g. Jangan... Percaya(lah) diri).

Students express their opinions using pikir and occasionally rasa to give a more precise meaning of thinking as an intuitive or affective process.

**Forms and Structures**

Students write extended sentences, paragraphs, and whole texts that show variety and control of verb and noun forms including affixation and word order that includes object focus construction. They use bilingual dictionaries to select specialised words and to check appropriate meaning for the context (particularly in relation to correct affixation).
They use embedded clauses to extend their meaning at the sentence level through, for example, the use of yang (e.g. Ada riset yang mengemukakan bahwa kalau...). The use of yang is often associated with object focus construction with many examples of this particularly in third person form (e.g. Karena radiasi yang dipancarkan oleh telepon genggam, Tidak bisa dinyatakan, para remaja dinasehatkan untuk... Sangat disayangkan...). The use of first and second person object focus is generally appropriate and accurate (e.g. Buku harian yang saya tulis, Pengalaman yang saya dapatkan, Nasehat yang kuberikan... yang (saya) nanti-nantikan Yang akan saya peroleh, Yang akan saya ikuti, yang mau saya kunjungi). Occasionally there may be combinations of first or second person and third person construction within a single sentence (e.g. dibandingkan dengan yang saya alami di Australia...).

Students refer to actions taking place in time using a variety of tense indicators and time markers, for example, using sementara to indicate actions being done at the same time but by different actors. More abstract prepositional phrases are created using akan and pada (e.g. saya tertarik akan... tertantung pada...).

Students use simple conjunctions to relate and contrast ideas in sentences, for example, serta, ataupun, agar (supaya). They express commonality or sameness by using the prefix se- (e.g. sehubungan dengan iklan yang diterbitkan...).

Students use bukan appropriately to create negation in relation to nouns (e.g. bukanlah, bukannya) and the conjunction bukan...melainkan... (e.g. Bukan hanya untuk terlihat sebagai orang yang keren, melainkan juga untuk menghubungi teman di luar waktu sekolah). They use tidak in relation to the concept of time (e.g. tidak lagi... tidak lama lagi...).

Students create emphasis using a range of devices including the terms khususnya and terutama as well as the use of pun to create stress at the end of a clause and Betapa/Alangkah at the beginning of a statement to emphasise a particular quality or view.

**Discourse**

Students’ writing shows a wide range of cohesive devices that are used to develop extended discourse and to create particular effects such as persuasion that are appropriate to the context, audience, and purpose.

The text type determines to a large extent the nature of cohesive devices that students use. For example, they have good knowledge of textual features for familiar text types such as letters, emails, and articles for newsletters/magazines. For example, in writing letters (formal and informal) they use appropriate forms of address and opening and closing salutations (e.g. Dengan hormat Bapak Redaksi, Perihal...). Students show developing awareness of register using formal terms of address, for example, for a male in a formal text Beliau tidak membuang kesempatan ini... They create appropriate titles for texts such as magazine articles (e.g. ‘Benda jahat yang diperlukan atau alat yang berguna untuk para remaja?’).

Students use a range of devices to sequence ideas such as relating events in time using Pada jaman ini... Belakangan ini... Lebih-lebih lagi... Berlangsung lama... sejak saat itu.

In offering personal views or discussing perspectives on issues, students have a range of expressions (e.g. Kalau dilihat dari segi ini... dari satu pihak... di pihak satu; di pihak lain...). They use contrastive devices such as sebaliknya... di samping itu... meskipun begitu... meskipun demikian, bukan saja... melainkan juga... In addition, students express their feelings and attitude towards a subject by using Sedihnya... Syukurlah... Sangat disayangkan... or state their agreement or not with a view (e.g. Saya sependapat...). Occasionally they offer advice about issues or dilemmas (e.g. Nasehat saya adalah...).

A range of devices are used to present views and arguments particularly related to persuasion (e.g. Percaya atau tidak... Lebih sering daripada tidak...) or emphasising a view with Alangkah... betapa.... Pokoknya... Yang paling penting... Another device used to support their argument is to emphasise the legitimacy of their view by using Maklumlah... Nampaknya... Yang jelas... Tidak dapat diabaikan...
Rhetorical questions are also used occasionally to open an argument or to position a discussion of issues and invite the reader to share their position (e.g. Siapa bertanggung jawab? Bagaimanapun… ?).

Students use prepositions (e.g. sehubungan dengan, berkenaan dengan) and quantifiers (e.g. makin lama… makin… semakin menurun…) to relate ideas. There is occasional use of tersebut to refer back to ideas previously stated to create cohesion across the text.

Students add weight to argument by explicating their views (e.g. yakni… Sebetulnya… Seharusnya…). They develop extended argument over a number of paragraphs by using connecting devices such as Apalagi, lagipula, selanjutnya, akibatnya… lebih-lebih lagi, Tambahan pula… In drawing an argument to a close, students use phrases such as Akhir kata… Demikian juga…

Students conclude texts by using a range of techniques such as signalling the conclusion or giving a summary of ideas (e.g. dalam kesimpulan… Dapat disimpulkan, ada berbagai keuntungan dan kerugian…) or declaring the completed state of the text (e.g. demikian surat saya ini).

**Year 12 Second Language Learners**

**Writing — Average**

**Content**

Students write a range of texts related to personal domains such as school, weekend and holiday activities, work (part-time and future occupations). They extend beyond the immediate to give personal perspectives on social issues, particularly those related to teenagers such as relationships, work, and the future. They also write about their knowledge of Indonesia, the place and ways of living. Their writing is typically 180 to 250 words, predominantly descriptive with some abstraction to comment on social issues

In relation to school, students describe aspects such as their subjects including their preferences and teachers (e.g. yang paling saya suka adalah… Saya mempunyai guru yang baik). They describe the nature and sufficiency of school and local environment facilities. Students describe leisure activities and pastimes such as sporting or musical events, the beach, activities, shopping, holidaying, and buying souvenirs.

Students write evaluative articles and letters about issues that are relevant to their age group such as the pros and cons of technology, health problems and advice, and the state of the environment.

Occasionally students write about their understanding of Indonesia, for example, appropriate clothing, etiquette for eating together, and social values such as respecting elders and polite behaviour (e.g. menghormati, jangan mengeluh, berkelakuan sopan).

**Vocabulary**

Students have a sound range of vocabulary related to the topic areas covered. Their writing includes vocabulary related primarily to descriptions and expressing personal opinions. For example, there are a range of common nouns such as school-related vocabulary, places/locations, sports, clothing, and foods. In addition, there are a small number of more specialised nouns that reflect the topic area such as matahari terbit, wisatawan, acara, peristiwa, dampak pariwisata, kata benda dan kata kerja (e.g. Kami belajar tentang tata bahasa dan sekarang aku dapat mengerti perbedaan antara kata benda dan kata kerja).
A range of **ber-** verbs is used related to possession and performing actions (e.g. *bernama, berbakat, berkelakukan, Saya bertindak sebagai pertukaran siswa, berjudul, bertanggung jawab, berharap, berpikir, bermimpi, berlibur, bekerja, berpidato*). The term *berada* is used occasionally to refer to one’s presence/being in a place (e.g. *Ketika saya berada di Indonesia*).

Students have a sound range of **me-** verbs, particularly those related to concrete processes (e.g. *menikmati, menghadiri, menyelesaikan, melakukan, mengerti, membangun benteng pasir, menertawakan, mengingat, mengingat, menggambar, mengenai*). There is a range of **me-** verbs also related to more abstract processes (e.g. *mengenai, mengerti, menjelaskan, memperbolehkan, mengetahui, merindukan, menyokong, mempertimbangkan, mempergunakan, menggaruhkan, menemani, memuji, mendorong, mengajar, merasa*). There is occasional use of **me-** verbs as adjectives (e.g. *mengkhawatirkan*).

Students’ knowledge of nouns includes a number of abstract nouns in both *ke-an* and *per-an* forms. There are a number of familiar *ke-an* words such as *kesempatan, kemungkinan, kecelakaan, kebaikan, kebudayaan, kemiskinan* and less familiar terms such as *kehilangan, keamanan* are infrequent. Abstract *pe-an/per-an* words include familiar terms such as *pengalaman, pemandangan, pertunjukan, pertanyaan, perbedaan, pendidikan, pertemuan* and a few more abstract terms such as *persabahatan, penelitian, peraturan, penghidupan*.

There are very few **ter-** verbs used and they typically occur with prepositions in phrases such as *...yang terkait dengan...* *Menurut penulis ini tergantung pada...* *Saya amat tertarik akan...* The term *tersebut* is seldom used but occurs occasionally (e.g. *mudah sekali dipakai dengan telpone tersebut*).

Students use tense markers such as *sudah, yang lalu, pada masa depan, sering dan makan waktu, selama* to refer to duration. There is occasional confusion of *mempunyai* and *sudah* when dealing with the past tense.

Students’ descriptions are enriched with a wide range of simple adjectives, for example, *pribadi, mewah, tidak adil, jujur, bosan, sulit, jahat, pantas, gembira, sedih, sembrono, setempat, indah, bahagia, istimewa, banyak* (frequent use). Students are developing a range of choices of adjectives to vary their writing or give greater nuance (e.g. *mirip/sama, gembira/senang*). Occasionally there is confusion over similar sounding words (e.g. *ramah/ramai, tenaga instead of tenang*) or incorrect use of adjectives, for example, *Banyak minggu* (*beberapa minggu*). Students frequently use the term *sekali* to amplify their meaning.

Students use a limited range of imperatives to instruct the audience (e.g. *Perkenankanlah saya... Ingatlah, Jangan lupa...*).

Students frequently use words borrowed from English with Indonesian spelling conventions (e.g. *diskusi, gadget, elektronika*). Students know informal expressions and acronyms such as *ortu*, abbreviations such as *dll.*, and colloquial terms such as *hebat, bagus, ya?*, *asik*, ‘kan?’

There is occasional use of Indonesian terms and idioms that are more typical among students with some background in Indonesian or Javanese (e.g. *embok – dari anak muda sampai embok*).

**Forms and Structures**

Students write extended sentences, paragraphs, and whole texts that show use of formulaic language with some control of affixation and word order. They use bilingual dictionaries to select specialised words and create affixation; however, choice and construction of words are often inappropriate for the intended meaning.

Students’ writing is characterised by sentences with a single idea or sentences using *yang* (e.g. *guru yang hebat, wanita yang paling penting, acara yang menarik*). Use of *yang* is, however, not always accurate and is often omitted when it should be used.
Students often use *adalah* as an equivalent to the English ‘is’ and they rely heavily on English sentence structures such as *Saya harus berkata Anda...* and *bermain bagian besar*. Students’ writing is predominantly in subject focus construction with use of formulaic object focus construction (e.g. *yang paling saya suka...* Diharapkan bahwa... *Yang harus diatasi...*). There is some use of object focus construction beyond the formulaic that is typically in third person form (e.g. *dicuri, dibuat, yang ditunjukkan oleh Ally adalah...* kesempatan yang diberikan kepada saya untuk berpidato hari ini, tidak mengerti apa yang dikatakan... tidak bisa disangkal... masalah yang dapat dipecahkan dengan segera). The use of first and second person object focus is rare and seldom correct (e.g. *ditawarkan oleh saya...*).

Students use a range of conjunctions to relate ideas at the sentence level, for example, *supaya, walaupun, jadi, oleh karena itu, lagipula, lalu, akan tetapi, baik...maupun...* (e.g. *Pengalaman ini akan merupakan baik liburan yang menyenangkan maupun selangkah ke arah masa depan yang penuh harapan*). Students create emphasis at the sentence level by using *pun* (e.g. *Baik dikirim ataupun diterima... dilahirkan pun dibesarkan*).

Students refer to time through the use of tense indicators such as *sebelum, sesudah, akan, kalau* as well as through terms such as *Pada masa depan, Baru-baru ini*. They refer to place through simple prepositions such as *di, dari* (e.g. *di antaranya*).

Students’ writing reflects their developing understanding of the grammatical system. For example, in relation to the verb system, the use of *ber-* instead of *me-kan*, for example, *berkembang persahabatan* (mengembangkan persahabatan). Sometimes students use the *me-kan* form inappropriately (e.g. *aku sangat menyenangkan* instead of *Aku sangat senang*).

Occasionally students’ word order is incorrect (e.g. *Ada tidak cukup...*) and there is an overuse of personal pronouns (e.g. *Aku*) which does not impede meaning but detracts from flow. At times students use the active *me-* verb rather than an imperative form (e.g. *Melamar di restoran... memilih pelajaran*). Students are still developing an understanding of affixation, for example, *mendapat pekerja* (no use of –*an*) and are attempting new (albeit incorrect) constructions based on their understanding of rules and meanings (e.g. *Saya habis pikiran, maaf ya?*).

**Discourse**

Students use a range of discourse devices to create cohesion across whole texts. They are aware of the features of text types such as the opening and closing of a diary entry (e.g. *buku harianku + date*), and salutations in a letter (e.g. *kepada yang terhormat, salam hormat... sekian dulu, dengan hormat, terimakasih, dari...*).

In narratives, students use chronological events or sequences to structure their responses using time markers and ordinal sequences such as *baru-baru ini, pada mulanya, Pertama-tama, Pada saat ini... sejak waktu itu... Dulu...* and listing (e.g. *Yang pertama... yang kedua...*).

Students develop argument in texts using a number of devices such as posing the problem through rhetorical questions (e.g. *Apakah Anda bergantung pada telepon genggam*) or hypotheticals such as *Apakah Anda sudah mencoba...?* They connect ideas using conjunctions such as *supaya and sehingga, makin lama makin, and contrast ideas using sebaliknya, rupanya... dibandingkan dengan... tetapi, namun, walaupun, meskipun*.

Students directly state their opinions using *Menurut pendapat saya...* and recommend or make suggestions using *Mudah-mudahan... Lebih baik kalau... Kalau dipikirkan kembali... semoga...* They create emphasis and indicate importance by using terms such as *apologi, khususnya, memang, and sebenarnya*. Students summarise using simple conjunctions such as *Akhirnya and akibatnya*.

Students typically describe their personal feelings and attitudes in direct ways (e.g. *Saya merasa takut, Saya juga merasa sedih, Saya merindukan kamu, Saya kira, Saya pikir...*). They express emotions such as empathy (e.g. *Saya mengerti masalah kamu*) and occasionally show cultural sensitivity (e.g. *Keluargaku aku rindukan, tetapi kelurga ini lucu, kesedihan hilang*).
Year 12 Second Language Learners

Oral — High

Content
Students speak in Indonesian about their immediate, personal worlds as well as topics related to broader social and global matters. They describe their interests and activities, their family members, their home environment. They describe their daily routines and activities both in and out of school, including subjects, teachers, facilities, hobbies, and home duties. They offer personal opinions and evaluations about these topics (e.g. fairness of tasks at home, qualities of teachers, limitations of own abilities). They recount aspects of film and literature of interest to them (e.g. spesial efeknya, membalas dendam, pengarang).

Extending beyond their immediate world, students discuss their hopes and aspirations for work, travel, and study. They describe parental views and how these may be similar to or different from their own. Students present their understanding of topics that have been researched such as HIV/AIDS, polygamy, deforestation. They give detailed factual information and personal views on these topics often using specialised terminology. Many students state their desire to travel, particularly to parts of Indonesia, and relate this interest to the cultural significance of places and ethnic groups, for example, Tanah Toraja, kedua negeri (Australia dan Indonesia).

Vocabulary
Students have a broad range of vocabulary that allows for some refinement and sophistication of use, for example, using kegemaran saya (hobi saya), masuk kulia (pergi ke universitas). Students use some specialised terms related to particular topics, for example, personal aspirations (e.g. kursus apotik, otak), and research topics such as mendaur-ulang.

The range of verbs includes simple ber- verbs and terms referring to more abstract ideas such as berperan. Students use a range of me- verbs to describe concrete processes (e.g. menjalankan mobil), and more abstract ideas such as mempesonakan.

Students’ spoken language includes a number of ke-an and pe-an nouns (e.g. kemungkinan, kebijaksanaan, keadilan, pengertian, pendidikan) to refer to more abstract ideas.

Descriptions show a range of simple adjectives and the use of me- words as adjectives particularly related to emotional impact (e.g. menjengkelkan, menyenangkan).

Students refer to quantities using cardinal numbers with the ke- prefix (e.g. kedua negeri), quantifiers such as salah satu, and classifiers (e.g. seorang guru yang baik).

Forms and Structures
Students use a range of forms and structures to express ideas in spoken form. They vary their sentence construction with both subject and object focus. They use embedded clauses with yang to elaborate and qualify statements (e.g. yang sudah saya pelajari. Negeri yang ingin saya kunjungi... Yang harus saya selesaikan hari itu). Object focus in third person form is also used when describing actions (e.g. kalau dibandingkan dengan harapan orang tua, dikenali di seluruh dunia, dibagikan di antara... dibiayai oleh orang tua saya). Object focus is used appropriately with control, including correct use of first person form and third person using oleh (e.g. Harus dilakukan oleh dia).

Students draw on a range of conjunctions to connect and contrast ideas (e.g. sebenarnya, oleh karena itu, baik...maupun... walaupun...).

Students use past and future tense, including hypotheticals such as andaikata. Time is expressed using the preposition pada with dates and months, and pada is used to describe more abstract relationships such as one’s interest in something (e.g. saya tidak tertarik pada...).
**Fluency**

Students’ spoken Indonesian flows across a series of ideas or an extended, elaborated idea. They move between simple, single sentences and complex, connected ideas as suitable to the demands of the question. When students pause to respond, they typically state their lack of knowledge, indicating that the pause is related more to content than to linguistic range and complexity.

**Intelligibility**

Students have developed effective pronunciation and intonation to make meaning clear. They produce most sounds with a high degree of accuracy and use stress appropriately to give emphasis to a word or idea (e.g. raising second to last syllable) and by using *pun* to emphasise the end of a clause/idea. Pronunciation is mostly correct and consistent, with occasional incorrect vowel sounds, for example, *kue* (*kui*), *mengerti* (*mengarti*), *adik* (*edik*), but this does not impede intelligibility.

**Comprehension**

Students comprehend a range of question forms including *Mengapa? Bagaimana? Berapa lama?* and open-ended imperative forms such as *Ceritakanlah sedikit tentang...* Students respond readily to questions and show very little hesitation in generating an appropriate response. They generally interact comfortably with a range of speakers, including native speakers. Where vocabulary and structures are less familiar, students generally comprehend meaning; however, they may seek clarification of specific language items.

**Communication Strategies**

In interacting with others, students use a number of strategies to demonstrate their comprehension and to seek clarification or confirm their understanding. For example, they mirror the interlocutor’s language in their response (e.g. *T: Selain Bahasa Indonesia, Anda belajar apa? S: Pelajaran yang lain adal...*). They state their lack of comprehension using, for example, *Saya kurang mengerti, Saya tidak menangkap itu...* Furthermore, students seek rephrasing or repetition of the question by using *Sekali lagi. Apa maksud ibu?* Occasionally students are unsure of factual details and use *saya kurang pasti* to indicate lack of knowledge, rather than lack of comprehension.

Students self-correct (e.g. *pekerja – pekerjaan*) or clarify their own views or expression (e.g. using *Maksud saya adalah*...).

Verbal fillers adopted from Indonesian expression are used at times (e.g. *anu*) to create thinking time while students prepare their responses.

**Discourse**

The degree to which students form coherence across their oral responses relates to the text type and level of support provided. During unsupported interaction (e.g. examination interview) students connect ideas using devices such as giving reasons using a series of ideas (e.g. *alasannya begini...*). They elaborate an idea by giving more detail (e.g. *misalnya*) or contrasting ideas using *walaupun begitu... selain itu, di pihak lain...* They indicate possibilities beyond those stated (e.g. *dan sebagainya*).
Year 12 Second Language Learners

Oral — Average

Content
Students express ideas in spoken Indonesian in a range of personal and social domains. They are well versed in providing descriptive information and opinions. They describe family members and occupations, their characteristics and preferences about foods, sports/hobbies, and school subjects. They give descriptions about the school environment, including facilities and qualities of teachers (e.g. guru yang bertanggung jawab, guru yang paling bagus). Students express their hopes and aspirations, particularly those related to work and future study (kuliah, kursus), often giving a reason for the appeal of a given occupation. They discuss travel plans and describe particular sites and activities that appeal to them, both in Indonesia and in other places. They give information about travel arrangements such as transport, accommodation, meeting up with others, and eating out.

Students present information and discuss topics that have been researched or studied in depth during their course. They provide information about social and environmental issues or topics such as endangered animals, HIV/AIDS in Indonesia. They explain where they located references and how they acquired their information for the research task. They give opinions in response to their topic and often compare and contrast situations in Indonesia with Australia.

Vocabulary
Students have a range of vocabulary related to personal domains that is very familiar. This includes a range of common nouns and simple verbs such as ber- verbs (e.g. bercakap, bertemu, bermain, bersifat) and me- verbs (e.g. membantu, menggunakan, menolong, menurut).

Their vocabulary range extends beyond the familiar when they present more detailed information and views related to an issue or topic studied in some depth (e.g. me- verbs such as menderita, melestarikan, memberitahu) and pe- nouns such as penyakit, perawat. Their range of vocabulary is highly dependent on their specific topic area (e.g. lingkungan, masyarakat, besi, punah, pemerintah, miskin, ratusan, peduli).

In describing people and objects, students have a range of adjectives such as keras kepala, murah hati, erat, cocok, jahat, sombong, bertanggung jawab, mandiri.

The most common use of ter- occurs with terletak as students describe locations.

Students use familiar personal pronouns such as Pak and Bu, kami and kita correctly.

Occasionally students describe their feelings and reflect on their learning or a situation using formulaic expressions such as sayang sekali.

Forms and Structures
Students’ responses are characterised by subject-verb-object construction with some use of subclauses using yang (orang yang sakit). There is some use of object focus construction that is typically formulaic and in the third person (e.g. ...dibandingkan dengan... ...dilaporkan... dilengkapi dengan...).

Students use adalah inconsistently, sometimes correctly such as describing people’s occupations (e.g. Bapak saya adalah akuntan), and other times incorrectly (e.g. Baru-baru ini adalah wireless internet...).

There are a number of formulaic ways in which students state their opinions and preferences. For example, expressing an opinion using saya kira, saya pikir, pada pendapat saya and stating a view (e.g. lebih baik kalau...).

Students also make comparisons to support their views (e.g. lebih... daripada...) and contrast ideas using simple conjunctions such as akan tetapi.
Students show some extension of their vocabulary range beyond the formulaic using, for example, expressions and modifiers such as kira-kira, jauh lebih erat, agak pandai, sedikit keras kepala, hampir, mungkin, tidak sama sekali.

Time is expressed using frequency markers such as kadang-kadang, selalu and by describing tense and duration (e.g. untuk, selama, sesudah itu, dulu).

There is some evidence of the influence of English in students’ syntax (e.g. tidak harus mendapat tolong...).

**Fluency**

In unsupported oral interaction, students’ responses have frequent pauses and use of verbal fillers such as ‘um’ and ‘ah’ as students construct a suitable response. They occasionally have incomplete answers and wait for the interlocutor to maintain the interaction.

In rehearsed or familiar oral interaction, students speak with some hesitation, particularly when using unfamiliar vocabulary or structures.

**Intelligibility**

Students typically give even stress across words and the stress on the second to last syllable is evident on familiar verbs but not consistent on less familiar words. There are a number of words that are mispronounced, which can hinder meaning at times (e.g. sukar (suka), pandai (pantai), berkelahir (berkelahi), tahu (hoo), mengetahui). Pronunciation often reflects English usage, for example, universitas (u rather than oo sound, Itali (Italia).

**Comprehension**

Students respond to a range of questions, particularly those that seek information, descriptions, and opinions including Berapa lama? Mengapa? Students often repeat part of the question in formulating their answer. Occasionally an unfamiliar word in interaction can impede meaning and result in an inappropriate answer (e.g. Sudah pernah ke...?) (pernah less familiar).

For less familiar questions or open-ended questions, students require prompting with a suggestion or example from the interlocutor in order to comprehend fully and to respond.

**Communication Strategies**

Students have a range of specific strategies for showing lack of comprehension and seeking rephrasing such as Maaf, Saya kurang mengerti, Apa artinya ‘setuju’? Maaf Bu, saya tidak mengerti, Saya tidak tahu kata ... Students also clarify their own meaning by using Maksud saya... In addition, students use paralinguistic devices to indicate lack of comprehension (e.g. searching looks, blank stares, gestures such as shrugging or shaking the head).

**Discourse**

The use of discourse strategies varies according to the level of support provided in oral interaction. For example, in unsupported interactions such as an examination interview, students’ responses are typically single ideas at the sentence level. They signal a list or sequence of ideas using begini (e.g. hobi saya begini...). Students are reliant on stimulus from the interlocutor to provide responses hence these are often at the level of a single sentence. They rely on familiar patterns to structure responses (e.g. kami ada... kami ada...).

Responses in the form of presentations and rehearsed conversations with peers are characterised by a range of discourse features such as salutations, questioning, and turn-taking. Ideas are ordered using chronological markers (e.g. baru-baru ini, Pada waktu itu). Students emphasise the importance of ideas by using, for example, sebenarnya, seharusnya, terutama. In prepared oral performance, students create cohesion through conjunctions such as baik...maupun...and temporal markers such as Pada liburan panjang, waktu saya kecil, sesudah itu.
Year 12 First Language Learners

Writing — High

Content
Students write a range of texts using standard and non-standard forms of Indonesian. They create interviews, diary entries, articles, opinion pieces, speeches, reviews, arguments in which they, for example, persuade, reason, evaluate, advise, recommend, clarify, evaluate, and justify. They create texts for both interaction in their personal worlds and for pedagogic tasks such as those in which they discuss social and environmental issues of concern to them (e.g. traditional and modern ways of life, environmental problems). They write, according to the text type, in detached, impersonal ways and from personal and emotional perspectives, including writing to entertain and express emotions in both real and imagined situations.

Students’ range of writing extends beyond the factual and informational to discussion of abstract ideas and social issues, including ideas presented in Indonesian literature.

Students write about issues that affect them personally, also including cross-generational issues, moral dilemmas and their own intercultural experiences and sense of identity. 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 society.

Vocabulary
Students have a wide range of vocabulary from which to choose the most appropriate and effective language for the required context, purpose, and audience. Their vocabulary reflects their usual contexts of use and extends into specific topics of interest or research. They have knowledge of a variety of terms, enabling them to vary the expression (e.g. kulkas/lemari es, cuma/hanya). In addition, they have a range of specialised nouns such as nenek moyang, manusia, aturan, devisa Negara, narkoba, manca negara, semata wayang, curahan hati, masa perkotaan, purba, syarat utama, rahasia umum, serangan jantung, maraknya, and istilah (nya).

Students’ knowledge of verbs includes sophisticated ber- adjective and me- verbs such as berdampingan, bersemangat, melestarikan bumi, menjejaki, menyederhanakan, menghisap sebatang rokok, mengurangi sejarah, mengurangi hati, menyita perhatian, menghancurkan impian teladan, menyembunyikan, mengabaikan, membedakan, mempertahankan, menyebarkan budaya asing. They use memper- verbs to describe processes more precisely (e.g. mempermudah, memperluas). Occasionally students use reflexive verbs (e.g. bolak-balik), reciprocal verbs (e.g. saling melengkapi), and ter- verbs such as terlampaui.

Students’ knowledge of nouns includes a range of specialised abstract nouns in both ke-an (e.g. kesakralan, kesederhanaan, kecemasan belaka, keterbatasan, keterlaluan, kesulitan, kesusaan) and pe-an/per-an forms (e.g. pergaseran tradisi, pendidikan yang matang, pemanasan global).

The range of adjectives includes subtle forms (e.g. adil, lebih dari cukup, canggih, tidak sengaja, takjub, serakah).

Students have a number of ways of expressing emotions and perspectives such as sakitnya hati ini, nada gugup, kecewa, membuat perut saya keram untuk merenungkannya, menjadi pesimis, bangga, menyesal, ucapnya dengan berat dan tajam.

Students use terms of address related to different registers such as respectful forms of address (e.g. sang Ibu, sang ayah, sang petani), and the diminutive (e.g. si pengguna, si putrid).

Students’ writing includes a range of colloquial forms that add stress and create an informal tone where appropriate, for example, males, aja, udah, banget, gitu, lagi (meaning sedang), toh, kan (emphasising), deh, nah, sih, loh, iya, gue, gak.
For these students, there is a high degree of borrowing from other languages. For example, using English and applying Indonesian grammatical structures and spelling (e.g. *mengkombinasi, modernisasi, negatif, tradisi, identitas, mengoreksi, bermoral, selektif, beradaptasi, keram, pesimis, emansipasi, independen, globalisasi, edukasi, animasi, malfungsi, adiksi, maksimal, memotivasi, kriminalitas, pro dan kontra, merefreshingkan, berdedikasi, memfilter budaya asing, mengalokasi dana, mengkontribusi*). There is also evidence of use of Malay and local languages including Javanese, for example, use of *kerena* instead of *karena*, and *tatakrama* (Javanese).

**Forms and Structures**

Students’ writing includes frequent use of object focus construction, which is handled effectively in all forms (e.g. *mendapatkan apa yang saya inginkan, dijumpai, aku dikejutkan oleh berita yang disampaikan olehnya, yang ia lalui... dengan hangat dibicarakan...dimusnahkan, dipertanyakan...*).

Time, including past, present, and future tenses, is described using a range of forms, including referring to duration and frequency as follows (e.g. *berjalannya waktu, semakin lama semakin modern, untuk sementara...*).

Students use a number of idiomatic expressions or Indonesian expressions to give a specific meaning (e.g. *kutu buku, merubah nasibku, tertinggal di zaman purba, sopan santun, mengeruk uang, tulisan seperti cakar ayam*).

**Discourse**

Students have a range of ways in which they create coherent texts of many types. They show control of the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs.

Cohesion is created according to the text type. For example, in developing an argument, students use devices such as stating a position, then elaborating using examples, quotations, and anecdotes (e.g. *agar, padahal, dengan demikian, seperti, contohnya*). They create internal coherence by referring to existing ideas within the text (e.g. *kedua hal tersebut*) and by using stress (e.g. *pun, ataupun*) they add emphasis to a particular view or idea. Students compare perspectives by stating views in opposing terms (e.g. *Di satu sisi... di sisi lain... instead of di satu pihak... di pihak lain*...).

They explore the complexity of views and decision-making (e.g. *membedakan antara yang mana yang positif dan yang mana yang negatif, dan juga yang mana yang harus kita ambil dan pelajari dan yang mana yang harus kita tinggalkan; Hal-hal yang negatif seperti cara berpakaian yang terlalu terbuka atau pergaulan bebas dan menggunakan narkoba harus dihindari*). Occasionally students use rhetorical questions to problematise an idea or position a reader (e.g. *Apakah pengaruh budaya asing buruk untuk budaya Indonesia?*). In concluding an argument, students summarise ideas (e.g. *Tiga hal ini memiliki ribuan tradisi, Kembali kepada anak muda yang berhubungan baik dengan kehidupan modern* before stating a final position.

In relation to narrative, students use a number of time markers to sequence ideas over time. They locate events using, for example, *Pada suatu hari... akhir-akhir ini, tidak dapat dipungkiri... yang kedua...* and create flashbacks (e.g. *karena saya ingat hari pertama...*).

A distinctive quality of students’ writing is their use of literary techniques to create certain effects suitable to context, purpose, and audience. Students use metaphors, similes, figurative language, humour, direct and indirect speech, and alliteration to embellish their writing. Examples include:

- **Metaphor:** *Bau daging asap menyelimuti ruangan makan malam, menjulur impiannya, seperti contohnya pelajaran matematika yang biasanya merupakan hantu bagi para siswa dapat dikemas dalam bentuk program animasi yang lebih menarik dan tak membosankan*

- **Simile:** *seperti kepompong yang berubah menjadi kupu, bak serigala yang baru dilepas di alam bebas dan siap untuk memangsanya, seperti dikoyak-koyak gergaji mesin... seperti panu, kudis atau kadas*

- **Figurative language:** *tidak hanya putih, seperti tradisi lama atau hitam seperti logika baru, melainkan menggabungkan, catchy title (e.g. Abu-abu pun tak masalah)*
Another distinctive feature of students’ writing is the largely controlled shift between formal and informal registers as appropriate to the communicative demands. Students shift readily between formal and colloquial forms of Indonesian. They create distance and intimacy such as using direct speech when characters are speaking, or imagery for describing a scene in a story.

Students also show sensitivity to their audience by code switching, particularly between Indonesian and English. Typically, students code switch when they assume the audience is multilingual/bilingual and when their own multilingual/bilingual identity is in play.

They intersperse English to add emphasis (e.g. So... Anyways... Just say ‘negara bule gitu’... You know...), and to impress or show their worldliness (e.g. local people akan understand bahwa kita tinggal di planet earth; I believe they are sangat nice dan sangat terbuka; baju film, dompet and so on; akibat mismanagemen pariwisata...). Code switching is less evident in more personal, private texts such as diary entries, hence reflecting an awareness of audience and the role of different languages for private and public effect.

**Year 12 First Language Learners**

*Writing — Average*

**Content**

Students write texts related to issues of interest to teenagers including wider social issues (e.g. the impact of technology, health, the role of government). They write a range of informational, interpersonal, and imaginative text types such as diaries, articles, letters and emails, conversations, and stories.

The nature of students’ writing is influenced by their general knowledge, by the conceptual demands of the task, and by the depth of their linguistic knowledge. The quality of students’ written work depends on the nature of the task and the sophistication of the response. For example, students may treat a complex issue in a superficial way or may not adequately address the demands of the task (e.g. stating a personal opinion rather than exploring an issue objectively from both sides). Students’ responses tend to be simplistic, repetitive, and descriptive, with limited exploration and elaboration of discussion.

Students demonstrate knowledge of aspects of Indonesian society, geography, and history that are a resource for their writing (e.g. using Kartini to discuss the roles of men and women).

**Vocabulary**

Students have a range of language that enables them to generate ideas on many topics, which may be at a superficial level. The nature and range of vocabulary are highly dependent on the demands of the task, content area, and general knowledge of students. For example, in unsupported tasks, students show a minimal range of nouns, particularly higher order, abstract nouns such as pe-an and ke-an forms. They show some knowledge of abstract nouns that relate to general social organisation (e.g. hukum, tindakan, peraturan). Students use simple collective pronouns (e.g. para perokok, kaum wanita).
Students’ knowledge of verbs in unsupported tasks is similarly limited in range and tends to make use of familiar terms associated with everyday processes. Occasionally students’ range extends to more abstract processes (e.g. *mengecilkan hati*). There is a high degree of borrowing from English and forming verbs by applying Indonesian grammar rules (e.g. *mentoleransikan*, *berinteraksi*, *merealisasikan*, *mengkontrol*).

There is some evidence of Malay influence in students’ use of terms, for example, *sahaja, bahawa, masa dahulu, tak* (tidak).

The range of adjectives includes common terms as well as a small number of less familiar adjectives (e.g. *semangat, ketat*).

Occasionally students choose inappropriate or incorrect words when meaning extends beyond their immediate range (e.g. *menyebelahi*), using it to mean to take sides, *mendalami* (*memperdalam*), *menahan keuangan* and there may be spelling mistakes that show confusion of terms, for example, *menyiadakan* (*menyiapkan*, *menyediakan*).

**Forms and Structures**

Students’ written work includes both subject and object focus construction. There is some inconsistency in accuracy of the use of object focus as students rely on their acquired patterns of use rather than having explicit knowledge of grammatical rules governing its use, particularly first and second person forms, for example, *mencapai impian yang mereka ada, Kartini yang dimasuki (dimasukkan) pesantren, dijaga oleh sekolah*. Hence, object focus construction is used in familiar contexts and is less reliable in unfamiliar contexts. Students often write in ways that rely on base words that are more akin to informal, spoken language than formal, written language (e.g. *Maaf bila ada salah kata*).

**Discourse**

Students write texts using features of the text type and use devices to create cohesion across the text as a whole. For example, they use letter features such as salutations and formal terms of address for a formal letter. In writing a narrative, students use time phrases such as *Pada masa kini, sejak masa dulu*, to locate events in the past, present, or future. There is some inconsistency in students’ use of register appropriate to the text type because of a mixing of informal and formal language (e.g. opening a speech with *Selamat siang bapak dan ibu...* and closing with *sampai ketemu*). There are a large number of colloquial terms and informal language used to create a casual, friendly style in texts such as magazine articles (e.g. *donk, itu, ni, kalo, sih, gak*).

In developing an argument, students structure their responses by stating differing views, supported with an example, and discussing positions for and against before giving a personal view. They build an argument by referring to previously stated ideas (e.g. *Dengan ide-ide ini...*). They contrast ideas in order to make a particular case, using conjunctions such as *akan tetapi, walaupun, selain dari*. Students use a number of ways to emphasise a particular point (e.g. *memang, makin lama makin... terutamanya... pun, tidak sama sekali*). They expand an idea and give examples to support a statement (e.g. *Jika kami ditanya tentang latar belakang atau tradisi kami, akan sangat malu kalau tidak tahu*).
Japanese

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Second Language Learners

Writing — High

Content
With support and scaffolding, students give information about themselves (e.g. favourite subjects, food, movies, sports, family members, school year, age) in five to six simple sentences.

They draw on suggested topics and vocabulary but may add other relevant content of their own. Some students use culturally appropriate content beyond that given in the prompt, for example, use of appropriate formulas for self-introductions such as よろしくおねがいします。

Content may be strongly influenced by recently learnt sentence patterns and vocabulary. For example, repeated use of すきな… は…です. (The … that I like is …).

Vocabulary
Students use vocabulary provided in prompts to create sentences. They also draw on other vocabulary relating to family, pets, weekend activities, etc. Students use a limited range of concrete nouns and verbs (みます – to see ききます – to go します – to do たべます – to eat) and may use one or two adjectives (e.g. すき、おおきい、ちいさい、あたらしい).

Students are aware of gairaigo (loanwords). They tend to write vocabulary items for sports in English or romanisation (with an approximation of Japanese spelling). Movie titles, etc., are also given in English.

Scripts and Characters
Students’ writing demonstrates an awareness of, and ability to discriminate between, hiragana and katakana, and some students also use a limited number of kanji (for numbers). Some students use only Japanese, while others use mainly Japanese with a small amount of romaji or English, mainly for loanwords (indicating that they realise hiragana is inappropriate). Japanese-style full stops are used consistently and accurately.

Writing is neat and becoming controlled, although the degree of control varies.

Students generally use hiragana accurately, although there are occasional errors and confusion between similar hiragana symbols (e.g. わ/は/は) and symbols with the same pronunciation (e.g. を/お).

Other spelling errors owing to confusion with similar sounding syllables or the omission of long vowels or other syllables are also apparent (e.g. い in たいし).

At times more serious spelling errors, which cause confusion in meaning, occur, for example, にわとさかなとぬ (intended as niwatori to sakana to inu).

Students are able to write their own names in katakana and it is used for a limited number of other familiar words for which a model is provided in the prompt (e.g. スポーツ).

When symbols are unknown (particularly katakana) some students write words in romanisation, sometimes correctly using Japanese spelling (e.g. ‘sports’ – supootsu) and at other times making an attempt that reveals a developing understanding of the Japanese phonetic system (e.g. ‘netball’ – Netaballu). Sometimes students include English words directly (e.g. ‘soccer’).

Forms and Structures
Students use simple sentence constructions appropriately within the context of rehearsed language. They write complete sentences using desu/masu forms.

Students rely on repeated use of two or three rehearsed oral patterns and a limited range of verbs and other complements.
Descriptions of Student Achievement

Commonly used patterns are XはYです (X is Y), Xをします (I do X), すきなNはXです/Xが好きです (The X I like is Y/ I like X). Generally constructions are used accurately, suggesting successful rote learning.

Students do not generally use modifiers or coordinate constructions.

Discourse

Students are familiar with じこしょうかい (self-introduction) genre and produce appropriate responses to the task using rehearsed formulas, for example, わたしのなまえはxxxです。 (My name is XXX.)

Students include culturally appropriate phrases for the text type in their writing, for example, はじめまして (Pleased to meet you.)

Some structure is provided by the familiar genre, and the hints in the prompt, but there is little development of topics, or use of connectives. Each sentence gives a separate piece of information.

Year 6/7 Second Language Learners

Writing — Average

Content

With support and scaffolding, students write in Japanese to give information about themselves (e.g. favourite subjects, food, movies, sports, family members, school year, age) in up to five or six simple sentences.

They may use suggested topics and vocabulary where the language is familiar, but often rely on previously learnt rehearsed language, sometimes imperfectly recalled.

Some students use culturally appropriate content beyond that given in the prompt, for example, use of rote-learnt appropriate formulas for self-introductions such as どうぞよろしく。

Vocabulary

Students use vocabulary relating to school, family, pets, weekend activities, etc. They use a limited range of concrete nouns and verbs (みます – to see いきます – to go します – to doたべます – to eat) but few modifiers. Occasional use of more sophisticated vocabulary is clearly the result of rote-learnt expressions for particular contexts (e.g. *Okii enu kate imasu. It should be Ookii inu (a) katte imasu. I have a large dog.) Students are aware of gairaigo (loanwords). There are many minor errors in spelling indicating either pronunciation or writing problems and a small number of words are not comprehensible. Students tend to write vocabulary items for sports and foods, etc., in English or romanisation (with an approximation of Japanese spelling), for example, すきなた bemono は ice creamです. (My favourite food is ice cream.)

Scripts and Characters

Students demonstrate varying levels of control and neatness in writing, and in mastery of hiragana. Some students write mainly in Japanese, with limited use of romanisation, but others use romanisation extensively with only limited use of hiragana (e.g. skina tabenomowa すしのです。)

Students’ writing generally demonstrates an awareness of, and ability to discriminate between, hiragana and katakana, but katakana usage is limited to their own name and sometimes words given in the prompt. Generally, gairaigo words are written in either romanisation (with an attempt at Japanese spelling) or English. Romanisation is also used for hiragana symbols that cannot be recalled.

Japanese-style full stops are used fairly consistently. A few students attempt to use kanji for numbers.
There is confusion between similar hiragana symbols (e.g. わ/ね/れ) and symbols with the same pronunciation (e.g. を/お). Other spelling errors owing to confusion with similar sounding syllables or the omission of long vowels or other syllables are also apparent. Some errors are probably caused by inaccurate pronunciation and others probably by lack of mastery of hiragana.

At times more serious spelling errors, which cause confusion in meaning, occur.

**Forms and Structures**

Students use simple sentence constructions within the context of rehearsed language. They attempt full sentences using desu/masu forms. Although they are usually comprehensible, they are often incomplete or contain incorrect elements. For example, すきな suposu は dancing です。(for すきなスポーツは dancing です。)

Students rely on the repeated use of two or three rehearsed oral patterns and use a limited range of verbs and other complements. Commonly used patterns are X はYですか(X is Y), X をします (I do X), すきな N は X ですか/X がすきです (The X I like is Y/ I like X). Some students attempt a wider range of expressions, often resulting in less accurate usage.

**Discourse**

Texts draw on rehearsed formats and so are generally broadly appropriate, although simple. For example, generally self-introductions are in the form of a list of discrete items of information about themselves. Some students use culturally appropriate text structure and language for the text type, for example, they begin a self-introduction with konnichiwa and finish with dozoyoroshiku. Students who are not familiar with the discourse type, or with extended production, may use strategies such as falling back on more familiar genres such as a question-answer format, for example,

なまえは、なんですね(sic)。ビリーです。

なんさいですか。11さいです。

なんねんせいですか。5ねんせいです。

なねがすきですか。すいかいが。。。
Otherwise responses are less confident and may be lists of items (e.g. family members) or single-word answers. Sometimes two or three known words are combined to respond to questions, for example, すし and いいえ — student’s way of saying I like this ‘sushi’ (pointing to prawn) but ‘no’ I don’t like this one (pointing to raw fish).

Students are able to ask questions using familiar phrases, for example, すきなえいがはなんですか。(What is your favourite movie?).

**Vocabulary**

Students are familiar with basic vocabulary relating to sports, food, greetings, family, weather, classroom objects, colours, subjects, hobbies, and movies. They also use verbs such as する to speak about activities.

Other vocabulary that students use includes: にほん(Japan); days of the week, for example, きんようび(Friday); colours, for example, しろ (white), くろ (black); school subjects and/or classroom objects, for example, びじゅつ (art); にほんご (Japanese); えいご (English); えんぴつ (pencil); age (e.g. じゅうにさい (12 years old)); grade (e.g. にくねんせい Year 6); loanwords from English (e.g. サッカー soccer), ネットボール (netball), パーティ (party).

Students know basic vocabulary for greetings and use them appropriately, for example, こんにちは(hello). They also use はい, いいえ, ありがとう (thank you).

Students often remember vocabulary and phrases taught in games, songs, and short plays (e.g. むかし, むかしあるところに).

**Forms and Structures**

Students’ responses rarely include full sentences. Most language use is in the context of rehearsed models, for example, すきなもらくはりかです。 (My favourite subject is geography.)

Rehearsed structures incorporate accurate use of the past tense of verbs (e.g. きんようびにえいがをみました。)

Use of modifications tends to be in rehearsed structures (unanalysed chunks) such as すきな xxx.

Sometimes particles are confused or deleted, for example, サッカー (が) すきです。(I like soccer) (particle ga deleted), for example, にちようびに パーティをいきました。

(On Sunday I went to a party) (incorrect particle used – should have been に instead of お).

Some students say the number of their age but are not always able to combine this with the counter for age correctly (e.g. じゅういち さい です。instead of じゅういっさいです。)

Many students use the English ‘and’ between a list of items in Japanese with stronger students using と.

**Fluency**

Students can be apprehensive when responding to questions. Answers beyond yes/no tend to include pauses throughout the sentence.

**Intelligibility**

Students’ speech is intelligible because of good pronunciation and intonation and clear articulation.

**Comprehension**

When students’ own class teacher asks questions using learnt formulaic phrases, students demonstrate good comprehension. When unfamiliar with the question, students tend to respond non-verbally, for example, shake head (not to say ‘No’ but to indicate incomprehension).

Students appear to be aware of the need to repeat after the teacher. However, this can sometimes be without comprehension, that is, they may answer both yes and no to the same question.
For example, with prompting by the interviewer (head nod/shake) the student is able to comprehend and answer appropriately in Japanese (single word).

S: すし (pointing to a picture of sushi)
I: OK すきですか？
S: すき
I: すきじゃない？
S: すきじゃない

**Communication Strategies**

Students need slow and clear pronunciation of questions to support comprehension, and some prompting to respond.

Students are hesitant to take risks in using the language to try to respond. They find it difficult to move from known phrases to slight variations on known phrases (e.g. すきなスポーツはなんですか。

If the sentence is modelled for them, students can generally position their response in the sentence to respond, for example, Q: きょうはなんようびですか。 A: きょうはげつようびです。

Some students demonstrate some hybrid language use including using some English words to cover gaps in their Japanese (e.g. ‘たべもの and drink’ for ‘food and drink’).

Students often mirror the interviewer’s phrasing in their responses, for example, the interviewer introduced herself with: 私は x x せんせいです。(I am Mrs Xxx) Students then greeted the interviewer and added こんにちは、 x x せんせいです。(Hello, this is Mrs Xxx instead of Hello Mrs Xxx).

They also mirror their classmates’ responses, sometimes repeating errors. For example, one student introduced herself using the phrase below with an error then all other students in the small-group activity followed this pattern and made the same error ぼくは なまえは x x xです。(I am name is xxx.)

Interviewers vary in techniques and the amount of English used — this may have had an impact on the ability of students to respond.

**Discourse**

Not evident at this level.

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**Year 6/7 Second Language Learners**

**Oral — Average**

**Content**

Students use basic greetings appropriately (e.g. こんにちは、さようなら) and can speak about their age, year level, family members, and other topics currently being taught using modelled language.

They respond with yes/no (はい/いいえ) or other single words to simple predictable questions and highly scaffolded questions relating to favourite sports, food, colours, and hobbies, for example, pointing to a teacher in a photo of a classroom Q. せんせいですか。（interviewer）A. はい.

Students know about various aspects of Japanese culture and may speak about these quite confidently in English (e.g. kimono, origami, manga, sumo, festivals and Japanese food).

**Vocabulary**

Students are familiar with some basic vocabulary relating to sports, food, greetings, family, weather, classroom objects, colours, and hobbies.
Other vocabulary that students use includes: days of the week きょうび (Friday); age じゅうにさい (12 years old); grade ろくねんせい (Year 6); loanwords from English, for example, サッカー (soccer), ネットボール (netball).

Students use はい、いいえ、ありがとうございました (thank you) appropriately and other greetings such as こんにちは (hello). They often remember vocabulary taught in games and songs (e.g. body parts あたま、かた、ひざ、あし).

**Forms and Structures**

Students may have some knowledge of forms and structures, but their oral responses do not demonstrate this knowledge. Students’ responses mainly include simple yes/no answers, lists of items (e.g. family members) and rehearsed models (e.g. あしたはくもりときどきあめでしょう。).

**Fluency**

Students tend to take a while to respond to questions. Answers beyond yes/no can be generally disjointed and laboured and include frequent pauses. Responses tend to be limited to very short phrases.

**Intelligibility**

Students’ speech is generally intelligible. They produce known language with good pronunciation and clear articulation.

**Comprehension**

Students appear to be used to having instructions and information given in English. They seem to find it difficult to comprehend even simple questions given in Japanese without an explanation in English.

**Communication Strategies**

Students may be nervous about being asked a question in Japanese and respond with some hesitation. When presented with a very familiar question students tend to respond with single-word answers (sometimes in Japanese and sometimes in English). Students use gestures and facial expressions to convey meaning. Particularly when unfamiliar with the question, students tend to respond non-verbally, for example, shake head (not to say ‘No’ but to indicate incomprehension). Students often mirror their classmates’ responses, sometimes repeating errors.

**Discourse**

Not evident at this level.

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**Year 6/7 Second Language Learners**

**Reading (including bilingual) — High**

**Content**

Texts that are well understood are typically those created for pedagogic purposes, for example, texts with a high degree of familiar vocabulary and simple sentence construction (in desu/masu form), for example, cloze exercises, matching words to pictures.

Texts are related to personal domains of language use such as body parts (あし、くち、め、はな、おなか), fruits (すいか、りんご), pets (いぬ、ねこ), and classrooms (せんせい、まど、ほん).
**Knowledge of Linguistic Forms**

Students draw on familiar/unfamiliar vocabulary knowledge to insert an appropriate word effectively to fill the gap. They recognise subject-object-verb sentence construction and draw on this grammatical knowledge to understand the type of word required (e.g. a noun) to fill the gap accurately.

Students accurately identify characters from each of the three writing systems and provide clearly written and appropriate examples of each. They also recognise conventions of writing in script, for example, that Japanese can be written vertically or horizontally.

**Task Requirements/Processing**

Students draw on familiar/unfamiliar vocabulary knowledge to identify keywords to match words/sentences to pictures (e.g. body parts). Students understand meanings without support from texts or test questions. They use known literacy strategies to support their reading, for example, they use cloze exercise strategies of crossing out ‘knocks’ to clearly visualise and aid the elimination process.

Students read and understand words and short sentences written in hiragana. In addition, they read some basic kanji (日本) and some romanisation.

Students look at characters holistically and accurately identify meaning by drawing on familiar vocabulary knowledge (e.g. students accurately read日本 as meaning ‘Japan’).

They recognise conventions of different writing styles both in terms of handwritten and printed scripts and vertical and horizontal styles. Students’ ability to read/match characters is not impeded by font or vertical/horizontal writing.

Students use their knowledge of text types and read the Japanese text to accurately identify the meaning, for example, students read the card which saysせんせいありがとう! and accurately identify when this might be used in Japan.

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**Year 6/7 Second Language Learners**

**Reading — Average**

**Content**

Texts that are more likely to be understood are typically those created for pedagogic purposes, that is, texts with a high degree of familiar vocabulary and simple sentence construction (in desu/masu form).

Students recognise familiar words and short sentences written in hiragana. In addition, they read some sentences written in romanisation. Texts are related to personal domains of language use such as body parts (あし、くち、め、はな、おなか), fruits (すいか、りんご), pets (いぬ、ねこ), and classrooms (せんせい、まど、ほん).

**Knowledge of Linguistic Forms**

Students able to write a word in a cloze exercise generally used an appropriate noun, indicating some understanding of the text given and/or sentence structure. When translating the sentence into English, they accurately translate the noun used but may have difficulties successfully translating the full sentence. (Note: much primary language teaching is based on knowledge of nouns.)

The use of romanisation (instead of hiragana) does not hinder or help the effective completion of tasks. More important is the range of known vocabulary.
Descriptions of Student Achievement

Task Requirements/Processing

Students draw on familiar vocabulary knowledge to identify keywords to match to pictures (e.g. body parts). Students understand some meanings with support from texts or test questions. They use known literacy strategies to support their reading, for example, they use cloze exercise strategies of crossing out ‘knowns’ to clearly visualise and aid the elimination process and make predictions about ‘unkowns’.

Many students transpose the hiragana to romanisation/sound equivalents in English to use their aural/oral language skills to identify key sounds and guess at meanings. Where a written response is required, students then transcribe back into hiragana.

Students use their knowledge of the genre of ‘greeting cards’ and illustrations provided to make guesses at meanings. For example, students guessed that a ‘Thank you teacher’ card may have said ‘Happy birthday’ or ‘Merry Christmas’.

Students are able to name the three Japanese scripts; however, sometimes katakana are provided as examples of kanji.

For some students the ability to match a character can be impeded by font or vertical/horizontal writing. Similarly, their knowledge of one character can incorrectly influence their prediction about the meaning of the whole word. For example, the first character in 日 can also be read as ‘day’ or ‘sun’ — many students guessed that it could be related to a day/date (e.g. Sunday).

Year 6/7 Second Language Bilingual Learners

Writing

Content

Students write in Japanese to give detailed information about themselves (family, pets, favourite sports, subjects, hobbies, etc). While drawing on familiar models and the hints in the task sheet, students regularly go beyond formulaic expressions to express their own meanings.

They write half a page to one page, and may elaborate on each topic in two to four sentences.

Content is elaborated through the use of some rudimentary conjunctions, modifiers, and intensifiers, for example, favourite sport or friends わたしのともだちはXXとXXとXXとXXとXXです。

(For example, My friends are xx and xx and xx and xx and xx. My friends are fun(nily).)

So, everyone has fun.)

Some students (particularly high performers who know a related language) go beyond simple description and communicate their thoughts and feelings, and inject humour or a conversational tone.

Vocabulary

Students use a wide range of vocabulary across a broad range of familiar topics related to themselves and their lives.

They are able to use adjectives effectively to describe people, animals, and activities, for example, すばらしいです。 わたしはさんつ (mathematics, incorrect spelling) がへたです。 xxx はやさしいです。 x x x はぺんきょうがじょうずです。
They demonstrate an awareness of *gairaigo* and may compensate for gaps in vocabulary by using English words transferred into Japanese pronunciation and written in katakana (e.g. シリーズ *English* gloss given by student), コレクットしています。(Collecting).

Students also use quantifiers (e.g. たくさん, いちばん) and a limited range of conjunctions.

**Scripts and Characters**

Students use hiragana, katakana, and a small number of kanji confidently. In particular, they write complex words such as friends’ names and sports in katakana accurately, for example, ケイトリン (Katelyn), バスケットボール (basketball).

Students also make excellent attempts at writing blended sounds (e.g. Tiger Woods タイガウォデス).

Students’ writing is neat and characters are generally well balanced and proportional. There are few script errors, other than those caused by pronunciation errors, and writing appears confident and fluent, with few self-corrections.

**Forms and Structures**

Students use predominantly simple sentence structures and write in complete sentences using desu/masu forms. Descriptive sentences using the copula are very common, but a range of other constructions are used, some probably acquired as chunks for particular functions (e.g. Xにすんでいます I live in X), and others generalised beyond the context in which they were acquired. Some students demonstrate the ability to distinguish between verbs expressing existence for animate and inanimate subjects (いる, ある), although confusion is sometimes evident.

Students’ writing demonstrates that they are creatively constructing sentences to express their own meanings and are prepared to take risks.

They demonstrate a good command of basic sentence structure (word order, particle use, etc.), but there are often minor grammatical errors with sentence construction, adjective and verb endings, and particles, etc., particularly when they go beyond well-rehearsed routines.

Students give time and location, using adjectives and other modifiers and use conjunctions (e.g. そして, と) extensively to connect nouns, clauses, and sentences.

There are some attempts to use subordinate clauses but these often contain errors, for example, 木よう日にいぬがあるきです。わたしがいぬをするきすきです。(On Thursday the dog walks. I like walk the dog.)

Some learners from first language backgrounds related to Japanese use more advanced grammatical forms than their classmates, often conversational in tone, with minimal errors, for example, わたしはかんごくにいきたいんだけどとここにいるのがすきです。(I want to go to Korea but I like being here.)

There is sometimes transference of pronunciation errors into students’ writing (e.g. しでいます for しています), often reflecting the influence of the native language (for example, confusion of voiced and unvoiced syllables is common for Korean background learners). There is some transfer from English to Japanese (e.g. overuse of わたし ‘I’).

Students predominantly use present positive, but there are some attempts to use negative, past, present continuous forms for both verbs and adjectives (e.g. そして にほんごをべまきょしです。)

Students’ use of particles demonstrates understanding of their basic meanings and use, although there are minor errors (e.g. confusion between が and は, transfer from English in using object marker を with the subject of すきです) and control of particles may break down in longer sentences, for example, わたしはかぞくのおとうさんとおかあさんとおにいさんとおねえさんです。
**Discourse**

Students exhibit less use of set routines but more internalisation of Japanese discourse structure than students from mainstream schools. For example, students in bilingual programs generally do not use set formulas for opening and closing self introductions (commonly used by students in mainstream contexts). They generally followed the hints given in the prompt in constructing their self-introduction (e.g. almost all started with listing family members), but they adhered to Japanese discourse conventions such as giving the number of people in the family before listing them, which was not in the prompt.

While using the hints in the prompt, students show the ability to go beyond them, demonstrating engagement with the reader, a sense of audience, and an ability to play with and manipulate discourse. For example, near the end of their text, one student wrote

> そして、わたしのじこしようかいおわりじゃないです。（'My self-introduction doesn't end here.'）

The student then went on to add an extra piece of information revealing that his cousin is Japanese, then concluded with the formulaic ending 'My self-introduction ends here.'

Students use rudimentary devices to express a personal voice, and variation in tone, for example, through the use of exclamation marks あ！ありがとう！！

Students achieve coherence and cohesion through the use of conjunctions, for example, そして、だから、でも (and also, therefore, but).

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**Year 6/7 Second Language Bilingual Learners**

**Oral**

**Content**

Students confidently engage in sustained conversations on a range of topics, for example, school activities, friends, interests, weekend activities, weather, food, sports, likes and dislikes. Some students also speak enthusiastically about their favourite part of their recent school trip to Japan, for example, Sushi, Kyoto, ryokans, shopping, Japanese breakfast わたしがりょかんがすぎました。おおきなバスがありました。そしてたくさんおいしいたべもの (I liked the ryokan. It had a big bath. Also lots of nice food.)

Students provide responses of two to three sentences to questions, for example, when asked her favourite thing about the trip to Japan a student responded: わたしはあさごはんがすきでした。たまごもあるし、ソーセジもあるし、サーモンもありました。トーストがありません！(I liked breakfast! There were eggs, there were also sausages, and there was also salmon. There is no toast!).

Their personality comes through in conversations as they express natural emotions (e.g. happily laugh and joke).

**Vocabulary**

Students have a broad range of vocabulary that they draw on quickly to express themselves. In addition to a broad range of nouns, they also use a range of adjectives (e.g. わるい, ひろい) and verbs (かぞえています、なくなった、わらっている、ねました).

Vocabulary of intensifier and modification is also used, for example, とてもひかり to describe the ‘very bright’ Tokyo electric appliance store. Quantifiers are also used (e.g. たくさん).
**Forms and Structures**

Students tend to use polite form when speaking. They use a good range of particles accurately (e.g. うえにいいがあります。)

They adjust verb tenses correctly to describe activities (e.g. いきませんでした。かんじべんきょうしています。)

Students negate verbs and adjectives correctly and change the endings to link with another verb or adjective (e.g. えんびつじゃなくて)।

**Fluency**

Students confidently interact in Japanese with responses flowing smoothly and limited pauses.

**Intelligibility**

All students make themselves clearly understood. Students speak very clearly with natural pronunciation and intonation.

**Comprehension**

Students demonstrate a high level of comprehension. Sometimes there are short pauses if an unknown vocabulary item is used; however, mostly students respond to questions confidently and without hesitation.

**Communication Strategies**

Conversations flow naturally and students engage comfortably in conversations in Japanese.

Students often use Japanese phrases for hesitation (e.g. ええと、あのう)।

Occasionally there is code switching to English, for example, deer, scared, bath.
Scared です。 (He was scared.)

When provided with the correct Japanese word, students continue to use that word in the conversation.

Sometimes when students do not have the necessary vocabulary item they ‘Japanise’ the English word, for example, バース for bath instead ofおふろ。

Most students continue the conversation on a topic when questioned further. For example, when speaking about Japanese breakfasts, a student was asked what she has for breakfast in Australia: かんこくのあさごはんをたべます。I eat Korean-style breakfast. When asked if Japanese and Korean breakfasts were similar she said: ちょっとちがう！(They’re) a bit different!।

**Discourse**

Students use cohesive devices, for example, discourse markers including conjunctions, effectively から、でも、そして；テレビです。そして、日本のてんきです。

Students demonstrate a level of awareness of register. They know both plain form and polite form and select the correct register for the context. In discussions with a visiting teacher, students mostly speak in polite desu/masu form, for example, いいえ、いきませんでした。 (No, we didn’t go there.)
Year 6/7 First Language Learners

Writing

Content
Students’ writing demonstrates logical development of ideas. Writing is well sequenced, often with an introduction, body, and conclusion. Often three to four sentences are written to extend discussion of a particular topic. Students express themselves easily and write at length about their future, feelings, thoughts, and opinions, as well as describing facts, for example, おとなになったらやきゅうのせんしゅうになりたいです。ぼくはやきゅうを見るのも好きです。

Students’ writing has a natural tone and incorporates a range of complex structures and culturally appropriate expressions, for example, ぼくはまだしょうらいなにになりたいわからないけど、たぶんサッカーのせんしゅうになりたいと思っています。‘I’m still not sure what I would like to become in the future. However, I’m thinking perhaps that I want to be a soccer player.’

Vocabulary
Students confidently use an extensive range of BASIC vocabulary (e.g. しまつは家ぞくではぶつかんに行ったり、友だちとえいがかんに行ったりします。)

Students use adjectives and quantifiers confidently in their writing (e.g. お母さんはりょうがじょうです。私のともだちはほとんどかん國人です。)

Complex time expressions are also incorporated effectively (e.g. 2004年のはじめごろに、オーストラリアにきました。)

Students select the appropriate word for a particular context and use unique, natural, and appropriate, specialised vocabulary, for example, 妹はくいしんぼう (gourmand)です。

Students use appropriate forms when referring to their own family, for example, they use ちち/ははーかぞくは兄と弟と父と母です。

This demonstrates some command of appropriate sociolinguistic conventions.

Sometimes students make minor errors in vocabulary choice (e.g. counters . 三こ の 家).

Scripts and Characters
Students write fluently and neatly, showing mastery of the rules for use of the three scripts.

Students’ writing demonstrates variation in accuracy in katakana spelling; generally, however, there is a high level of competence and blended sounds are written correctly.

Writing includes appropriate use of kanji; however, the range of kanji varies. This may reflect how recently the student has come to Australia.

Forms and Structures
Students use a wide range of forms and structures in both simple and complex sentences, for example, a variety of verb endings しようらい、日本にすみたいです。しゅうまつはかぞくではぶつかんに行ったり、友だちとえいがかんに行ったりします。 Complex sentences include both coordinate and subordinate clauses.

Writing sometimes illustrates influences from English (e.g. use of comma instead of と for ‘and’). The use of Japanese punctuation (especially commas) is not fully developed in all students.
**Discourse**

Students use hints in the task prompts, but go beyond these to incorporate content that is appropriate for a Japanese self-introduction at this age (e.g. including future ambitions). The content and structure generally conform to the conventions of the genre.

Cohesive devices are evident in students’ writing, for example, さいしょうはえい語ができませんでした。でも、今はえい語のほうがくいです。

Writing includes culturally appropriate endings, for example, こんなばくですが、おねがいします。

**Year 6/7 First Language Learners**

**Oral**

**Content**

Conversations are quite wide ranging and students’ comprehension level enables the conversation to flow freely based on their responses.

Students introduce themselves fluently using a standard format, for example, わたしのなまえは/ ぼくのなまえは（name）です。（My name is xxx.）

Students speak comfortably about familiar topics (e.g. likes/dislikes, school, food, sport). They also discuss broader contexts such as favourite things about a recent school trip to Japan (e.g. たべものばかりやかん — the food or the ryokan).

Other topics discussed confidently based on stimulus photos include weather, soccer, Japanese school, shopping, and Japanese food.

Students provide detailed, informative responses to questions, most elaborating with more than a short phrase response. For example, when asked when a student had been to Japan she responded: しゅうがくりょうこうのすこしまえ （I went）a bit before the school trip.

**Vocabulary**

Students use an extensive range of vocabulary and rarely hesitate to find the appropriate word.

They are familiar with vocabulary relating to Japanese culture (e.g. わしょく、しゅうじ、やきゅう). They express time using vocabulary such as さいしょに、ことし and use a range of quantifiers (e.g. 五ぱん、みんな、一人).

**Forms and Structures**

Students accurately construct both plain and polite form sentences and use a range of tenses to describe activities (e.g. なくなった、ぬりました、わらっています、かぞえています、すんでき、みえます).

Sentences describe personal information and opinions using both simple and complex sentences (e.g. あめがぶりはじめました。).

Modification devices, including quantifiers, are used to provide detailed information (e.g. ぜんぶ、たくさん).

Students use particles appropriately (e.g. いちねんせいのいちがっきのおわりまでにオーストラリアにきました。 I came to Australia at the end of Term 1 in Year 1.)
Descriptions of Student Achievement

Students join adjectives correctly, for example, テーブルがちいさくて、ひとりですわります。

**Fluency**

Students speak using a very natural pace and all conversations flow in a fluent, coherent manner. Hesitations are related to processing and thinking about the question rather than searching for the language needed.

**Intelligibility**

Responses are intelligible because of the clear and confident way in which students speak. They speak quite quickly with excellent intonation and pronunciation.

**Comprehension**

Students have a very high level of comprehension. For example, when looking at a photo of Japanese food the student was asked whether her mum often cooks dinner like this and her response was:

…つくらないが、つくります。She doesn’t cook exactly like this but she does make (similar).

**Communication Strategies**

Students do not need to request clarification or repetition and do not code switch to English to cover gaps in their Japanese.

One student began to respond in English and self-correction in Japanese. あ、まちがった。(Oh I made a mistake.)

Students have a range of conversational phrases. For example, when unsure of why a student liked staying in the ryokans she said: なんか しらない  (Um, I’m not really sure.)

When listing the items a student could see in the photo the student finished the list with とか.

**Discourse**

Students use conjunctions to form complex sentences, for example, when asked what he liked about living in Japan a student replied: しょうがっこうはちかいし、ともだちはそのへんにすんでるから (Because (my) primary school was close and friends all lived nearby).

Students are aware of appropriate register usage and use both plain form and polite form.

When describing stimulus photos, some students use the polite form and others use plain form.

**POLITE:** かぞくがわしょくのごはんをたべています。

The family is eating a traditional Japanese meal.

**PLAIN:** がっこうでしゅうじをやってる。 (They) are doing calligraphy at school.

When chatting about their trips to Japan, etc., they tended to use plain form.

For example, たのしかった！ (It was great) (plain past tense of adjective).

For many of these students, aspects of discourse, including knowledge of rules of conversations, may be operating at a subconscious level.
Reading Content
Students read words and sentences written in hiragana. In addition, they read quite a number of kanji (日本). Texts are related to personal domains of language use such as body parts (あし、くち、め、はな、おなか), fruits (すいか、りんご), pets (いぬ、ねこ), and classrooms (せんせい、まど、ほん).

Knowledge of Linguistic Forms
Students have an extensive vocabulary (beyond basic verbs and nouns, for example, ねます、よみます、かきます), which enables them to understand a broader range of sentences. They understand what is being asked of them in questions and draw on the language provided and their own language knowledge to respond.

Students draw on familiar/unfamiliar vocabulary knowledge to insert an appropriate word effectively to fill the gap. They recognise subject-object-verb sentence construction and draw on this grammatical knowledge to understand the type of word required (e.g. a noun) to fill the gap accurately. They accurately translate created sentences to English (when required by tasks).

Students clearly differentiate between the three writing systems and provide clearly written and appropriate examples of each. They also recognise conventions of script writing (e.g. that it can be written vertically or horizontally).

Task Requirements/Processing
Students draw on familiar/unfamiliar vocabulary knowledge to identify keywords to match words/sentences to pictures (e.g. body parts). Students understand meanings without support from texts or test questions.

Students look at characters holistically and accurately identify meaning by drawing on familiar vocabulary knowledge. They recognise conventions of different writing styles both in terms of handwritten and printed scripts and vertical and horizontal styles. Students’ ability to read/match characters is not impeded by font or vertical/horizontal writing.

Students understand the context of the target language use and make cultural inferences based on their experiences and or knowledge, for example, students read the card which says せんせいありがとう！ and accurately identify when this might be used in Japan.
Year 10

Second Language Learners

Writing — High

Content
Students write in Japanese to convey personal information including details about individuals, family members, and friends, and their daily activities. Student express opinions and reasons to support their views using the stimulus provided.

Some cultural references (e.g. to products, locations, attractions) are apparent in the text (e.g. pocky ポッキー (chocolate sticks), anime names).

Students use the input text as a resource to assist them in production. For example, when responding to the blog they copy phrases such as こんにちは、じゃあ.

Although a variety of information is included in the text, in general each topic is covered in one or two sentences and the content lacks depth.

The information provided in the text by students who know a related language (e.g. Chinese) often shows evidence of personal interest in Japanese popular culture and exposure outside the classroom, particularly to anime and manga (comic). These students expand topics in depth using a variety of vocabulary and complex structures.

Vocabulary
Students are able use a variety of appropriate vocabulary to provide personal information including family members, their leisure activities, hobbies, likes and dislikes of food, part-time jobs, etc.

Use of freshly coined borrowed words to compensate for the lack of vocabulary knowledge is observed.

Students who know a related language (e.g. Chinese) use words derived from Chinese vocabulary to compensate for lexical gaps.

Scripts and Characters
Students are able to use hiragana, katakana, and kanji correctly to provide personal information. The spelling of words written in ひらがな is mostly correct. The ‘spelling’ of borrowed words is mostly appropriate but occasionally they can be misspelt (e.g. メタル・ワーク と ウィード・ワーク).

The use of known kanji is accurate and there is evidence of a willingness to use more (e.g. 電車). However, less familiar kanji are unbalanced or have minor stroke anomalies.

Students use the input text as a resource to assist them in production. For example, when responding to the blog they copy phrases such as こんにちは, じゃあ and also use kanji from input material in their report.

Handwriting by learners who know a related language is natural and demonstrates control. Students with an Asian background have particular writing and handwriting styles. Often character construction is more balanced but features aspects of Chinese simplified form. There are many examples of spelling mistakes influenced by pronunciation difficulties with their origins in Chinese: (i.e. voiced/non-voiced sounds are often confused).

Form and Structures
Students use a variety of structures to describe their personal lives, including information about themselves, friends and family, and their activities (e.g. 家族は私を入れて、4人です).
Minor errors are evident with word order and particle use (e.g. いぬがにひきをかっています。とてもかわいいですよ。), but in general errors do not interfere with intelligibility of the texts.

Students make good attempts to use more complex sentences (e.g. using non-final forms to link items in sentences containing coordinate/subordinate clauses あついて), and this shows development of language.

Desire to express personal utterances and evidence of originality result in some grammar errors (e.g. べんきょうしてはじょうず).

**Discourse**

Students at this level are aware of the reader and include phrases addressing the reader (e.g.あなたに会いたいです) and demonstrate some ability to produce texts that are appropriate to the text type, sometimes drawing on features in input texts (e.g. starting and ending a blog with a salutation, こんにちは、じゃあね!, using colloquial expressions such as 〜え〜. These are evident among students with in-country experience, in particular.

Students are able to use an appropriate text type and registers (e.g. use of 母 rather than お母さん) for the task specified.

Discourse may display lack of cohesion in terms of ideas, even though grammar may be correct.

Students are able to provide appropriate content using a range of structures, but there is a tendency to list facts and there may be a lack of cohesion. Nevertheless, students can use basic conjunctions with more complex forms (e.g. でも, そして, だから, 〜が〜, 〜から〜).

Students do not overuse personal pronouns.

**Year 10 Second Language Learners**

**Writing — Average**

**Content**

Students can give basic information about personal details in one or two short sentences. Personal details include self, family, daily activities, school subjects, likes and dislikes of food, sports, leisure activities, etc. Students may give reasons, with or without basic conjunctions でも, だから.

The level of content is basic, without elaboration or extension. Content not appropriate to the topic may be included.

Students use the prompts and input text supplied.

Some sophisticated language is apparent alongside basic errors; this suggests memorisation of set phrases.

**Vocabulary**

Students are able to use a limited range of vocabulary to provide personal information including self, family members, their leisure activities, hobbies, likes and dislikes of food, part-time jobs, etc. Words used are simple and high-frequency words, mostly taken from the textbook. Frequent errors in word choice may be observed. Use of freshly coined borrowed words to compensate for the lack of vocabulary knowledge is also observed. Students are able to use classifiers to describe the number of people in the family, pet animals, time (e.g. ひとり、ふたり、いっぷき、にひき、7時、8時半).

Students who know a related language (e.g. Chinese) use Chinese to compensate for lexical gaps.
Some incorrect extrapolation is evident that has its roots in Chinese characters (e.g. 少姉, すいえいしゃ).

**Scripts and Characters**

There is less control over character construction, including balance, structure, and strokes evident in the work of students who do not know a related language. Students are able to write simple kanji, but it is inconsistent in use.

Students discriminate in their use of kanji, katakana, and hiragana appropriately.

Spelling of borrowed words is poor, including the construction of katakana itself. English is often used rather than attempting to spell equivalent loanwords in katakana.

Kanji remains a strong aspect of the samples but some errors are apparent. There is less use of kanji beyond the range normally taught at Year 10.

**Form and Structures**

Most descriptions of personal details are given in a simple sentence with high-frequency verbs (e.g. たべます、みます、いきます、ききます、よういます), frequent use of 好きです, きらいです, and use of a copula (です) (e.g. かぞくは 4 にんです。)

A sentence consists of a subject and/or object and a verb and is reasonably accurate when using a limited range of structures. However, some very basic structures contain grammatical errors (e.g. サッカーを好きです。テニスをきらなです。).

There is less use of varied structures with more repetition, although grammar is generally correct. There is less evidence of extrapolation of linguistic knowledge.

Errors in the choice of the correct particle and verb morphemes are frequently observed (e.g. ～をです、よみています), but errors do not usually interfere with intelligibility.

When students attempt to go beyond well-rehearsed basic structures, sentences are often ungrammatical (e.g. おんがくはきいてを好きです).

There are spelling errors, although the sentence structure remains intact (e.g. メルボンはすんだいます。).

**Discourse**

Students are aware of the text type and the audience of their text. Sentences are generally complete but disjointed because of infrequent use of conjunctions, pronouns, and determiners (e.g. これ、あれ、この、その), and do not flow well.

Students are able to use appropriate register to refer to their own family members (e.g. 父、母、あに、あね).

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**Year 10 Second Language Learners**

**Oral — High**

**Content**

Students convey a range of personal information and opinion in response to the interviewer’s questions about family, daily lives, school, leisure activities, their hobbies, part-time jobs, etc. Each response to a question is given in one or two sentences (e.g. コンピューターで何をしますか。 しゅくだいとビデオゲームです。).
Students elaborate the information where personal interest is evident by extending their responses (e.g. (Q) 好きな食べ物は何ですか。
(A) 一番好きな食べ物はカツどうです。毎週の金曜日に友達と食べます。
(Q) 音楽が好きですか。 (A) はい、ポップスが好きです。
(Q) よく聞きますか。
(A) はい、コンピューターで聞きます。軽ポップとJポップを聞きます。).

Students also express likes and dislikes of school subjects, food, sports, etc. (e.g. 日本の食べ物が好きですか。 はい、とても好きです。
Some students attempt to justify their reasons for their likes and dislikes using a range of adjectives and adverbs and connectives (e.g. (Q) 日本語はどうですか。
(A) 私は日本の文化が好きですから、日本語が好きです。
(Q) まさきさんはすしとお魚が好きですが、どうですか。
(A) 私のお母さんは日本に行きましたから、ちょっと日本りょうりができます。
だから、てんぷらもつくられます note: should be つくられます。).

Some students incorporate the information provided in the input text into their response (e.g. (Q) どうしてまさきさんをえらびましたか。
(A) まさきさんは、男の子で16歳です。私も16さいですから、えらびました。).

**Vocabulary**

Students use a wide range of words learnt from the course to talk about their personal lives. A variety of nouns (e.g. school subjects, leisure activities, hobbies, food) are used to give a detailed description of their daily lives. Students show some ability to conform to sociolinguistic rules relating to word choice by using appropriate terms of reference for family members (父, 母), and natural use of ～さん, etc. Verbs used in their descriptions are mainly simple high-frequency words (e.g. 食べます、します、行きます、聞きます、話します).

Use of high-frequency adjectives and adverbs (e.g. adjectives — おいしい、むずかしい、adverbs — とても、たくさん) is observed.

Students use a wider variety of adjectives (たのしい、しか、やさしい、おいしい、べんり、にがて、つまらない) and adverbs (よく、あまり、ちょっと、ぜんぜん、少し、本当に、まあまあ) to make the meaning of the utterance more precise (e.g. (Q) きょう朝ご飯に何を食べましたか。 (A) パンを食べました。おいしかったです。
(Q) どうして数学が好きですか。 (A) おもしろくてたのしいです。).

They also indicate the frequency of their activities by using intensifiers (e.g. コンピューターでよく音楽を聞きます。
(Q) ビデオゲームがすきですか。 (A) はい、とてもすきです。
(Q) お父さんはどんな人ですか。 (A) ちょっときびしいですが、本当にやさしいです。
(Q) スポーツはどうですか。 (A) スポーツが好きであります。

Effective use of words to describe time, and days of the week to explain frequency of activities, is evident (e.g. 月曜日から、金曜日まで宿題をして、週末に shooting ゲームをします。).

Students use the correct counter (classifier) to refer to the number of family members (e.g. 一人、二人、五人) and pets (e.g. いぬがいっぱいとねこがかにひきいます。).

Elaboration is made with the use of conjunctions (e.g. そして、でも、だから) and connective particles (接続助詞) (から、し、て、が) to provide further information about what was mentioned in the previous sentence or justification for the activities in which they are engaged (e.g. もにサッカーが好きであります。数学はやさしいと思うから好きです。ぼくもえいが好きです。でも、料理も好きです。).
**Descriptions of Student Achievement**

**Forms and Structures**

Students use forms and structures that were taught in class (e.g. て、た) in simple sentences containing basic elements (i.e. subject, verb/copula and object). They use a wide range of forms (e.g. たり、たたり、てもいいです、なければなりません) and form more complex sentences containing coordinate/subordinate clauses in a strategic way (e.g. 食べ物を食べて、宿題をします。週末に宿題をしたり、ゲームをしたりします。) in familiar contexts. However, they struggle to form a response when asked questions relating to content that is not rehearsed.

Students use tense and negation appropriately to provide the information required to fulfill the task requirement.

Students make intelligent guesses even when presented with unknown forms and try to use guessing to keep the conversation going (e.g. when the interviewer uses the phrase つくりました ことがある、the student does not seem to understand it, but answers using the form つくりました 代替).

Occasional errors of particle use (e.g. とらえ、おりなど) and errors with relational patterns (e.g. あまり ... without a negativeあまり高います) are evident, but these errors do not interfere with communicating meaning. They are also often examples of overgeneralisation, indicating a good grasp of the basic function of the particles rather than random errors.

Students use coherent devices by using the subjective particle (も) and determiners (この、その、あの) to refer to the interviewer’s or their previous statement (e.g. まさきさんは、サッカーが好きですが、xxxさんはどうですか。
(A) はい、私もサッカーが好きで、今年サッカーをしています。
(Q) どうしてしたいですか。
(A) 私の友だちは、このアルバイトをしています).

Some evidence of independent learning of language outside the classroom context is observed.

**Fluency**

Students provide personal information in one or two sentences with relative ease. There may be occasional loss of fluency in transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Occasional use of fillers (e.g. そうですね) are not distracting in general.

Students are also able to able to pronounce loanwords from English with Japanese pronunciation (e.g. マクドナルド、シューティングゲーム、コメディー、コンピューター) and may use the strategy of applying Japanese phonology to English words to compensate for gaps in lexical knowledge.

**Intelligibility**

Pronunciation, stress, rhythm, and intonation, although influenced by the first language, rarely interfere with intelligibility.

**Comprehension**

Comprehension is mostly accurate for questions on common and concrete topics without any clarification or repetition. Basic interrogatives are understood well. When the student is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or clarification strategies may be required. Students use non-verbal acknowledgment to indicate comprehension.

**Communication Strategies**

Students engage directly with the interlocutor by clarifying the support required (e.g. ask for clarification or for repetition (e.g. すみません、もうちょっと、わかりません、アルバイトは何ですか) and occasionally switch to English. If the utterance is not understood, students repeat or revise to make himself/herself understood rather than giving up.
Responses are immediate, appropriate, and informative.

Students usually manage the speaker–listener relationship effectively (e.g. use of backchannels ええ、そうですね、using fillers えっと). Hesitation markers may be in L2 or L1 (e.g. 'Um') and if no capacity is evident, English is apparent.

Students use guessing strategies in preference to clarification strategies and use the question/input to assist the response (e.g. ごろ). Sometimes this may result in mispronunciation or miscommunication.

**Discourse**

Students use cohesive devices (e.g. high-frequency connectives でも、そして、 ぼくもえいがすきです。でもりょうもすきです。) and simple registers conforming to sociolinguistic rules (e.g. 父、母 referring to their own parents).

**General comment on learners who know a related language (e.g. Chinese)**

The greater exposure to Japanese outside the classroom and cultural identification that these students have result in more natural use of language and greater confidence in use. There is greater evidence of metalinguistic observation, for example, finding differences and similarities in linguistic and cultural elements.

**Year 10 Second Language Learners**

**Oral — Average**

**Content**

Students provide personal information in response to the interviewer’s questions with a simple sentence or one-word utterance.

(e.g. (Q)どんなアルバイトをしたいですか。 (A)ビデオゲームのショップです。
(Q)よくえいが見ますか。 (A)はい。
(Q)コンピューターで何をしますか。 (A)しゅくだいとビデオゲームです。).

Elaboration is provided largely with the aid of the interviewer’s scaffolding

(e.g. (Q)ねんだはどうですか。 (A) $16です。
(Q)高いですか。 (A)はい、高いです。).

Students understand and answer questions about well-rehearsed topics including family members (e.g. how many in the family, who they are, what mother and father do, how old their siblings are) school subjects, after-school activities, likes and dislikes of food, daily lives (e.g. what time they get up, how they get to school), where they live, part-time job, etc.

Students provide reasons, opinions, etc., in a very simple sentence using the information provided in the prompt, but markers of coherence or relationship to the previous topic are generally not made explicit.

(e.g. (Q)週末に何をしたいですか。 (A)映画に行きます。
(Q)どうしてですか。 (A)ハリーポッターが大好きです。).

Input information given in the prompt is used in a limited capacity

(e.g. (Q) どうしてカナダに行きたいですか。 (A)スキが好きです。).
Vocabulary

Students use a variety of words to talk about their family members, school subjects, sports, likes and dislikes, etc. Simple high-frequency words used in students’ talk include nouns to describe school subjects, verbs to describe their daily lives including たべます、見ます、勉強します、行きます, and adjectives to explain the reasons for liking/disliking school subjects (e.g. おもしろい, むずかしい, なので) and to talk about food (おいしい). Adverbs are used to indicate the degree of the likes/dislikes (とても) and frequency of their activities (ときどき, よく, 毎日).

Simple conjunctions (e.g. けど、から) are used to link two verbs/adjectives to form more complex sentences (e.g. ときどきむずかしいけど、おもしろいです。 漢字はむずかしいから、がんばらなければならない。).

Students show limited use of appropriate classifiers after nouns in high-frequency contexts (e.g. の十人). Appropriate terms are used to refer to own family members (e.g. 父、母、弟、兄).

Lack of control of verbs results in the misuse or overuse of familiar verbs (e.g. いきます, です, します).

Frequent use of English words to fill the gaps in vocabulary knowledge is evident (e.g. bedroom, computer games, weekend).

Forms and Structures

Students use simple structures (e.g. デニスはまいにちです。ポリッジを食べました。たくさんのDVDがあります。) and some complex sentences (e.g. 学校のあとで、デニスをします。ときどきむずかしいけど、よくおもしろいです。漢字はむずかしいから、がんばらなければならない。すしはおいしいと思います。) to talk about their daily activities, and their opinion about their school subjects, food, sports, etc.

Attempts are made to use more complex structures and forms after repairing the initial utterance (e.g. すしはおいしいです、おいしいと思います。東京ディズニーランドに行きます、行くことができます。)

Errors observed in students’ talk include particle use (e.g. ＿好きです), verb form (e.g. 六時半をおくした), and some tense issues (e.g. 学校に電車で来ましたか。いいえ、車で行きました。), but in general these errors do not interfere with intelligibility.

In response to the interviewer’s questions, students change patterns in their responses (e.g. (Q) 朝ご飯に何を食べましたか。 (A) パンを食べました。 (Q) 家族は何人ですか。 (A) 5人です。)

Choice of grammar patterns is not always correct.

Fluency

Students are able to produce familiar patterns and formulaic speech at an appropriate tempo without frequent pauses. Frequent pauses resulting in loss of fluency are observed when students try to use unfamiliar patterns and words. Simple discourse markers (e.g. でも) are used. Occasional hesitations or slowness in language processing may prevent effective communication.

Pronunciation of some less familiar borrowed words shows a strong influence from English phonology (e.g. soccer, basketball), but some attempts are made to pronounce English words with Japanese pronunciation (e.g. Clive Cussler – クライブ・カスラ, shooting game – シューティングゲーム).

Some English intonation is apparent.

Some evidence of self-correction (e.g. Manly を... Manly でします。) is evident.

Intelligibility

Pronunciation, stress, rhythm, and intonation are influenced by English, but this does not cause difficulty in understanding students’ speech.
**Comprehension**

Comprehension may not always be accurate, but with the interviewer’s assistance, students are able to continue the conversation.

\[ (Q) \text{ねだんはどうですか。} (A) 16 \text{です。} (Q) \text{高いですか。} (A) \text{はい、高いです。} \]

Lack of comprehension is marked by statements in Japanese such as ‘I don’t know’ ‘I don’t know the meaning of ____’.

**Communication Strategies**

Students are able to ask for repetition of the question, clarification, or use English occasionally to sustain the conversation. They make an educated guess when asked questions.

Repeated attempts at clarification result in the use of English.

Students are able to respond to more difficult questions after considerable scaffolding/hints, although some remain not understood.

**Discourse**

Students are aware of sociolinguistic rules (e.g. 父、母 referring to their own parents) although they are not always correct.

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**Year 10 Second Language Learners**

**Reading — High**

**Content**

Students read texts such as blogs, advertisements, and web pages ranging from 50 to 250 words in length. Texts are related to personal domains of language use such as immediate family (かぞく、お父さん、お母さん), sports/hobbies (しゅみ、スポーツ), school subjects (かもく), the weather (おてんき), food (たべもの), transport, daily activities, etc.

Students read for information presented in the texts related to social practices (e.g. public signs, instructions).

**Knowledge of Linguistic Forms**

Texts include both authentic Japanese texts and those created for pedagogic purposes, that is, texts with a high degree of familiar vocabulary and sentence construction. Authentic texts include both familiar and unfamiliar vocabulary and expressions, but do not limit reading for gist. Unfamiliar vocabulary or phrases may impede full comprehension of text. Students have awareness of the intended reader, the purpose of the text, and registers specific to the text.

Students recognise subject-verb-object sentence construction and modifiers (e.g. adjectives and adverbs).

Students with knowledge of Chinese characters extract more information.

**Task Requirements/Processing**

Students undertake tasks at both sentence and whole-of-text (reading for gist) levels. Reading for gist is largely based on meaning at the sentence level and depends on recognition of key vocabulary.

Students decode hiragana, most katakana, and basic sentence patterns. Knowledge of textual features in general such as the genre, the style of language, layout, and purpose of the specific text with relevant kanji assist in the comprehension of the text.
Students use visual clues and contextual information to apply knowledge of known kanji to new situations and to help solve questions. Students draw on grammatical rules (i.e. base word system, verb morpheme) in order to infer the meaning of unfamiliar phrases.

Students recognise basic kanji when the information is prominent (e.g. day/date, price, person). The ability to decode katakana and derive English meaning from unknown borrowed words is challenging for most students. They recognise unknown compounds by finding and matching known characters.

Year 10 Second Language Learners

**Reading — Average**

**Content**

Students read texts such as blogs, advertisements, and web pages ranging from 50 to 250 words in length. Texts are related to personal domains of language use such as immediate family (かぞく、お父さん、お母さん), sports/hobbies (しゅみ、スポーツ), school subjects (かもく), the weather (お天気), food (たべもの), transport, daily activities, etc.

Students have limited ability to read for information presented in the texts related to social practices (e.g. public signs, instructions).

**Knowledge of Linguistic Forms**

Texts include both authentic Japanese texts and those created for pedagogic purposes, that is, texts with a high degree of familiar vocabulary and sentence construction. Authentic texts include mainly familiar vocabulary and expressions, and students are able to understand the gist. Unfamiliar vocabulary or phrases may impede full comprehension of the text. Students have a limited level of awareness of the intended reader, the purpose of the text, and registers specific to the text.

Students recognise subject-verb-object sentence construction and modifiers if familiar vocabulary is used. Students also identify high-frequency nouns and verbs.

**Task Requirements/Processing**

Students undertake tasks at both sentence and whole-of-text (reading for gist) levels. Reading for gist is largely based on meaning at the sentence level and depends on recognition of key vocabulary. Students decode hiragana, some katakana, and basic sentence patterns. Knowledge of textual features in general such as the genre, the style of language, layout and purpose of the specific text with relevant kanji assist in the comprehension of the text. Students use visual clues and contextual information to apply knowledge of known kanji to new situations and to help solve questions in a limited capacity.

Students recognise basic kanji when the information is prominent (e.g. day/date, price). The ability to decode katakana and derive English meaning from unknown borrowed words is challenging for most students.

Students with knowledge of Chinese characters have a limited capacity to extract more information.
Year 12

Second Language Learners

Writing — High

Content
Students provide sufficient information drawing on their own experience in each section of the text (i.e. introduction, main body, conclusion).

Students justify their initial statement by providing further details in subsequent sentences (e.g. (1) まず、食べ物に記をつけるはずです。油っぽいものを食べなくてからう食事を食べたほうがいいです。なぜなら、けんこうは一番大切なことなんです。
(2) えみさんは、ぜったいにわるい食べ物を食べないでください。とくに、一週間前の前肉のかわりにたくさんの魚を食べてみて下さい。
魚はいっぱいビタミンがあるので、マルソーンの日にけんこうになると思います。).

In writing a manuscript for a speech, students start with brief information about themselves (e.g. こんにちは、みなさん。私の名前は______、一年間留学生としてこの高校で勉強しました。) followed by what they learnt with a few examples (e.g. 初めてここに来た時日本語がぜんぜんできなかったのでほとんどうこんなあたしましょうきょうがたくさんありました。でも私のしゅくだいを手伝ってくれたり、話しをかけてくれたのもだらかいので) and conclude the speech with an appropriate ending (e.g. ほとんどにありがとうございました).

In writing an evaluative article, students indicate a number of advantages and disadvantages and explain the reasons for their assessment. Information included is carefully selected and structured appropriately for the type of text chosen.

For example, newspaper article

Introduction (what the column is about)
生徒たちはみんな自分の将来をよく考えようになったそうです。
卒業してから大学に入ると思っている生徒がたくさんいるそうです。
でも一年間休もうと思っている生徒もいるそうです。この計画はいい点と悪い点があります。

Main body (a number of points well developed including pros and cons). Information is elaborated in detail and each concept is well developed (e.g. three sentences on one point).

その一年間休んで、旅行したり、働いたりしたら、自分の経験に加えられます。まず、世界中旅行したら、色々な文化が体験できます。これは他の人がない経験だから、就職するために、きっと役立つと思います。Complex information including abstract ideas is incorporated effectively。もしその一年間休んで、ゲームするばかりだったら、その一年間はむだになります。一年間ずっと自分のへやにいて、なにもしなければ、自分が成長することができません。

Conclusion (e.g. summary of both points of view, or summary of the article, suggestions)
自分の将来はとても大事な物です。そして、自分の将来は自分で決められません。だからよく考えてから決めた方がいいです。

Students from first language backgrounds related to Japanese write pieces with longer and more detailed sentences and have fewer mistakes (e.g.
そのマラソーンのために毎日運動した方がいいと思います。
最初に僕はあまり元気じゃなくて、スポーツもにがてだったけど、毎日がんばってトレーニングしました。本当に信心がないし、できるかどうかまだわからなかったのに、やってみようと思いました。).
Descriptions of Student Achievement

Vocabulary

An extensive range of vocabulary is used accurately, for example, (instead of 外国旅行したなら、海外旅行したら) — these are more basic phrases than 世界中旅行したら,学位がもらえる (getting a degree) instead of 卒業できる (graduating), which is more basic.

Accurate choice of words to express abstract and complex ideas is observed (むだになります,先ばい,成長する,可能性). Students select correct vocabulary items to differentiate slight nuances in meaning (e.g. 経験する,体験する).

In-country experience possibly contributed to an advanced level of vocabulary being incorporated (i.e. words used extensively in Japan that express concepts not well understood by students without in-country experience, for example, 先ばい,成長する, 経験する,体験する).

Students use modifiers appropriately, that is, adjectives and adverbs (e.g. だんだん, それぞれ, とくに,せんぶ,ちょっと,本当に,よく,ぜったいに,たいてい,一番,；あの返事がおそくなって,ほんとうにごめんな。) and conjunctions/connectives (e.g. そして,でも,それから,たとえば,から,けど,まえに,あとで) to elaborate their statements.

Loanwords are used appropriately (e.g. スニーカ,マラソン,ストレッチする,ダイエット,トレーニング,タイム,アニメ,ボタン,チェックする,ドライバー,ウィルス,コミュニティー,イベント).

Words and final particles in communicating with friends and family members are used appropriately (e.g. じゃ,ごめんね,〜ね,〜よ).

Scripts and Characters

An extensive use of characters (i.e. almost all possible words that can be written in kanji) is evident. Students use many more kanjis than required in the Year 12 syllabus (e.g. 政策,必要,夢,福祉,調査).

Most loanwords are spelt correctly, corresponding with pronunciation of the words in the Japanese way (e.g. ドライバー,ウィルス,コミュニティー,イベント).

Formation of the characters written by students from related first language backgrounds is very neat and strokes are formed correctly. The Chinese version of the characters used in Japanese is observed in the writing of this group of students. Often these characters are not on the list for Year 12 kanji; that is, they are more complex, for example, 参 is written for 参 (参加 to participate in), 験 is written for 験 (経験 to experience).

Other features observed in writing by learners with first language backgrounds related to Japanese include the use of joined kanji strokes (demonstrating cursive calligraphy style).

Voiced sound tenten are often missing or added incorrectly (e.g.ごめん for ごめん; だてください for たてください).

Forms and Structures

Students make an effort to display their competence by using as many complex grammar patterns as possible (e.g. use of a variety of verb endings 書こう, -た, -て, たら, し,やすい, auxiliary, conjunctionsかもしれないんです, …たり…たりする, なければならない, ようです, そうです, けれど,けれど、からです、ならが、ことができる、combined verbs 行き始めるてみる、てくれる、てあげる).
Choice of the form may not always be appropriate for the context, but is generally grammatically correct and does not interfere with comprehension of the sentence (e.g. 生徒たちはみんな自分の将来をよく考えようになったそうです。日本に行くときにあなたの学校にベンキょうしましょう。).

Complex sentences include modifiers and subordinate clauses (e.g. 大学に行く前、一年間休むことはいい点も悪い点もあるから、一利一害について書こうと思います。何をしたいかよく考える事ができたからです。).

Students use sophisticated forms (e.g. passive みんなの方が年下だからだと言われました。留学に行く前に日本の音楽やえいがや番組があまり好きじゃなかったですが日本のホストスターに日本のかしゅをすすめられて気ににあるようになりました。).

Excessive use of the particle ‘no’ (の) for describing a noun or making a relative clause (e.g.学校を(sic)はいっているの学生です。うるさいの音).

**Discourse**

Structure of the text conforms to the chosen text type (e.g. Introduction, body, conclusion as per example in Content). According to text type, students use appropriate opening and closing (e.g. opening – みんなさん、私はオーストラリアから来たです。
closing – (1) では、トレーニングがんばって下さい。よろしくねがいします。
(2) 僕は日本にいた時を永遠に忘れません。この一年間本当にありがとうございました。)
and show engagement with audience explicitly and implicitly (e.g.
(1) みなさんは、僕がこの高校をはじめて来たときを覚えていますか。
(2) えみさんの聞く事は私と同じ事でした。だから、今その事について教えてあげます。).

Students use an extensive range of cohesive devices (e.g. この、その referring to what has come before in the text; discourse markers — conjunctions 例えば、だから、はじめに、このように、けれども、そして、なぜなら、それに、それから、つまり).

Students use register for the text type and audience appropriately (e.g. use of plain form for personal essay, email, すうじつかんeメールを見ていなかったから、知らなかった。
元気？NTはどう？
(e.g. 的文章 at 东京マラソンを走りはじめて前に、たくさんのことを考えなければなりませんでした。),
and use of quotes for a report (e.g. 調査によると).

Students show their awareness of different words/phrases/ending according to gender, but tend to mix them up (e.g. (1) ぼくが4月に日本に行くとき、しが、むかえに来てくれたらうれしいけれど、むりはしないでね。ぼくはやくしんと日本の高校でベンキょうしたい。
(2) へん事をするかはおくれてごめんなさいね。ぼくのコンピューターはウィルスをもらった。わるいね。).

Writing by learners with language backgrounds related to Japanese includes spoken forms and ‘new’ Japanese phrases possibly influenced by *anime* and TV drama (e.g. ねられましたか、instead of おむれましたか OR ねられましたか).
Year 12 Second Language Learners

Writing — Average

Content

Students provide information drawing on their own experience in each section of the text (i.e. introduction, main body, conclusion). Each section consists of one to two sentences and some attempts for elaboration containing simple ideas are made.

(e.g. 1) オーストラリアでダーウィンは一番小さい首都の都市です。

(2) 日本にきたとき、私の日本語が分かりませんでしたが、たくさんのお友達になりました。

(3) サーフィンし方を知らなかったら、バーゾンヘッツと言うビーチに言ってサーフィンし方が習えます。)

Occasionally there is a one-sentence introduction to the article and then straight to the main body (e.g. このきじで一年間休むことについて話します。一番いてんは休むことができます。高校のおわりの後でたいていの学生はとてもつかれていますから、休みがいります。).

Students make broad statements with limited elaboration. The second sentence attempts to develop the concept introduced in the first sentence, but limited vocabulary and/or structures minimise connection between the two sentences (e.g. フィリップアイランドのうみは人気があります。でもローンではあんまり人があらないから、フィリップアイランドよりローンのうみのほうがいいです。).

Often a number of unrelated points are listed (e.g. コミュニティをつたうことが好きですから、このイベントが好きです。

ほかのポラチアスと友達になって、まずしい人々のためにお金をもらうけました。うんよく天気は、とてもあつはれですから、たくさんの人々はしょうひんをうりに来ました。).

Students use simpler phrases repetitively rather than a variety of phrases (e.g. 一つのいい点は、二つの悪い点は、).

Vocabulary

A good range of vocabulary is used.

Incorrect use or choice of word generally does not interfere with comprehensibility of the content (e.g. あります／います。大学はもっとにくいになります。(Verb ending – nikui is used for adverb 'hard' instead of muzukashii)、国みんなはたくぶつかん；おいしいレストラン；日本のおんせんほど有名じゃないのですが、まだ体に良いそうです。おおきい朝ごはん (note direct translation or transfer from English).

A good range of modifiers (e.g. とても、だんだん、とくに、ぜんぶ、ちょっと、たぶん、もちろん) are used.

High-frequency connectives (e.g. でも、それから、たとえば、だから) are used to link sentences.

Loanwords are used appropriately, but not always spelt correctly (e.g. マラソン、ジョギング、ダイエット、ゲームズ、ガラジ、セイル、ボランチア、ホームシック、インターネット、).

English words are used to fill the gap in Japanese words (e.g. レッスン for lesson、バスドライバー、パスパス for バスの定期券).

Words and final particles in communicating with friends and family members are used (e.g. ごめん、～ね、～よ、気をつけてね、だいじょうぶ、がんばって)
Scripts and Characters

A range of basic characters are used, including some complex characters. (e.g. 有名、新聞、動物、見に行きたい、今日、時間、一日中、高い、泊まる、習う、的、教える).

High-frequency loanwords (names of country, city, sports) are spelt correctly (e.g. サーフィン、ウェリビー、メルボルン、ジーロング、ホテル、ピーチ、オーストラリア、コアラ), but low-frequency words that are specific in a certain context are not always spelt correctly (ダイエト、ゲームズ、ガラジ、セイル、ボランチア、).

Handwriting is sometimes sloppy. Occasional errors in simple hiragana words are observed (e.g. みんなさん、いっしょに).

Students with first languages related to Japanese use complex characters appropriately (e.g. 起きる、シャワーを浴びる、結果、面白い、習慣). Formation of the characters written by this group of students is very neat and strokes are formed correctly. Use of the Chinese version of Japanese characters is observed (e.g. 市 is written for し). Voiced sound tenten are often missing or added incorrectly (e.g. ぬ たぬ for たぬ).

Forms and Structures

Student use a variety of verb endings (e.g. た、て、たら), auxiliary and conjunctions (…たり…たりする、ように、にくい、からです、すぎる、られる、ながら、ができる、からです、なければならない、ので) although their formation of the verb is not always correct (e.g. 行きたなりません、合いません).

Students tend to use simple sentences more often, but occasionally use complex sentences wherever possible (e.g. 一年くらい前に日本に来ました。けれども日本に来た前に友達がいませんでした。だから、私は本当にしんぱいしました。).

Some complex sentences include noun modifier and subordinate clauses (e.g. そのお金をかせぐために、一年間休みることの間にしごとをすることができます。).

Students attempt to use as many complex grammar patterns as possible for extra marks (e.g. でも、一日中にきっどは高すぎるので、二時間きっどだけ買った方がいいと思います。このおんせんは、日本のおんせんほど有名じゃないですが、まだ体に良いそうです). Choice of the form is not always correct, but does not interfere with understanding the sentence (e.g. えみさん、私はマラソンが「やさしかった」というのに、よくトレーニングをしなければなりません。).

Occasional incorrect usage/absence of particles is observed (e.g. なまけものの人になります、たくさんさかなつり、ハイキングを行かなければなりません、は／が).

Discourse

The structure of the text conforms to the chosen text type (e.g. introduction, body, conclusion).

There is appropriate use of cohesive devices (e.g. そして、なぜなら、でも、じゃ、たとえば、いっぱいで、最後に) and use of references for a report (e.g. 新聞によると).

Cohesive devices この、その、referring to what has come before in the text, are observed.

Occasionally students use register inappropriately for the text type and audience (e.g. じゃ、去年オーストラリア行った時、メルボルンだけおとずれしましたね。お会いできる (honorifics), use of あなた, きみにアドバイスを上げるよ。They use plain form in writing an email to a friend 日本に行きたい。しんは会いたいよ。).
Occasionally set phrases are used incorrectly for the text type (e.g. conversational phrases used in letter writing じゃ、今日はこれでしつれいします。みなさんよろしくおねがいします。私はちあいうちにお会いできるのを楽しみにしています。).

Students mix formal expressions and casual expressions in the same text (e.g. はい、4月に日本に来る時はむかえよ！あなた来られたらうれしい。お目にかかるのを楽しみにする。).

**Year 12 Second Language Learners**

**Oral — High**

**Content**

Students convey information about personal details and areas of personal interest surrounding the study of Japanese and express their opinions about the information. The personal information includes family, daily life, school, leisure activities, their hobbies, part-time jobs, birthdays, travel, holidays, their future plans. They use mainly rehearsed language to construct intelligible sentences that are largely grammatically accurate and appropriate responses to the question. Elaboration is often made using rehearsed material (e.g. Q 今年何歳になりましたか。A ええと、あなた今年17歳で、誕生日は1992年7月11日です。Q 来年は外で勉強しますか？A いいえ、言語学の勉強なら為に大学で勉強したいです。)

When students are pushed to use unrehearsed language, they may resort to one-word responses (e.g. Q どうして音楽を勉強しませんか。A うん、えっと、えっと、りょ、りょうさんがx x xです。).

Features of natural conversation are observed by students who have spent time in Japan. Conversational responses are more natural with significant elaboration to extend the response (e.g. Q 全部むずかしかったですか。A はい、ほとんどです。Q そして、x x x君、クラブ活動をしていますか。A さんねんですけど、僕の学校にクラブ活動があります。).

Students express their own personality through language (e.g. humour, humility Q xxくんは、真面目な生徒ですね。A ありがとうございます。)

**Vocabulary**

Students demonstrate good command of vocabulary as required in their Year 12 curriculum.

A variety of nouns including school subjects, holidays, hobbies, food, future plans, Japanese study (especially specific vocabulary to describe school life and their future plans, for example, クラブ活動, 男女共学, 私立, 文系コース) and high-frequency verbs are used to explain their personal details. Students use a wide range of modifiers (i.e. adjectives and adverbs, for example, だんだん, それぞれ, つくに, ぜんぶ, ちょっと, 一番, まだ) and conjunctions/connectives (e.g. そして, でも, それから, たとえば, から, けど, まえに, あとで,) to elaborate information given in the previous utterance. Students use classifiers to provide more precise information about the frequency of the activities they participated in and the quantity of the items they describe (e.g. ～まい, ～さつ, ～ひき, ～かい).

Students use loanwords (gairaigo) in their description of personal life and areas of interest in the study of Japanese (e.g. ロックバンド rock bandファンタジー—fantasy).
Occasional errors with simple words (e.g. time words 来週 instead of 来年) and incorrect choice of words (e.g. セラさんはちのうのたかい人です。音楽をかきたいと思います。サッカーを遊びます。) do not usually interfere with intelligibility.

Students with first languages related to Japanese (i.e. Chinese or Korean) use sophisticated and extensive vocabulary (e.g. ふつう、実際は、独特), which makes their utterances more natural (e.g. Q: オーストラリアに来る前ににほんごをべんきょうしましたか。
A: ちょっとだけ、べんきょうしました。). This includes contemporary current vocabulary beyond classroom vocabulary (e.g. インターネット). Students use modifiers frequently to elaborate detailed information.

Pronouns and determiners (e.g. これ、それ、あれ、この、その、あの) are used to refer to previously mentioned items.

**Forms and Structures**

Students use a variety of forms and structures as required in the Year 12 syllabus (e.g. 〜たい、なければならない、〜たり〜たり、〜ために、から、〜するつもり、〜し、〜はじめる、〜することをする、〜することが好きです、〜あとで、〜て、〜てから、〜ば、ようと思います) in both simple and complex sentences (e.g. カレンダーを使いはじめる、旅行をしたいです。旅行したら、ヨーロッパに行きたいです。).

More complex forms are used in rehearsed language, at times too frequently (e.g. 本を読んだり、スクーリング映画をしたり、本をかきたりします。私はまだ11年生ですから、日本語を勉強することはとてもむずかしいと思います。). They appear less frequently in response to unexpected questions. Modification devices include relative clauses and the particle ‘no’ as well as the use of adjectives and adverbs (e.g. 楽器を弾く人; 友達のセラさん).

Occasional errors (e.g. verb/adjective ending ちのうの高いとおかしい人です、本をかきたりします) and incorrect choice of forms (e.g. Q: たくさんある趣味のなかでどれが一番好きですか。A: 音楽でしょう。A: 昨年習っていました。) do not interfere with communicating meaning.

Students with a first language background related to Japanese use appropriate forms (e.g. 任天堂は日本が作ったゲームですが、Wii という機械 missing) isこれまでのゲームとぜんぜんちがいます。) to provide information required for the task in both simple and complex sentences. Occasional errors in conjugation and choice of particles do not interfere with communication of meaning (e.g. おもしろいかったです。べんきょうしたが (plain form instead of masu form), １２ねんせいがたいへんでした。韓国人ではないです。).

Students are sufficiently confident to attempt quite complex expressions. Although at times these attempts result in errors, this provides evidence that the student is constructing sentences as he/she speaks (e.g. 一番面白かったことは、大きな利益のつくことができるのはちょっとびっくりしました。).

**Fluency**

Speech is generally fluent in familiar contexts although hesitation, repetition, and pauses are evident. In longer sentences, particularly not pre-prepared ones, students pause frequently and use English fillers/hesitation markers (e.g. ‘aah’) in mid-sentence (whereas in Japanese hesitation markers are customarily used at the start of sentences). Students tend to follow patterns of English intonation and rhythm (e.g. 今年 with rising tone).

**Example:**

T: あ～なにがもらいたいか。
S: Ah_わかりませんが、お金をもらいたいです。
T: そのお金で何をしたいですか。
Descriptions of Student Achievement

S: (pause) マルタに行きたいです。

Students use both English and Japanese hesitation markers and fillers (e.g. ‘aah’ and ええと). Frequent use of hesitation markers and fillers may interrupt the flow of speech.

Students with first languages related to Japanese use natural conversational rhythm and vocabulary, including connectives, etc. (e.g. たしかに、さんねんですか、ぼくのがっこうはクラブ（Korean accent）かつどうがありません。).

Some influence of first language (e.g. とくとく instead of どくとく; オーストラリア （Korean accent） is observed.

Intelligibility

Speech in general is intelligible except for a few noticeable pronunciation errors that may interfere with intelligibility (e.g. not distinguishing the particle from the previous word — slurring n to o to make ‘no’; inability to distinguish long and short vowels, for example, じょうゆう instead of じょうゆう).

Students have good pronunciation of gairaiho (loanwords) (e.g. 友達のセーラさん、ファンタジー、 ベースギター、えーと、ロックやメタル SF(エスエフ).

The speech of learners with related first languages is clearly intelligible in general, although some influence from the first language is observed (e.g. 1 5 ふん with f sounds ぐらいかがります。).

Comprehension

Students require regular clarification, possibly because of their limited experience with a range of speakers.

Students with first languages related to Japanese demonstrate understanding of interviewer discourse within simple but natural interaction.

Communication Strategies

Students maintain conversation by using ‘stock responses’, even when they do not understand (e.g. はい、そうです。).

Students seek regular clarification (e.g. すみません。もういちどおねがいします、わかりません、) Q: 一番仲がいい友達を言って下さい． A: 一番すみません、もう一度).

Students monitor their utterances and try to self-correct (e.g. えーっと、おととし写真に、写真のかもくの、よく楽器を弾く人をしゃしんしました。).

Students have some difficulty recalling and articulating memorised sentences that are above their level of proficiency.

Students with first languages related to Japanese use a variety of devices to sustain the conversation (e.g. responding to the interviewer’s statement with はい、ほんとうに。; using the final particle effectively もちろん Wii の感じのげーむがいいとおもいますが、 僕はパソコンゲームがいいですね。よくおぼえませんけど、おーすてらりあだら (dollar)で二千万ダラ(dollar)くらい。).

Students are confident enough not to have to rely on rehearsed examination strategies.

Students paraphrase when they cannot remember the word they need to use (e.g. Q: ____くんもお医者さんになりたいですか。 A: いいえ、ぜんぜん。 (with emphasis)

*Paraphrase: 歯について勉強したいです。instead of 歯科.
Discourse

Students use a variety of connectives to link two utterances to add further details to the information provided in the previous utterance (e.g. Q: どのぐらいサッカーを習っていますか。
A: ええと、子供、子供の時から、父と父と一緒に公園に行ってサッカーを遊びました。それから、五年ぐらいサッカーを習いました。).

Students use conjunctions and an extensive range of other discourse markers to structure sentences (e.g. 满满
A: пут

Students frequently use pronouns and determiners (e.g. これ、それ、あれ、この、その、あの) to refer to the previous discourse.

Year 12 Second Language Learners

Oral — Average

Content

Students convey information about personal details and areas of interest surrounding the study of Japanese and express their personal opinions about the information mainly in pre-rehearsed speech. The personal information includes family, daily lives, school, leisure activities, their hobbies, part-time jobs, birthdays, travel, holidays, their future plans. They use mainly rehearsed language to construct intelligible sentences. Sometimes additional information is provided (e.g. adding which subject he/she likes best when asked about the subjects he/she studied this year
Q: 学校で何を勉強していますか。
A: 学校で英語を英語と数学と物理と日本語を勉強しています。科目の中で物理が一番好きです。物理の先生はとってもおもしろくて、やさし、し、し

Students occasionally elaborate their initial response to the interview using pre-constructed sentences that are not related directly to the question (e.g. Q 今、アルバイトをしていますか。
A: HSCの試験があるから、今アルバイトをしません。でも、HSCの試験が終わったら、大きいデパートでアルバイトをしたいです。).

Students add further information to elaborate the information provided in the previous utterance, but their elaboration may include rather awkward expressions (e.g. Q じゃ、どの売り場で働きたいと思いますか。
A: ええと、くつ売り場でアルバイトをしたいです。私はくつが大好きです。).

There is an occasional mismatch between the response and the question in the sense that the student links the question to suit a known response (e.g. When the examiner asks why the student wants to go to Japan, the reply is: 東京の銀座で町の歌舞伎座というところで歌舞伎を見ることが出来ます。This is perhaps indicative of examination strategies getting in the way of more natural communication.

Students provide limited responses to unexpected questions but are able to elaborate further when prompted by the interviewer (e.g. Q どうして美術が一番むずかしいと思いますか。
A: たくさん宿題があります。
Q: それはどんな宿題ですか。
A: 絵をかくとると、じゃしんをとることがあります。)
**Vocabulary**

Students demonstrate reasonable command of vocabulary required in the Year 12 curriculum, in particular, focusing on school subjects, school life, their future plans, and areas of their interests (e.g. 制服、試験、きびしい、写真、演劇、経済、会計士、).

Students tend to use high-frequency nouns and verbs especially in response to unexpected questions (Q: どんなプレゼントがほしいですか。A: ええと、カメラ、カメラが…あります。).

A good range of modifiers (e.g. とてもだんだん、とくに、ぜんぶ、ちょっと、たぶん) are used, mostly in rehearsed speech. High-frequency connectives are used (e.g. でも、それから、たとえば、だから) to link sentences. An occasional incorrect or inappropriate choice of words does not interfere with intelligibility.

Students use appropriate classifiers to describe the number of people (i.e. ひとり、ふたり、3人), but they may not be able to use an appropriate classifiers for other items (e.g. Q: これまでに、何枚写真を撮りましたか。A: 一日に、100とる、しっかりどる、一日に100しなんをとります。でも、えっと、5ぐらい、5写真ぐらいです。まいにち、ひとつ楽器を勉強します。).

**Forms and Structures**

Students use a full range of Year 12 level sentence structures/grammar patterns (e.g. 〜たい、なければならない、〜たり〜たり、〜ために、から、〜するつもり、〜し、〜はじめる、〜することをする、〜することが好きです、〜あとで、〜て、〜てから、〜ば、ようと思います。ことがある、〜し) within the context of well-practised language in both simple and complex sentences (e.g. 旅行をしたら、ヨーロッパに行きたいです。大学に入る前に旅行をしたいです。).

Responses to unexpected questions tend to be given in a simple sentence (e.g. たくさん宿題があります instead of たくさん宿題があるからです。) and further elaboration is made only in response to the interviewer’s follow-up question (e.g. Q どうして美術が一番むずかしいと思いますか。 A たくさん宿題があります。Q それはどんな宿題ですか。 A 絵をかくとる、しっかりとすることがあります。).

Occasionally there is an inappropriate shift of tense (e.g. 私のお母さんの車…で、学校に行きます。 (instead of いきました) いいえ、えっと、ドイツをべんきょうします。 (instead of 勉強しています).

Modification devices are observed using high-frequency adjectives (e.g. おもしろい、たのしい、むずかしい) and intensifiers (e.g. とてももしろい).

Occasional errors in the choice of particle and verb conjugation may interfere with the intelligibility of the speech (e.g. Q どんな人をよくとりますか。A えっと、ぼくは家族は写真をとります。 じゃ、日本はどうですか。日本に行ったことがありますか。ああ、はい、2、2回に日本に行くことがあります。).

**Fluency**

Students respond to questions and maintain the flow of interaction, but frequent long pauses and hesitations are observed. They need considerable time to create sentences. Frequent use of ええと and limited use of filler expressions are observed (e.g. はい、えっと、(pause) とっても待ちかいです。).

**Intelligibility**

Rehearsed and simple unrehearsed utterances are generally intelligible, but unprepared responses are more difficult to understand (e.g. うちに車で5分ぐらいかかります。).
Overall pronunciation including gairaigo (e.g. とらんべっとう、トランペット) is good and does not inhibit understanding. At times, mispronunciation of some basic words may interfere with intelligibility (e.g. 3月19日 (じゅうきゅうにち)).

The first language influence on pronunciation (by learners with language backgrounds related to Japanese) may affect intelligibility (e.g. ええと、アルバイトのお金で新しいけいだいを買いたいです。).

**Comprehension**

Generally students demonstrate a good level of understanding of the questions and respond appropriately. Non-comprehension relates to unknown vocabulary (e.g. 休学) or longer questions or confusion with words with similar sounds (e.g. しょうらい, しゅうまつ)

Q しょうらい何をするつもりですか。 A アルバイトをします。

Students ask for clarification (e.g. あの、すみません。もう一度お願いします。えっと、もっとゆっくりはなしてください。もう一度言って下さい。).

**Communication Strategies**

Students use set phrases (e.g. Q 妹さんも同じ学校に行っていますか。
A そうですね。 ______の学校に、学校です。
Q 東京と京都どちらの方がよかったですか。
A はいそうです。えっとすみません。分かりません。)

Students use both Japanese and English hesitation markers and fillers (i.e. ええと、あの、er, um) to maintain the flow of conversation. A variety of phrases for seeking clarification are used (e.g. すみません。もう一度お願いします。
えっと、もっとゆっくりはなしてください。もう一度言って下さい。)

Students are able to use taught strategies to maintain the flow of conversation (e.g. はい、そうです。えっとー when asked which city she liked either Tokyo or Kyoto.
Q 一番気に入った写真は何ですか。 A 一番しんしんは、えっと______の絵と、
Pond は日本語でなんですか？Q 池、A ______池しんしんが一番好きしんしんです。)

Students monitor their own speech and try to self-correct, although they are not always successful (e.g. 英語、映画；えっとたくさんとることが、とります when asked what kind of pictures he wants to take; Q 何枚ぐらい写真をとりますか。 A 5ぐらい、5写真ぐらいいいです。)

Students use rehearsed chunks appropriately (e.g. ～と思います。).

**Discourse**

Connectives (e.g. そして、でも、たとえば、それから、) are used to link sentences for elaboration, but the choice of connective is not always correct (e.g. えっと、とてももしきょうから日本語を勉強したいです。と、日本が大好きです。).

Students use pronouns to refer to the previous sentence (e.g. 美術が好きです。
それはとても楽しいと思います。)
Year 12 First Language Learners

Writing

Content
In writing, students clearly express their opinions and emotions fully using a range of input materials, including their own experiences. They are not limited by their language when writing, but produce engaging and informative texts (e.g. みんなが行くから私もいく。そんな安易な感情を抱いていた私にとって、なぜ学校へ行かなければならぬのかと考えるのは非常に難しいことのように思われた。

First language users draw on their language resources to communicate their thoughts using higher level thinking (e.g. 大家一起自由というもののあるためいきなり変えるということは非常にこん難を極めるのではないだろうか。

They are sufficiently confident in their linguistic command to ‘play around’ with the language.

Students express their opinions drawing on a range of experiences, including personal experiences. These are incorporated naturally (e.g. 日本の教育制度は、生徒は何年何組という固定クラスに入り、学校のいろんな行事をとおして、協調性をのばそうと取り組んでいる。

教科も必須科目が多く、選択科目がほとんどない。また、日本の社会は、大学に行くことがあたまりでとなっており、専門学校や高校卒業時にすぐに就職すると、周りからへんな目で見られることがある。一方、私が受けたオーストラリアの教育制度は日本と真逆である。固定クラスがなく、必須科目は英語だけで、その他はすべて選択科科なため、自分が好きな教科だけをとることができ、嫌いな教科や苦手な教科は取らなくてもよい。

Complex information, including abstract ideas, is incorporated effectively (e.g. 働く女性が子供を持ちたくない大きな理由は、子供を持つことによって、仕事を休まねばならず、今まで必死に築き上げてきたキャリアが崩れてしまうといい事もあると思う。

Vocabulary
Students use an extensive range of vocabulary accurately, including both high- and low-frequency words to complete the task. They use different words to show nuance of meaning (e.g. 学ぶ、学習する、勉強する；科目、教科：非常に、著しく).

Accurate choice of words to express abstract and complex ideas is evident (e.g. 降伏する、絶滅する、環境保護、社会進出).

In expository writing, students tend to use words of Chinese origin (e.g. 増加する instead of 増える 減少する instead of 減る 悪化する instead of 悪くなる).

Students demonstrate the ability to use loanwords effectively to suit the context (e.g. クリスマスムード、カルチャーショック、一大イベント).

Scripts and Characters
An extensive use of characters (i.e. all possible words that can be written in kanji) is evident. Occasionally incorrect choice of kanji is observed (e.g. 援受 instead of 援助, 高上 instead of 向上否反 instead of 批判, 多く than of 大きく, 氷つく instead of 凍りつく, 急ぎ instead of 忙しい).

Students use katakana for emphasis(e.g. ハッキリして 朝ごはん).

A broader range of handwriting styles than those displayed by L2 learners is observed — evidence perhaps of a greater ease with character usage.
**Forms and Structures**

Students accurately use a variety of simple and sophisticated forms and structures to form simple and complex sentences to complete the task required. Sophisticated forms and structures include passive (e.g. そこで、自分の考えを持つことが大切だと表面上では教えられていたが), causative passive (e.g. 自分は本当に何かしたいのか、自分には何が足りなくて、何が必要なのかを考えさせられました。), and subordinate clauses in a single sentence (e.g. 自分とは違う個性を持つ同年代のほかの生徒と同じきょうしつで同じ授業を受け、同じ時間にたくさんの生徒と一緒に昼ごはんを食べることで、普段家だけではできない経験が出来て、友達といる楽しげやいろいろな人と関わって自然にいろいろな人間への対応の仕方を学びます。).

Rather than trying to use as many complex grammar patterns as possible to demonstrate their ability, as evidenced with L2 learners, students tend to use shorter sentences that are clearer in meaning to build up more complex ideas. Complex sentences are used as appropriate (e.g. 私は学校が好きだ。特にオーストラリアの学校が大好きだった。それは、毎日仲良しの友人や尊敬する先生との交流や授業を通して新しいものの見方や考え方を知ることができたからだと思う。).

Occasional inaccurate forms of verb conjugations are evident, but this does not interfere with understanding (e.g. その理由の代表的な理由として女性の社会進出と深い関係が、技術が進歩している今では).

In personal writing (e.g. a diary), many short sentences are used to build up a more detailed picture of the event (e.g. 今日はとにかく体力を付けるために走ることにしていた。外は大雨で5メートル先も見えないような天気だ。だけど、そんなことで休むことなんて許されない。朝ごはんを食べて全身ぼう水のカッパを着て準備ができた。まずは、家の近くにある小山に行った。後、10キロ先の大山を走って登るつもりだ。).

**Discourse**

A sophisticated use of various discourse devices is evident. The structure of the text conforms to the chosen text type (e.g. introduction, body, conclusion). Cohesive devices are used less often than is the case with L2 learners, but writing flows more naturally. Students refer to relevant information in context using あの (that) while L2 users tend to use その (this) more often than あの (e.g. あのオリンピックがアジア最大の都市東京で再び開かれるなんてすばらしいではないか。

Students appropriately use register for the text type and audience (e.g. students select correct vocabulary items to differentiate slight nuances in meaning) while L2 users tend to use その (this) more often than あの (e.g. あのオリンピックがアジア最大の都市東京で再び開かれるなんてすばらしいではないか。

Students not only engage with the reader involving them in the composition (e.g. みなさんこんにちは。きっと皆さんもすぐにご存知でしょうが、今、東京は2016年のオリンピック開催地の一つとして選ばれています。そこで、本当に東京でオリンピックをするべきなのかということについて、私なりの意見を皆さんに聞いていただくので、今日はお手紙を書きます。) but also remove themselves by using indirect expressions to express their own opinions (e.g. 非常にこどを極めるのではないだろうか。

Students deliberately use tense shifts to make an impact in their writing (e.g. 残念ながら北京オリンピックに私は行くことができなかった。北京に行くだけの時間も経済力もない。今日はとにかく体力を付けるために走ることにしていた。外は大雨で5メートル先も見えないような天気だ。だけど、そんなことで休むことなんて許されない。朝ごはんを食べて全身ぼう水のカッパを着て準備ができた。

Students use different voices to make the writing more interesting (e.g. あのオリンピックがアジア最大の都市東京で再び開かれるなんてすばらしいではないか。)

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Second Language Learners

Writing — High

Content
All the topics required in the task have been addressed with some additional simple factual information. Some of the topics are expanded and elaborated to some degree (e.g. by listing details related to the topic, expressing preference):

저는 주말에 보통 수영 가고 교회 갑니다. 그리고 집에 오면 한국드라마를 봅니다. 저는 주말에 수영 가는 게 재[sic]일 재미있슴니다.

Vocabulary
Vocabulary items are mostly limited to factual items related to familiar topics. The rather limited range of vocabulary seems to be because of the limited extent the topics have been expanded to and also the vocabulary repertoire where only a limited range of items are available to the student for producing text.

The high-frequency vocabulary items typically include some kinship terms (e.g. 가족, 부모님), words related to hobbies/sports and weekend activities (e.g. 운동, 취미, 수영, 공원, 교회), modifiers (보통, 제일), and some other common nouns and verbs used to describe personal life (e.g. 집, 좋아하다). All the numbers for age and dates are given in Arabic numerals. Although the student writes loanwords from English in Korean script (e.g. 피아노, 드라마), she also writes directly in English the name of a theme park in Australia, Gold Coast, and the name of a sport (European handball).

Scripts and Characters
The student has good control of handwritten Korean. The shapes of characters are very well balanced and consistent. The overall text is tidy, and spacing rules are observed well. The three components in a Korean character—the initial consonant, the vowel, and the final consonant—are in correct positions, which could roughly fit in a square (whose boundary is invisible). Again, this is a very good performance as an L2 learner at the Year 6 level.

Spelling is generally correct with most of the basic consonants and vowels and some diphthongs and twin consonants. The few errors do not impede comprehension and include an idiosyncratic consonant cluster (e.g. a combination of 렇 and 뭐 instead of 렇) and using a similar vowel or consonant to the correct spelling (e.g. 실*씀니다 instead of 실씀니다, 재*일 instead of 재일) —a common mistake among Korean monolingual children and L2 learners of Korean. There was an error that can be regarded as a slip of the pen as the same item is used correctly and consistently on other occasions (e.g. 제가 좋아하는 운동은 ...일*고 제 취미는 ...입니다. 제가 좋아하는 곳은 [name of theme park—in roman script] 공원이고...).

Forms and Structures
The student uses a range of forms and structures with very few errors. Although it is evident that this student is yet to expand her repertoire of forms and structures, this is a very good performance as a second language learner with relatively limited exposure to Korean. The basic verb-final word order is observed and a range of structures including some complex forms, are used accurately.
The student uses basic particles -은/는, -이/가, -을/를, and –에 correctly. She also uses the polite formal sentence ender (-ㅂ/씀니다) accurately for both the copula and other basic common verbs. Although there is no occurrence of the informal polite sentence ender -아/어요, given her proficiency with other items for forms/structures, it is evident that she has chosen the formal form for the specific text and is able to use the informal form in other contexts (e.g. 제가 좋아하는 곳은 [name of a theme park in Australia— in roman script]공원이고 Gold Coast에 가 보고 싶[sic]습니다; 한국 드라마를 봅니다).

The student uses ‘제’ in two different contexts correctly — as a possessive form of ‘자’ and as the first person singular subject followed by a subject case particle ‘-가’ (e.g. 제 취미는...; 제가 좋아하는 곳은...).

The student uses ‘그리고’ as a connective between nouns or as a conjunctive adverbial at the beginning of a sentence. There is no occurrence of a connective particle ‘-와/과’ (and).

제가 좋아하는 운동은 피구 그리고 European Handball 입[sic]고...

... 교회 갑니다. 그리고 집에 오면...

The student writes sentences with complex structures using some conjunctive or relativiser suffixes (e.g. 저는 주말에 보통 수영 가고 교회 갑니다; 그리고 집에 오면 한국 드라마를 봅니다; 제가 좋아 하는 운동은...).

The student uses verb phrases in a structure ‘noun + 가다’ as in 수영가다 and 교회가다 as seen in the above examples. This structure misses ‘하러’ and a particle ‘에’ respectively and is commonly used in spoken Korean. Her use of such structures indicates she relies on what she uses for speaking when she writes in Korean.

As shown in the above examples, the student uses some common verbs other than the copula in both a simple form and a complex structure with an accompanying auxiliary verb (e.g. 좋아 하다. 가 보고 싶다).

**Discourse**

The student structures the text sequence adequately to present familiar information. She is aware of the audience and the text type and uses several cohesive devices appropriately and in a sophisticated way (again, this is an exceptionally good performance as an L2 learner at Year 6 level). She connects two clauses using conjunctors and uses conjunctive adverbials. She uses ellipses appropriately and maintains the level of politeness and the degree of formality to be consistent by using appropriate sentence enders and the humble form of the first person singular pronoun ‘자’ to refer to herself (e.g. 저는 주말에 수영가고 교회 갑니다. 그리고 [∅] 집에 오면 [∅] 한국 드라마를 봅니다).

**Note:** Only one student responded to the writing task in the second language learners group and the description above is based on the performance of this student.
Year 6/7 Second Language Learners

Reading — High

Content
Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts that students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms
Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words that second language learners may be unfamiliar with but are possibly able to infer the meaning of. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have reasonable understanding of these forms and use this knowledge with their vocabulary knowledge to process the tasks.

Task Requirements/Processing
Students use visual knowledge and identify phonetic similarities between Korean and English (e.g. 호주, 톱). However, some English personal names and loanwords written in Korean script (e.g. 조강) might impede students’ comprehension. Students draw on known vocabulary and apply it to familiar contexts (e.g. words for body parts) and identify simple vocabulary for familiar objects (e.g. 연필, 책). They read simple texts and reproduce them. Students identify textual cues such as part of a vocabulary item and grammatical structures (e.g. single letter of a word such as 공원, 할머니) and familiar vocabulary (which might be different across students according to the order of the items being introduced during their courses). They draw on familiar grammatical patterns and items (e.g. 한국 사람이세요) to derive meaning and match or substitute items. Students attend to one of a number of clues provided in the text and visual cues to decipher meaning. For example, they look for vocabulary referring to attributes of place, activities, names, or items, and a particular item that matches one of the attributes in the visual cues (e.g. 정화). They combine multiple explicit cues from a text to match text to pictures. They are willing to tackle longer texts.
Year 6/7 Second Language Learners

Reading — Average

Content

Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts that students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words that second language learners may be unfamiliar with but are possibly able to infer the meaning of. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들).

Students performing at this level have limited understanding of these forms and are able to process forms that carry a single piece of information (i.e. single nouns for familiar objects) or well-rehearsed formulaic expressions. They heavily rely on extra-linguistic clues (e.g. shape of a letter in its unanalysed form, visual cues).

Task Requirements/Processing

Students use visual knowledge and identify a single character of a word to make a choice or to match it with an item in the visual cues. Students identify simple vocabulary for familiar objects. They recognise more easily words with fewer syllables. They also identify a cue in a shorter sentence more easily.

Year 6/7 Background Language Learners

Writing — High

Content

Students write in Korean addressing all the topics required (personal details, family, friends, sports/hobbies, favourite places) and a few additional topics related to the given topics. They expand/elaborate some of the topics successfully by providing additional information/explanation about the given topic, detailed description, rationale for a statement, justification for an opinion.

내년에는 저는 High School로 올라갑니다. 저는 친절하고 남을 잘 듣는 아이입니다.
제 친구들은 다 얼굴도 이[sic]빠고 학교에서 인기가 많아요. 그리고 되게 재미있어요. 제 친구들의 이름은 ...
Vocabulary

Students use a wide range of high-frequency vocabulary items related to their personal life and topics in a familiar context. Choice of vocabulary items is accurate in general with very few errors. The range of vocabulary is particularly wide in common verbs and kinship terms, suggesting their personal/family environment where many interactions take place in Korean. Their background language environment, where most interactions take place orally and informally, is also evident in their selection of words, which have more colloquial orientations.

A wide range of kinship terms are used expanding to words for relatives (e.g. 고모). Although the students often use the polite word for parents (부모님), which is given in the task instructions, there is no occurrence of the plain equivalents of either 아빠 (dad) or 엄마 (mum), which are 어머니 and 아버지. This could also be evidence of their colloquially oriented language practices in Korean.

Other vocabulary items include those related to sports/hobbies and weekend/leisure activities; those used to describe objects/people (e.g. words for general attributes such as 여자, 아이, 이름, 어른, 키); some descriptive verbs such as 똑똑하다; names of colours and body parts such as 검정 and 머리; and modifiers such as 같이, 제일, 함께, 꼭, 잘, 가장, and 되게. Although they use these words appropriately and accurately in most cases, the frequent use of ‘되게’ is also considered evidence of their colloquially oriented language practices (see Discourse for more details).

The students express numbers using the pure Korean number system correctly as they give their ages. On all other occasions where numbers are used, Arabic numerals are used as in 5명. There is no occurrence of numbers in the Sino-Korean number system as most students fill in the gaps in the sample sentences at the beginning where they are required to give information about their ages and birth dates. Accordingly, there are only a few occurrences of classifiers.

The vocabulary described above includes some loanwords from Chinese (including ‘호주’ and the classifier ‘명’). These loanwords are mostly high-frequency items such as names of sports popular in Korea (e.g. 축구, 야구, 수영), common hobbies (e.g. 독서), and words related to everyday life or kinship terms (e.g. 고모, 친척, 공원). A few of the loanwords may be considered items with relatively low frequency, compared to the former, and have abstract meanings (e.g. 이유, 인기).

They also use names of Korea and Australia using Korean script. Although they use some loanwords from English written in either Korean or roman script (e.g. 유럽, 테니스, netball), they consistently use an English word ‘high school’ (as either a common noun or part of the name of a school). Other proper nouns such as the names of Australian states or suburbs (written in roman script) and those of Korean cities (written in Korean script) are also used.

Scripts and Characters

Students write characters with very good balance. Every component of a character—the initial consonant, the vowel, and the final consonant—is in its place and can roughly fit together in a square (whose boundary is invisible). Spacing is made clearly at the boundary of constituents. Most of the possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct and there are occasional errors (e.g. 읽는; 좋아해야; 왜나하면; 맞으니까요; 없습니다; 취미; 교회; 재* (as in 재 취미); 재*일; 월*을).
Inaccurate spelling is restricted to a few items where the students seem to be confused with the vowels ‘ㅏ’ and ‘ㅐ’—the most common confusion that both L1 and L2 learners of Korean experience because of their similarity in both sound and form. The spelling error in 뷰*을 seems to be a conflated result of grammatical and spelling errors where contraction occurs at the boundary between morphemes.

As noted above, students write a few English-originated words directly in roman script, although there are Korean words for those that are not established loans (e.g. high school) or Korean spellings for established loans (e.g. netball). It is evident that the use of English for words that originate in the Australian/English-speaking context is on the way to becoming the norm in the text produced by the students in this group.

**Forms and Structures**

Students have relatively good control of basic forms/structures and some complex ones in Korean. They express complex ideas (e.g. time sequences) or logical relationships between ideas or events or elaborate simple messages and add nuances to them by using appropriate structures, which are sometimes complex. Although there are minor errors in certain forms, these do not interfere with meaning. Some influence from English is evident in their sentence structures, which resemble English but are not the norm in Korean.

They use polite sentence enders in both informal and formal forms (아/어요 and -ㅂ/습니다 respectively), a range of particles (-은/는, -이/가, -을/를, -의, -에서, -에, -와/과, -(이)로, -끼리, 하고), and delimiters with occasional errors. Errors in the use of particles occur between -가/이 and -을/를, between ‘의’ and ‘-에’, and between the two alternatives for a case particle -와 and -과. They also use the first person singular pronoun in both humble form and plain form in the subject and possessive cases (저/나 and 제/내 respectively) accurately (e.g. 저는 형도 누나도 동생도 없습니다; 부모님, 언니, 동생 와 저까지 5명이에요; 촌수, 수영 그리고 테니스가* 재일 좋아해요; 나는 주말이* 강아지를 놀고...).

A few more able students use appropriate structures to express the future (e.g. 가 볼겁니다.). There is no occurrence of the past tense, possibly because of the required text type—a self-introduction. However, given their proficiency in other forms and structures and their exposure to Korean, it is evident that students could use the past tense.

Students connect clauses using clause-ender (conjunctive) suffixes such as -고, -서, -거나, -는데 and -면서, and a relativiser suffix -는 (for action verbs—in present) or -ㄴ/은 (for descriptive verbs) accurately (e.g. 주말은 야구와 수영을 하면서 보내고 제가 다니는 학교는...; 친구들이랑 놀거나 가족끼리 다른 데로 놀러 다녀요; 한국으로 가서 할머니와 할아버지지를 보고 싶습니다; 운동을 되게 좋아하는데 그 중에서...).

One of the students produces a structure for the hypothetical future, which is semantically and syntactically very complex: ‘제가 어른이 됨sic을 때...’ Although the spelling is not correct, the level of sophistication in the structure and meaning in this expression is considered performance at this year level that could be possible only among background or first language learners who have had extensive exposure to the target language environment.

Students add or change subtle meanings by using delimiters (e.g. 형도 누나도 동생도 ...) or auxiliary verbs (e.g. 돌아다니다, 가고 싶다, 좋아하다, 살고 있다, 가 보다, 올라가다, 보고 싶다, 놀러 다니다, and 쉬곤 한다). (Of these examples, the last item in this list—‘곤 하다’ in particular is considered to be a highly sophisticated one that could be done by a very able background language learner.)
Students have yet to acquire honorific expressions. They use an honorific noun suffix and words (e.g. 부모님, 저, 게시다) and, infrequently, an honorific case particle –께서. However, there is no occurrence of an inflectional suffix –시, while they are proficient with polite sentence enders — 예요/이어요 and –ㅂ/씀니다 in spite of occasional errors (see description under Discourse for more details).

They are able to nominalise verbs using an appropriate suffix (e.g. 만들기) and use a plural suffix for nouns appropriately (e.g. 친구들).

Students occasionally produce sentences with constituents that do not agree with each other (e.g. 제가족에는 부모님, 언니, 동생과 저까지 5명이어요; 제가족은 아빠, 엄마 그리고 언니가 살고 있어요; 그 이유는 제친척들을 만나서 재미있게 낮고 싶어요).

There are a few occurrences where a copula as the predicate (the main verb phrase) is missing. The influence from English is evident in this type of structure that occurs particularly when the nouns in the predicate phrase (which should have been followed by a copula) are put into English (e.g. 내 재[sic]일 친한 친구는 [name of friend], [name of friend], 그리고 [name of friend] [보]).

**Discourse**

Students use their linguistic resources for discourse mostly appropriately and effectively to produce text on familiar topics that are relevant to them. They are aware of the audience and select appropriate grammatical and/or vocabulary items and maintain the coherence of the text as discourse relatively well in spite of occasional inconsistencies, which do not cause disruption. However, it is evident that these learners’ discourse skills in writing are less stable and still to be developed further.

Students develop and expand ideas coherently using a range of cohesive devices appropriately. They select and maintain the appropriate level of politeness and the degree of formality by using the polite formal form of sentence ender (–ㅂ/씀니다) or the polite informal form (–아/어요) throughout the text. Some students alternate both forms in the text; this is also appropriate. They also use conjunctors (e.g. -(이)고, -(는)는데, -(는)어서, -(면서, -(거나)) and conjunctive adverbials (e.g. 그리고, 그 중에서, 왜냐하면, 하지만, 그 이유는) to keep the text cohesive.

Students emphasise/highlight ideas or add subtle nuance by using grammatical/vocabulary items such as delimiters (은/는, -도) and adverbials (제일, 같이, 꼭, 다) appropriately (e.g. 유럽에 꼭 가 볼 건다; 할아버지와 할머니는 호주에 살고 있고 고모들도 호주에 살고 있어요; 주말에는... 눌러 다녀요).

They use the humble form of the first person singular 저 and an honorific noun suffix –님. However, some students use 저 and its plain form이나 alternately to refer to themselves. Cohesiveness of the text is reduced to some degree because of this alternation, the lack of the honorific suffix –시, the use of some colloquial terms (e.g. 되게, 아빠, 엄마), or frequent use of the overt first pronoun where ellipsis is more appropriate.

나는 [...] 보고 싶습니다. 저는 [...] 놀고 싶습니다

저는 제 부모님과 외할머니랑 같이 살아요.

내 가족에는 엄마, 아빠와 내 남동생 [name of brother] 있습니다.
Year 6/7 Background Language Learners

Writing — Average

Content
Students present simple basic information about themselves in Korean. Although students in this group write on most of the topics given in the instructions, information and ideas presented are isolated and mostly limited to factual information. The topics most commonly addressed by the students in this group are: family members; likes/dislikes/hobbies; friend(s); weekends; places they would like to go. There are a few attempts to expand some topics (e.g. providing a description) (e.g. 내 친구는 [name of friend—in Korean script]입니다. [name of friend]는 갈색 머리하고 논[sic] 잇서[sic]요. 코는 낡작하고 논[sic]이 커요. 기[sic]는 152 cm입니다).

Vocabulary
Students use a range of vocabulary related to their personal life. Although the vocabulary used is mostly high-frequency items it ranges less widely than the ‘high’ group but shows a pattern similar to their choice/use of vocabulary items, which is generally accurate but with occasional errors. As is the case with the ‘high’ group, common verbs and kinship terms are more varied than those in other categories. Some colloquially oriented performance is evident in their preference for 아빠 and 엄마 to 어버지 and 어머니. Other vocabulary items include those related to sports/activities/hobbies and weekend/leisure activities, and those used to describe objects/people (e.g. words for general attributes; 이름, 키; some descriptive verbs such as 착하다; names of colours and body parts such as 빨간 and 코) and modifiers such as 같이, 제일.

Students write numbers in Arabic numerals as in 12살이에요, and hardly write in Korean in either the pure Korean system or the Sino-Korean system. Students write numbers in Arabic numerals in the gaps in the sample sentences at the beginning, where they were required to give information about their ages and birth dates.

A few students express numbers in Korean using the pure Korean system when they provide the number of certain family members (as in ‘한 명’). There are only a few occurrences of classifiers.

They use some loanwords from Chinese (including the classifier ‘명’). These are mostly high-frequency items such as names of common activities/hobbies (e.g. 축구, 미술, 음악, 운동), names of the days of the week (토요일, 일요일), and words related to everyday life or places for weekend activities (e.g. 동물원, 수영장).

Although they use 한국 frequently, the name of Australia does not occur in any type of three possible versions — as a loanword from Chinese, as a loanword from English, or as an English word written in roman script. Most of the students in this group use Korean script for loanwords from English (e.g. 피아노, 소핑) and English proper nouns such as names of Australian cities or surburbs.
**Scripts and Characters**

Students performing at this level have good control of writing characters in Korean. The characters show reasonable balance in their shapes in handwritten Korean.

Every component of a character—the initial consonant, the vowel, and the final consonant—is in its place, and all the components roughly fit in a square (whose boundary is invisible). Spacing is relatively consistent. However, students often make wrong choices in character or components of the character required, sometimes leading to unintelligible text. Although they seem to have sound control over spelling, it is evident that students are still acquiring written forms of those learnt informally outside the formal classroom.

Most basic consonants and vowels are used. Although most diphthongs and twin consonants were used, as seen in the examples in other sections, there is no occurrence of consonant clusters. Some difficulties in writing are evident (e.g. 재*가 좋아하는 것은...; 아무개*나; 잇서*요).

On some occasions words are written as they are pronounced. As happens with other groups and also with monolingual children, such errors typically occur where specific rules are required to pronounce correctly spelt words (e.g. 사라*오; 만치*만; 가치*; 갖*다 와서). Sometimes an unnecessary consonant is added at syllable boundaries (e.g. 알*빠, 좋하*해요). Some spelling errors are used with grammatical inaccuracy (e.g. 가고 실*은데; 가고 실*니다).

**Forms and Structures**

Students have variable control of basic forms/structures. They use a variety of forms/structures and attempt to use complex ones to express complex ideas or events. However, some errors are evident and the inaccurate selection of forms or structures sometimes leads to various degrees of ambiguity in meaning. It is evident that students are still acquiring forms and structures and a number of forms and structures already acquired orally in an informal context have not yet been stabilised.

Students use a good range of particles such as -은/는,-이/가,-을/를,-의,-에,-와/과,-(이)랑,-하고 and -도 and both polite formal and polite informal sentence enders for a range of verbs including the copula. But frequent errors are evident (e.g. 실실히나*; 긴 머리 잇서요*). The plain sentence ender is also used. It is evident students are aware of the notion of case, given that their errors typically occur in selecting an alternative to the given case which is correctly chosen (e.g. between –을 and –를 for an accusative case) (e.g. 제 가족* 엄마, 아빠, 언니 그리고 나에[sic]요; 부모님* 할아버지와 할머니와...;축구를* 해요). They also typically choose –에 as a genitive (possessive) case instead of –의—a common error among Korean schoolchildren (e.g. 저에* 생일은 11월 3일 이고요...). Students sometimes omit case particles on obligatory occasions and occasionally also use an innovative form of a particle (see below) (e.g. 저의 가족은 언니와 오빠와 동생[e]* 있고; Sea World의를* 나고...; 저는 엄마와 누나와* 살아요). Although the basic verb-final word order is observed, the influence from English is evident in the word order at the lower level of constituents, for example, in the expression of the number of objects or people on a few occasions and a few sentences without a main predicate, which could be ‘있어서/계세요’—the equivalent of English ‘(I) have’ or existential ‘be’ (e.g. 저는 동생이 한 명, 엄마, 아빠, 2 할아버지*, 2 할머니* [e]*).

Students relate events in time using past tense suffix. They also attempt to express logical/temporal relationships/sequences of events or ideas using conjunctive suffixes and relativiser suffixes (e.g. 올사조약에 관한 드라마를 썼다; 교회 것[sic]다 와서 친구집에 갑니다).
The range of conjunctive suffixes is limited, and they typically use -고, -지만, and -아/어서 (e.g. 주말에는 한글학교를 다니고 교회도 다녀요). As is the case with other types of forms or structures, expressions of complex ideas or events are not always successful because of their occasionally inaccurate selection and possibly because of the limited range of items available to them (e.g. 내 좋아한* 곳은 동물원이어요).

Students use a limited range of auxiliary verbs. They typically use two items — 좋아하다 and 가고 싶다 — which have been given in the task instructions. They are also able to nominalise verbs using a suffix -기(with some errors (e.g. 음악 듣기, 컴퓨터 하기, 음악 들리기*). They use the first person singular pronoun in both humble and plain forms in the subject and possessive cases (저/나 and 제/내 respectively) with a few spelling errors (see Scripts and Characters above). The plural plain form 우리는 is used on a very few occasions.

Errors at multiple levels in a sentence occasionally lead to a mismatch between constituents and/or incomprehensibility and are sometimes confused with errors in spelling or vocabulary (e.g. 저의 가족은 언니와 오빠와 동생 있고, 부모님과[sic] 할아버지와 할머니와 같이 살아요*; 제[sic]가 좋아하는 것은 음악 듣기, 컴퓨터하기하고 운동하는 게 좋습니다*; 나는 네트볼이 좋아하고* ...; 주말에서[sic]는 한글학교방문하고[sic] 해요*; 나는 Gold Coast 가서 Sea World의를나고 싶[sic]다*; 주말은 친구가 누래요*).

As seen in the above examples, students are able to use the honorific suffix ‘-님’ for nouns and polite words ‘저’ and ‘제’. However, there is no occurrence of either a honorific suffix for a verb -시-, honorific verbs, or an honorific particle such as -께서.

**Discourse**

Students write with some degree of coherence. They use the basic cohesive devices—consistency in the level of politeness and formality with sentence enders. However, the degree of coherence varies among students and they occasionally lapse into some degree of incoherence perhaps because of their somewhat limited resource in grammatical/vocabulary items they can use to maintain coherence of the text.

Most students in this group maintain the level of politeness and the degree of formality by using the polite formal form of the sentence ender (-ㅂ/습니다) or the polite informal form (-아/어요) throughout the text. Although most students keep to one of the types of sentence ender, a few others use the plain form (-다) together with the polite forms, which is not appropriate.

Although only a few conjunctors (e.g. -고, -서, and -지만) are used as cohesive devices, these items are generally used appropriately in spite of some spelling mistakes (e.g. 친구들이 만치만 [name of friend — in Korean script]가 나의 제일 친한 친구입니다.). There is no occurrence of conjunctive adverbials. The subject pronoun 저/나 is often used where ellipses are more appropriate (e.g. 저는 모든 운동을 좋하[sic]해요. 저는 공원을 가고 싶어요.).

Students use a polite word 저 and honorific noun suffix -님. However, some students alternate 저 and 나 to refer to themselves, reducing cohesiveness to some degree. There is also some inconsistency between the sentence ender in its plain form and the polite first person pronoun 저.
Year 6/7 First Language Learners

**Writing — High**

**Content**

Students write in Korean addressing all the topics (personal details, family, friends, sports/hobbies, favourite places) required in the task instructions, and additional topics related to the given topics. Most topics are expanded and elaborated well by providing additional information and detailed description. Ideas are sequenced logically and developed spontaneously.

가고 싶은 곳은 다른 여러 나라들이고 가끔은 배를 타고 가족들과 여행을 가고 싶기도 합니다.

친구의 이름은 [name of friend—in Korean script]이고 빨간색과 검은색이 들어간 안경을 썼고, 저와 같은 학교에 다닙니다.

저는 여자지만 축구도 좋아해야요.

**Vocabulary**

Students use a variety of vocabulary related to their personal life and topics in a familiar context. The choice of vocabulary items is accurate and appropriate. Students show preference for 아빠 and 엄마 to refer to their father and mother — evidence of their colloquially oriented language practices in Korean. They describe objects and people using words for general attributes such as 여자, 이름, 키, 안경 and names of colours and body parts such as 빨간 색, 머리. Other vocabulary items include those related to sports/hobbies (e.g. 달리기, 그림, 요리, 노래, 축구), weekend/leisure activities (e.g. 바다, 공원, 교회), and study/school such as 숙제, 체육, 학원.

Although their repertoire of common verbs and modifiers is not very big, it is evident that they use verbs with more specific meaning such as (쓰다 wear), 갈다, 타다, 만나다, 다르다 etc.) with modifiers, which also add more specific meaning such as 잘, 가장, 함께, 다 (all/both), and 가끔, etc.
There are very few occasions where numbers have been spelt out. However, given the occurrence of a pure Korean number ‘물’ correctly used, it can be inferred that students are able to express numbers in pure Korean words. There are no occurrences of classifiers.

Loanwords from Chinese are mostly high-frequency items such as 학원, 주말, 안경, 여행, 영어, 한국어, and some kinship terms (삼촌, 사촌, 이모). Although students use established loanwords from English such as 컴퓨터 and 슈퍼, some English words such as ‘best friend’ and ‘chatting’ are spelt out in Korean script. There is no roman script except for the acronym MP3.

**Scripts and Characters**

Students have very good control of writing characters in Korean with great accuracy. There is a clear boundary between constituents. The characters show good balance in their shape in the handwritten Korean. Every component of a character — the initial consonant, the vowel, and the final consonant — is in its place and each character can roughly fit in a square (whose boundary is invisible). Most basic consonants and vowels, some diphthongs, twin consonants, and consonant clusters are used correctly. Spelling is accurate and spacing is well observed. No errors have been made (e.g. 좋아하는; 싶어합니다; 계십니다; 학원; 취미; 짜간; 썼고).

**Forms and Structures**

Students have very good control of basic forms/structures and some complex ones in Korean. They express some complex ideas and/or relationships between ideas using a variety of forms successfully. Although they use these forms with great accuracy, some key forms, such as those needed for honorific expressions and time expressions, rarely occur. However, given their ability to use other forms and their first language background, it is evident they are able to use these forms to some extent.

These students are proficient in using a range of particles -은/는, -이/가, -을/를, -의, -에서, -에, -와/과, -(이)랑, and -(으)로 and sentence enders including a copula in both the polite informal form (-아/어요) and the polite formal form (-ㅂ/십시오). Minor errors occur occasionally in the selection of an alternative for a copula between -예요 and -이에요 (as in 베스트 프렌드에요* 요). They also connect clauses with logical relationships using a range of various clause-ender suffixes such as -고, -서, -거나, - 러(-Lastly) and a relativiser suffix 는 (for action verbs—present) or -ㄴ/은 (for descriptive verbs) accurately. They add delimiters (e.g. -도, -는) and auxiliary verbs to add or change slight nuances. Infinitive suffixes preceding auxiliary verbs are used accurately.

주말에는 ... 교회에 가고 엄마와 함께 슈퍼로 장을 보러 가거나 ...

[name of friend— in Korean script]는 영어와 한국말 다 잘하고요, 강아지를 너무 좋아하는 저의 베스트 프렌디에요[sic].

Students use the first person singular pronoun in its humble form in the subject and possessive cases (i.e. 저和 제) accurately. The plain plural form of the first person pronoun is also used accurately (e.g. 우리 가족은...). There is no occurrence of the plain singular form of these pronouns (i.e. 나/내). This suggests that the students in this group are using the level of politeness very consistently (see Discourse below).

Students use the plural suffix -들 (e.g. 친구들) and nominalised forms of verbs ending in -기 (e.g. 달리기, 그림 그리기) accurately and appropriately.
Discourse

Students are proficient using cohesive devices available from their resources. They are aware of the audience and text type and select appropriate grammatical and/or vocabulary items. They develop and expand ideas maintaining the coherence of the text throughout.

Students typically select and maintain the appropriate level of politeness and the degree of formality by using the polite formal form of sentence ender (-ㅂ/씀니다) or the polite informal form (-아/어요) consistently throughout the text. Although there is a difference in the degree of formality and tone among individual students, each text is coherent in its own right. All the students demonstrate their awareness of the audience and consistently use ‘저/제’ to refer to himself/herself and they use ‘우리’ as in ‘우리 가족’ to refer to ‘my family’ appropriately.

They are very proficient in using cohesive devices such as maintaining the consistent level of politeness and formality of sentence enders, conjunctors (-고, -서, -거나, -러/and -지만), a conjunctive adverbial 그리고, and ellipsis.

They use the polite word 저 consistently, maintaining coherence with the polite sentence enders. However, it is evident that they are still acquiring subject honorification from their variable use of ‘계시다’ and ‘있다’, and the absence of the honorific suffix –시 and the honorific case particles –께 and –께서 (e.g. 할머니와 할아버지지는 한국에 계십니다; 할머니 할아버지도 있어요*).

Students emphasise/highlight ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (-은/는, -도, -나) and adverbials (가장, 둘 다, 너무, 함께) appropriately (see also examples under Forms and Structures). They use discourse devices for referencing and topicalisation effectively using ellipsis or overt expression of subject/object. The first singular pronoun ‘저/제’ is not overused to refer to the student himself/herself (e.g. 제 친구는 [name of friend in Korean script]이에요. [name of friend in Korean script]는 영어와 한국말 … 잘 하고요, 강아지를 너무 좋아하는 …이에요. 제가 좋아하는 건…)

Year 6/7 First Language Learners

Writing — Average

Content

Students write in Korean addressing most of the topics required in the task description (personal details, family, friends, sports/hobbies, favourite places) and typically expand/elaborate a few of them. In a few exceptional cases their elaboration seems to be quite sophisticated. Although they typically do not write on topics other than those provided in the instructions and tend to write only factual information on each topic, a few topics are elaborated by contrasting, comparing, and providing detailed descriptions.

저의 가족은 엄마, 아빠, 형하고 저에[sic]요. 저의 할아버지지는 돌아가셨지만 할머니는 한국에서 살고 계[sic]십니다.
Vocabulary
Students use high-frequency vocabulary items related to their personal life and topics in a familiar context. Although they do not have a wide range of vocabulary, they choose vocabulary items accurately.

Students use some kinship terms only to refer to their own immediate families, extending to words for grandparents (e.g. 할아버지, 할머니). While 부모님 is used to refer to ‘parents’, students consistently use 아빠 (dad) and 엄마 (mum) to refer to their father and mother separately, as observed in all other groups. Except for this, there is no tendency to use other colloquial terms. Other vocabulary items are similar to those used by students in other groups — those related to sports/activities/hobbies and weekend/leisure activities, and those used to describe people (e.g. words for general attributes; 사람, 이름, 친; names of body parts such as 머리, 목).

The range of common verbs and modifiers is rather limited; however, they use honorific verbs accurately and appropriately (e.g. 계시다; 돌아가시다). As observed in all other groups, numbers have hardly been spelt out. However, given the occurrence of pure Korean numbers correctly used with a classifier (e.g. 두 명; 네 명), it is evident that students are able to express numbers in pure Korean words with some appropriate classifiers.

Most loanwords from Chinese that students use are high-frequency items such as words for hobbies and sports popular in Korea (e.g. 축구, 농구, 수영) and some kinship terms (e.g. 형). Students also occasionally use a few less common words (but still with relatively high frequency) such as 음악감상 or 요리. They often use loanwords from English, which are mainly names of sports (e.g. 조깅, 배드민턴) and others commonly found in Korean texts (e.g. 드라마, 쇼핑). They also use English words that are not established loans (e.g. ice skating) and other proper nouns. They spell out both established loanwords and English words in Korean script.

Scripts and Characters
Students have a sound control of writing characters in Korean. Although there is some variation in the degree of balance in the shape of characters in their handwritten Korean, every component of a character — the initial consonant, the vowel, and the final consonant — is in its place. Each character can roughly fit in a square (whose boundary is invisible). Spacing is observed to an acceptable degree. However, students occasionally make wrong choices of characters or components of a character. Although there are only a few errors, which cause minor impediments in comprehension, they seem to occur regularly under similar conditions, which could suggest fossilisation is underway.

They use most basic consonants and vowels. Some diphthongs, twin consonants, and consonant clusters are used with some inaccuracy. Inaccurate spelling does not cause serious disruption to the intelligibility of the script when it occurs in context.

Errors typically occur between vowels or consonants similar in sound and shape (e.g. between ㅏ, ㅐ, and ㅔ and between ㅂ and ㅍ) and when students write as the sound is pronounced when specific pronunciation rules are applied. These types of errors seem to be universal. Occasional difficulties with consonant clusters are also evident (e.g. 저에*요; 살고 계*십시오; 가고 싶은* 대*; 책을 읽*음*니다).
Forms and Structures

Students at this level have reasonable control of basic forms/structures and some complex forms/structures in Korean, although linguistic resources available to them may not be enough for flexible use. It is evident that they are able to express complex ideas (e.g. time sequences) or logical relationships between ideas or events or elaborate simple messages and add nuances to them by using appropriate structures, which are sometimes complex. However, these attempts occasionally lapse into some degree of inconsistency because of mismatches between forms and structures within or between constituents at different levels. Some influence from English is occasionally evident in their sentence structures. Those students who had more formal education in Korea tend to use more complex forms with fewer errors than other students in this group.

They use a range of particles (-은/는, -이/가, -을/를, -의, -에, -와/과, -(이)랑, -하고 and –처럼) and sentence enders including the copula in the polite formal form (-ㅂ/습니다) with occasional errors. They also connect clauses using clause-ender suffixes such as -고, -서, -거나/ anda -지만 and a relativiser suffix with occasional errors. They use these forms relatively accurately at the micro level (i.e. within a minimum constituent or in the phrasal structures). Errors occurring at this level seem to be minor and do not impede comprehension, for example, selecting an alternative between –예요 and -이에요 (e.g. 우리 가족에는* 엄마, 아빠, 언니, 그리고 나 [sic]님다*).

However, some mis-selection of grammatical forms for certain functions leads to occasional inconsistencies at the level higher than single constituents, for example, using a particle ‘-이/가’ to connect a single noun and a clause (e.g. 내가 가고 싶은 곳은 한국과* 동물원에 가지 싶음[sic]입니다; 주말에는 쇼핑이랑* 드라마를 봅니다).

Students use the first person singular pronoun in both polite and plain forms in the subject and possessive case (저/나 and 제/내 respectively). The plain form of the first person pronoun plural 우는 is also used accurately (e.g. 우리 가족은 ...). They also use the past tense suffix -았/었 and the honorific suffix –시 correctly (e.g. 우리 할머니는 할머니는 돌아가셨음[sic]니다). Some irregular verbs are conjugated accurately as in 길니다 (long) and 놀니다 (play).

They add delimiters (e.g. -도, -는) and some auxiliary verbs to add or change slight nuances (e.g. 주말에는 친구네 가거나 영화관에 갑니다). Infinitive suffixes preceding auxiliary verbs are used accurately (e.g. 할머니는 한국에서 살고 계십니다).

Although students observe the subject-object-verb word order well on most occasions, as shown in the examples above, they occasionally produce structures where influence from English is evident (e.g. sentences without a copula at the end; expression of the number of people).

우리 가족은 부모님과 두 형* 그리고 나[그]*.

내 주말*에는 10시에 일어나서 ...

Discourse

Students at this level write with awareness of the audience and the required text type. They use the basic cohesive device — consistency in the level of politeness and formality with sentence enders.

Although their use of ellipses is appropriate, the degree of coherence varies across the students because of their somewhat limited resource in grammatical/vocabulary items.
Students maintain the level of politeness and the degree of formality by using the polite formal form of sentence ender (-ㅂ/씀니다) consistently throughout the text (e.g. 내 친구는[name of friend—in Korean script]닙니다. [name of friend — in Korean script]이는 ... 키가 크고 목이 길니다). They use some conjunctors, for example, -고, -서, -거나and –지만 (e.g. 할아버지지는 돌아가셨지만 할머니는...) and a few conjunctive adverbials (e.g. 또, 그리고) appropriately in order to organise ideas in sequence (e.g. 내가 좋아하는 운동은 축구와 농구입니다. 또 [가] 좋아하는 취미는...). They also use an overt pronoun저/나 and ellipses for referencing.

They use the humble form of the first person singular 저 and the honorific noun suffix –님. However, they alternate 저 and its plain equivalent 나 to refer to themselves, reducing the cohesiveness to some degree.

저의 취미는 ... 입니다. 내가 가장 가고 싶[sic]은 대[sic]는 ...
내가 좋아하는 것은 ... 입니다... 제가 가고 싶은 곳은 ...

They use some grammatical/vocabulary items such as delimiters, for example, -도, -는 (e.g. 주말에는 언니는 교회 가서[sic] 저 혼자 ... 놀니다) and some qualifying words (e.g. 제일, 가장) to emphasise/highlight ideas or add subtle nuance to them (see an example above).

Year 6/7 Background Language Learners/First Language Learners

Oral — High

Content

Students provide personal information individually in response to the assessor’s prompts. They give their names, the length of their residence in Australia, and information about their language use at home and their families in Korean. During the whole-class activities and small-group interactions with the assessor, they speak on familiar topics such as favourite sports/fruit/actors/food; study; daily life and study of the Korean language. Students often expand on familiar topics to likes/dislikes, Korean pop music, a famous sportsperson, or travel, prompted by the assessor in response to the picture stimuli. At other times, students expand on their topics to the broader context such as learning other languages or after-school/weekend activities without the teacher’s or assessor’s prompts/scaffolding. Topics occasionally expand to abstract opinions or very specialised phenomena. A few others succeed in expanding on topics to some extent with the teacher’s scaffolding. They elaborate their answers by contrasting (e.g. learning Korean vs. learning Chinese), comparing (e.g. with younger siblings), giving reasons or justifications for their opinions (e.g. why Friday is the favourite day), or specifying the context of their prior answer to some extent with occasional scaffolding from the teacher or the assessor.

Vocabulary

Students use a good range of vocabulary related to their personal, immediate context and school life. The range of high-frequency items is broad and includes kinship terms and names of food, sports, body parts, countries, the days of the week, colours, and languages (e.g. 한국어, 한국말, 중국어, 영어). Students also use vocabulary with reference to the Korean culture when needed (e.g. 고추장, 김치, 떡국). They give the number of objects/people, time, and dates correctly using both pure Korean and Sino-Korean systems and classifiers (e.g. 개, 시, 분, 살, 시간, 달, 년).
They also use qualifying words to add specific meaning to the event they are talking about (e.g., 재일, 한참, 늦게). They use other common words that do not fit in the above categories (e.g., 회사, 거리, 반팔).

Although students use high-frequency items for factual information or simple ideas/description, they also use very specific words or technical terms to convey meaning accurately and to present abstract ideas. These words are mostly loanwords from Chinese but include some pure Korean words (e.g., 대부분, 당연히, 노숙자, 맞춤법, 전통문화, 30대, 접영, 평영, 계속하다, 귀엽다). Some of these words are elicited by the teacher’s or the assessor’s prompts.

Most vocabulary items, including a few low-frequency terms, are chosen correctly. Occasional errors are repaired promptly by cues from the teacher or the assessor. For example, a few students in the group used the word 나비 innovatively to refer to the butterfly swimming stroke. However, as soon as the assessor gave a cue to select another word, they retrieved the correct word ‘접영’. However, most of the time students lapse into English for a word or a short phrase during their spontaneous responses (e.g. … 있었는데 three weeks 전에 RSPCA에 찔어요.).

**Forms and Structures**

Students use a good range of grammatical structures and a good range of items with reasonable accuracy. They use a range of basic particles (e.g., -이/가, -은/는, -을/를, 하고, -(이)랑, -에서, -에, 보다) and some conjunctive suffixes such as -어/어서, -고, -니가, -다가, -면, and -는데.

Sentence enders are typically in the informal polite form -아/어요, while they use the formal ending when they conduct interviews between themselves as part of a classroom activity.

Students also relate events with time reference using the past tense suffix and add/change slight meanings/nuances by using some auxiliary verbs such as -고 있다, -아/어 주다, -아/어 있다, -아/어야 하다, -아/어 보다. They conjugate irregular verbs (e.g. 어려워요, 쉬워요) and use causative and passive suffixes correctly (막히다, 보이다).

Most students use some complex idiomatic structures (e.g. 써 본 적이 있어요. 입어도 되고 안 입어도 돼요. 넘어질 것 같아요. 힘들 것 같아요. … 같은 데에서) and typically use -수 있다 frequently. Some more able students use multiple complex structures in a sophisticated way in a sentence. For example, they often use auxiliary verbs in complex clauses connected by conjunctive clause enders and/or relativiser suffixes as in ‘이어폰 끼고 볼 수 있어서 좋았어요’. They also use other types of complex structures such as ‘얼 시하고 아홉 시 사이’ ‘3년 정도 전’.

**Fluency**

Most students give an answer in a few sentences. Students’ initial responses to the assessor’s prompts with picture stimuli are usually spontaneous and made in one or two words, while those to the classroom teachers (which are on more abstract topics) take more time for them to answer. When attempts are made to further elaborate, most students have a number of hesitations such as pauses and self-talk (usually in English—‘what’s that?’). A few students are able to make a sustained stretch of utterances with a number of hesitations. In spite of pauses and hesitations, students maintain the flow of interaction reasonably well. Students often lapse into English during the spontaneous interaction.
Intelligibility

Although articulation was clear and spontaneous and pronunciation and intonation were accurate in most interactions, the last one or two words at the end of the utterance tend to fade way. In spite of occasional lapses in pronunciation, their utterances are comprehensible in the context.

Comprehension

Most students appear to comprehend the teacher’s and each other’s speech well. They are engaged in the interaction and there seem to be no communication breakdowns caused by comprehension problems among these students. One of the students says ‘맞어’ to another student’s comment, demonstrating her comprehension. On another occasion, students nod and/or mimic the teacher’s gestures as the signal of their comprehension.

Communication Strategies

Students maintain communication using a range of communication strategies. They pre-empt the possible answer, correct the teacher’s misinterpretation of their opinions, clarify and correct their answers when problems are identified and provide additional information, and use grammatical/vocabulary items to tone down their statement on certain information they present (e.g. 엄마 아빠한테는...아, 대부분 영어로 말하고요 [...]).

Students also act out the situation they describe to help understanding on the part of their interlocutor, mimic the teacher’s gestures to show empathy, and signal agreement to the assessor’s comments by saying short ‘네’ while the assessor speaks. Occasionally, when they have difficulties retrieving certain items (usually vocabulary), they make an explicit request for assistance.

Discourse

Students use register appropriate for the interlocutor who is the teacher or the assessor during the interaction. They use informal polite verb forms when addressing the teacher or the assessor and the plain form when addressing their classmates.

They maintain the cohesiveness of their utterances by using conjunctive suffixes such as –니가, -는데, -고, or -아/어서 to connect clauses, and conjunctive adverbials such as ‘그런데’, ‘그러니까’, etc. When the utterances become long or they need to pause after such items, they typically add particle –요 to add politeness, which is common in Korean spoken discourse.

Year 6/7 Background Language Learners/ First Language Learners

Oral — Average

Students respond to the teacher’s or assessor’s questions on familiar topics related to their immediate and personal context. They give their names, the length of their residence in Australia and information about their language use at home and about their families, sometimes using English in answer to the questions explicitly asked by the assessor. Most responses are in short utterances of one or two words and are not expanded/elaborated sufficiently when attempts are made by scaffolding by the teacher or the assessor. On a few occasions their initial attempts at elaboration are made, but these are not always successful. On other occasions when the interactions are about some other factual topics, their initial attempts to elaborate/expand them are taken up by more able students.


**Vocabulary**

Students use a limited range of vocabulary related to their personal immediate context. They use simple high-frequency terms to provide personal information such as self, family members, daily life at school and home, likes/dislikes, and food. They use words such as names of colours, animals, some stationery, food, jobs, and sports, and give the time in response to the picture stimuli shown to them. Most of the students in this group express numbers using both pure Korean and Sino-Korean systems and classifiers (e.g. 개, 시, 분, 살, 년). Students use a limited range of common verbs to express common daily routines or to describe objects/persons in the stimuli (e.g. 하다, 가다, 자다, 있다, 주다, 덮다, 좋아하다). Although the vocabulary that these students use in the interaction consists of simple high-frequency items, most items observed are correctly chosen. Inaccurate choice of vocabulary occurs infrequently (e.g. 축구 차*고...).

**Forms and Structures**

Students typically tend to respond in a phrasal form or a single word with occasional attempts to produce a full sentence. Although a range of forms and structures are used, it is evident only a limited range of items is available under each category. Students use a range of case particles (-이/가, -은/는, -을/를, -의, -에서) and informal polite sentence enders accurately. Although verb-final word order is observed, students use a limited number of basic common verbs. They use some auxiliary verbs (e.g. 점심 먹고 있어요) and complex idiomatic structures such as –는 것 같다 and -ㄹ을 수 있다 (e.g. 늘게 잘 수 있고...). A few basic conjunctive suffixes (-고, -아/여서, -니까) are also used.

**Fluency**

Most students maintain a reasonable level of coherence during their speech, but answers to the assessor’s questions are usually short. Although most students’ responses are spontaneous, relatively long pauses occur when they attempt to elaborate their responses and sometimes the pauses are filled with private speech, typically in English such as ‘what’s that?’ It is evident that there are a few whose pauses are noticeable and who need scaffolding to give a short answer to a simple question.

**Intelligibility**

While most students’ utterances are reasonably intelligible, a few students who are less confident speak in such a soft voice that their speech itself is not intelligible at times. At other times their response is made entirely in English.

**Comprehension**

Most students appear to comprehend the speech of the assessor, the teacher, and other classmates well. They nod or smile to signal their comprehension of the teacher’s questions or comments. However, a few do not actively engage in interaction and these students answer only when they are nominated and asked a direct question. Given that these students are often able to answer after scaffolding, it is evident that they do not fully understand all the utterances that the teacher or the assessor make.

**Communication Strategies**

Students request for assistance explicitly when they have difficulties in retrieving certain vocabulary items. They sometimes use paralinguistic strategies such as gestures or pointing at body parts to get the name of them. Although a few students seem to try to keep to Korean, others lapse into English spontaneously and requests for assistance are often made in English. Sometimes they respond to the assessor’s questions entirely in English.

Assessor: 왜 좋아하는데?
Discourse
This criterion is not applicable to the performance of this group who are not able to sustain the utterance to a reasonable length.

Year 6/7 Background Language Learners/ First Language Learners

Reading — High

Content
Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms
Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have a good understanding of these forms and process this knowledge and their vocabulary skills at multiple levels without relying on visual or extralinguistic clues.

Task Requirements/Processing
Students use specific vocabulary knowledge and well-developed ability to read Korean script without the aid of visual cues. They understand texts without having to use clues to guess meaning and process texts holistically. They read less familiar vocabulary and texts in a less familiar shape (i.e. in a design font) and make inferences from the text. They use grammatical knowledge to fill a gap in a longer sentence. They understand texts containing simple honorific forms.

Year 6/7 Background Language Learners/ First Language Learners

Reading — Average

Content
Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc.
Descriptions of Student Achievement

The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have reasonable understanding of these forms and use this knowledge with their vocabulary knowledge to process the tasks.

Task Requirements/Processing

Students use visual knowledge and identify phonetic similarities between Korean and English (e.g. 호주, 톱). However, loanwords written in Korean script (e.g. 조깅) might impede students’ comprehension. Students draw on known vocabulary and apply it to a familiar context (e.g. words for body parts) and identify simple vocabulary for familiar objects (e.g. 연필. 책). They read simple texts and reproduce them.

Students use vocabulary knowledge and their ability to read Korean script with little aid from visual cues. They identify textual cues such as vocabulary and grammatical structures. They draw on familiar grammatical patterns and items (e.g. 한국 사람이에요) to derive meaning and match or substitute items. Sentences are processed holistically with multiple explicit cues from a text to match the text to pictures. The length of a word or simple sentence does not affect their processing significantly. They read texts in a less familiar shape (i.e. in a design font) and make some inferences from the text. They use grammatical knowledge to fill a gap in a longer sentence. They understand texts containing simple honorific forms.
Second Language Learners

Writing — High

Content
Students write in Korean addressing most of the topics as required and add some additional information related to them. Topics are elaborated to some degree. The common topics for Task 1 — self-introduction — are name, family, school, hobbies, and likes/dislikes.

In the task for a blog response, they write about the topics as specified in the task instructions — the weather, subjects taught in Year 10 in Australian high schools, the time Australian schools start and finish, and weekend activities. In addition to these topics, students typically provide some personal information about themselves. Their awareness of and very positive attitudes to the Korean language and culture are also evident in their text. Expansion of topics is typically limited to the simple addition of factual information.

Most students describe some family members in some detail in their self-introduction and/or contrast simple ideas.

A few students attempt to expand a few topics by providing statements that could be regarded as an explanation of their preceding statement(s), in spite of their limited resources for linguistic devices for such purposes (e.g. complex syntactic structures, conjunctive adverbials).

Students identify keywords and question words in the questions given in the input text and use the keywords to replace the question words with appropriate information in their answer.

Vocabulary
Students use high-frequency vocabulary items related to familiar topics that are mostly factual items. They use some kinship terms (e.g. 아버지, 어머니, 언니, 여동생, 남동생) and words related to their personal and school life such as the names of school subjects (e.g. 영어, 체육, 수학, 지리, 역사, 음악, 한국어, 상업) and sports/activities (e.g. 농구, 수영, 낚시, 사전짝기, 음악감상).
They use numbers in the pure Korean system to give their age and the ages of their family members (e.g. 엽다섯, 엽여섯, 마흔 두 (살) 마흔 여덟, 엽 두 (살), 여섯) and in the Sino-Korean system to give their school year or their birthday (e.g. 십). These numbers are usually accompanied by appropriate classifiers (e.g. 명, 년, 일, 학년) but sometimes not. To describe their weekend activities, they use words such as 주말 and some names of the days of the week (e.g. 토요일, 일요일).

They also use words such as 이름, 가족, 생일, 선생님, 학교 and 친구 to describe their personal life, and some verbs to express their favourites and to describe their daily routines/weekend activities (e.g. 공부하다, 삶다, 시작하다, 좋아하다, 나쁘다, 수영하다, 좋아하다). They use some descriptive verbs to describe their family members (e.g. 이쁘다[sic], 엄격하다, 정직하다) and modifiers (e.g. 보통, 너무, 지금) to qualify or add more meaning to their description. They also use the names of countries (i.e. 호주, 한국) and basic formulaic expressions for greeting and thanking (i.e. 안녕하세요; 감사합니다.).

Of these items, 엄격하다 and 정직하다 may be regarded as low-frequency items at this level, and students who are able to use these words may be regarded as very high-performing second language learners.

There is some inappropriate use of low-frequency items that typically originate from Chinese loanwords pertaining to abstract ideas (e.g. 누나는 홍미로워요.). This may sound like a direct translation from English ‘my sister is interesting’ based on the student’s knowledge of the Chinese language, but it can also be interpreted as the student’s willingness to take risks and experiment using his resources in the two languages.

Some overuse of some high-frequency items is also evident.

한국어는[sic] 너무* 좋아해요. 저의 한국어 선생님은 너무* 재미있어요.

Some names of Korean pop music groups are used in the text: 동방신기, 서현[sic]시대, 샤이니, f(x), 빅방[sic].

Students occasionally use roman scripts directly or phonetic borrowings from Korean for words whose Korean equivalents are not known (e.g. ... 단신을 좋아해요; 12월에 [name of city—in Korean script] summer; 힙홈댄스, 호주은[sic] 12월에 너무 호트이에요).

All the students in this group are taking or have taken another language course and the most popular language is Chinese. Most of them also have Chinese L1 background (mostly Cantonese). The positive effect of this strong Chinese background is evident in their ability to use Sino-Korean words. Some of these words such as ‘정직하다’ may be regarded as relatively low-frequency items at this level, and others are classifiers, Sino-Korean numbers, names of school subjects, names of some countries, names of sports, etc. (see above examples). However, this may lead them to use some vocabulary items that are not appropriate in terms of collocations or contexts as shown in the use of 홍미로워요 above.

From the example related to Korean pop music groups, it is evident that a strong attachment to the Korean pop/youth culture has a very positive influence on their performance.

 Scripts and Characters

Students generally have good control over handwritten Korean in spite of some variation in the degree of balance and in the shape of characters. In the text of most students at this level, the position of the three components in a Korean character — the initial consonant, the vowel, and the final consonant is generally correct, and each character roughly fits in a square (whose boundary is invisible).
The text is intelligible overall. A wide range of consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly (e.g. 냉시; 좋아해요; 어묵; 체육; 취미). Spelling is generally correct and occasional spelling errors do not interfere with comprehension on the part of the reader.

Misspelling involves vowels and consonants similar in sound. (This type of error may have occurred because the two vowels or two consonants do not have distinctions respectively in the phonological system of English and/or their mother tongues.) (e.g. 종*직해요 (정직해요); 서*년 (소년); 축*아해요 ( 좋아해요); 전*구 (친구).

There are some errors in the use of consonants at the syllable-final position, where consonant clusters should be used (e.g. 설*어요; 맘*니[sic] 맘*니[sic]). However, this may be regarded as language for chatting/texting learnt through informal exposure to the Korean environment. There are also some poorly chosen or missing consonants or vowels at various positions. This could be because of their tendency to write according to their pronunciation, which is sometimes influenced by their mother tongue, or stronger L2, for example, Chinese (e.g. 방*가워요; 고*부해요).

**Forms and Structures**

Students use a range of basic forms and structures to present basic information about themselves and student life in Australia. Basic particles, sentence enders in their polite forms, and the word order are used very accurately. There are some attempts to use forms and structures beyond these basic ones and some of them were successful.

They use basic particles (e.g. -은/는, -의/가, -을/를, -의, -에서, -에, -하고) in Korean with very few errors (e.g. 저는 주말에 보통 컴퓨터를 해요; 그리고 친구하고 소핑을 해요; 저는 학교의 이름은 ...).

Students use sentence enders including the copula in both polite informal form and polite formal form (-아/어요 and -여/습니다 respectively) accurately (e.g. 저는 [name of a suburb]에 살아요; 저는 지금 십학년입니다; 저는 고등학생이에요).

Although sentence enders in their regular forms are used correctly by the students in this group, accurate conjugation of an irregular verb has also been noticed (i.e. 흥미로워요—see above), which may be regarded as very high performance by students at this level.

The first person singular pronoun ‘저’ is used correctly with case particles and there is no occurrence of ‘우리’, which is more appropriate and natural than ‘저의’ when followed by nouns such as ‘가족’, ‘아버지/어머니’, ‘선생님’, etc. (e.g. 저의 가족은 네 명이에요.).

Some students use a nominal form of a verb ending in -기 (e.g. 출추기, 듣기, 잊자기).

The basic verb-final order is observed and some verbs other than the copula are used accurately (e.g. 저는 [name of state]에 살아요; 8시 30분에[sic] 시작해요; 너무 나빠요[sic]).

Although sentences are typically simply structured, there are a few attempts to connect two clauses. These are not successful, perhaps because of their limited linguistic resources that do not include conjunctive suffixes to connect clauses. This leads to some sentences that lack grammatical items or to constituents that do not agree with each other (e.g. 아버지는 몇 [excessive space] 누나는 흥미로워요; 저는 주말에, 보통 수영 그리고 쇼핑입니다[sic]).
Discourse

Students performing at this level are aware of the audience and the required text type. They use the basic register and format appropriate for the imagined audience and the text type. Students structure the text in a logical sequence—introduction, main body, and conclusion—in order to present familiar items. They are generally able to maintain the level of politeness and the degree of formality consistently by using appropriate sentence enders throughout the text. There are occasional inconsistencies because of the sentence final verbs with the plain enders and/or the plain form of the first person singular pronoun (e.g. 아버지는 낭시를 좋아해. 하지만, 난, 낭시를 안 좋아해.)

Students use some cohesive devices such as conjunctive adverbials (e.g. 하지만, 그리고).
Most students emphasise their ideas by using some qualifying words such as 끼첩(로) and 너무 (e.g. 저는 한국어 음악 감상 정도로 좋아해야.)
Some students attempt to use the conventions of letter writing, which is not entirely correct, but could be interpreted as an attempt at risk taking (e.g. 로부터 [name of student—in correct Korean script]*)
This attempt may be interpreted as inference from the English counterpart—‘from [name of student].’

Year 10 Second Language Learners

Writing — Average

Content

Students present simple information about themselves in short texts. They provide some basic information about themselves, their family, and school such as names (their own, family members, or their school), their age, hobbies, or likes/dislikes. Attempts to expand or elaborate ideas are minimal (e.g. 이름은 [name of student—in Korean script]이/에요; 15살이에요; 어머니 이름이 [name of student’s mother—in Korean script]이/에요; 저는 취미는 게임이에요).

On a few occasions the input text is used to compensate for their limited linguistic resources in presenting their ideas in their response to the blog. Some keywords and question words are identified successfully and reproduced/replaced in the response appropriately (e.g. 저는 호주 사람이고 [name of city—in Korean script]에서 살아요. 15살이에요). (Keywords are replaced in a sentence structure that is copied from the input text.)

Students make a few attempts to add a slight change or some other elements while copying some input text, but are not always successful (e.g. 저는 영어하고 지리 안 좋아해요; 나는 몇[sic] 시에 학교가 시작해요?*).

Vocabulary

Students use high-frequency factual vocabulary items related to personal information, family, and school with some errors. Most students use a few kinship terms (e.g. 아버지, 어머니, 언니) and some use pure Korean numbers to give ages (열다섯, 열여섯, 일곱). Some classifiers are used for age, time expressions, school year, and birthday (e.g. 살, 월, 일, 학년, 시, 분). They also use the names of the two countries 호주 and 한국 in their writing. Most students also use some basic formulaic expressions (e.g. greeting, thanking: 안녕하세요, 만나서 반가워요, 감사합니다).

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Some students use the names of subjects (e.g. 영어, 수학, 지리), sports/activities (e.g. 야구, 배구), and some common verbs (공부하다, 살다, 시작하다, 좋아하다, 싫어하다). They use some other common words such as 이름, 가족, 생일, 학교 and 취미 and give time (typically put in Arabic numerals) using 시 and 분. An English word is inserted occasionally either directly in roman script as in ‘저는 취미는 game이에요’ or in Korean script as in ‘하이스쿠[sic]’.

**Scripts and Characters**

Students generally have sound control over handwritten Korean in spite of some variation in the degree of balance in the shape of characters. For most students at this level, the position of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — is generally correct and the character roughly fits in a square (whose boundary is invisible). However, spacing is not observed well. Most single consonants and simple vowels are used but some errors are evident (e.g. 저는 엽다섯살이에요; 몇 시에 …). However, the meaning is not affected in most cases. A few diphthongs, twin consonants, and consonant clusters are used correctly (e.g. 싫어하세요; 4월; 날씨).

Students occasionally write syllables as they are pronounced (e.g. 방*가위요; 업서*요).

Some students are able to put a correct final consonant, which (or part of which in the case of consonant clusters) is silent in pronunciation, while others miss out some syllable-final consonants that are not silent (e.g. 좋아하세요; 싫어하세요; 1원*; 12원*). There is evidence of idiosyncratic spelling: 족 (i.e. 족).

**Forms and Structures**

Students use a limited range of basic and simple forms/structures with some errors. Most students use basic particles -은/는, and 이가 in Korean (e.g. 이름이 [name of student—in Korean script]이에요.).

Some more able students use particles -의, and –하고 and make simple negation using ‘안’ (e.g. 저는 영어하고 지리 안 좋아하세요; 저의 생일은 4월 11일이에요).

While the use a conjunctive clause ender –고 and other particles –에 and 에서 has been noticed, it is evident that it is the result of copying the structure from sentences in the input text (see comments under Content) (e.g. 저는 호주 사람이고 [name of state — written in Korean script]에서 살아요; 8시 55분에 학교가 시작해야).

The basic word order is generally observed well (see above examples). However, less able students tend to use simple rehearsed structures (e.g. ‘제 + Noun’ as the topic/subject of the sentence ) regardless of their appropriateness, perhaps because of their limited metalinguistic knowledge, and often end up with sentences that do not make sense (e.g. 제 생일 1원[sic] 31일이에요; 제 운동* 야구하고 배구이에요[sic].)

Most students use copular forms –예요/-이에요 with occasional errors in choosing one of the alternatives (e.g. 저는 [name of student—in Korean script]에요; 제 운동 야구하고 배구이에요[sic]).

See other examples above where –이에요 is used. Some students use a formal polite form of the copula –입니다 (e.g. 저는 엽 다섯살입니다).

A few common verbs other than the copula are also used (see examples in Vocabulary above).
**Discourse**

Students typically start a self-introduction with a greeting assuming the general audience, then continue with some sentences containing key information, giving their name first then moving to other information such as age and birth date. However, ideas are isolated at the sentence level and the extent of expansion of ideas varies from student to student.

The use of the polite informal sentence ender is consistent with the occasional insertion of sentences with a formal polite ending. Although students’ performance on discourse varies greatly, it is significantly affected by their limited resources in forms/structures and vocabulary. However, they are able to start the text appropriately and construct the text to give some information using the basic coherence device—keeping the politeness level consistent.

**Year 10 Second Language Learners**

**Oral — High**

**Content**

Students present their ideas and/or give information orally on familiar topics related to their daily life. Topics covered are: age, family, school, hobbies, likes/dislikes, after-school activities, pets, weekend activities.

Most students give some additional information on the given topic with the assessor’s prompt and sometimes without the assessor’s prompt.

Assessor: 가족이 몇 명이에요?

Student: 저의 가족은 네 명이에요. 어머니, 아버지, 누나, 그리고 저 이에요.

They also elaborate some topics with the assessor’s prompt. For example, they identify their favourite subjects out of those they listed in the preceding exchanges.

Assessor: 그 중에서 무엇 과목을 제일 좋아해요?

Student: 수학을 제일 좋아해요.

Some students pre-empt the anticipated question and give details or answers to the anticipated question without the assessor’s scaffolding:

Assessor: 누나 있어요?

Student: 누나 지금 엽어떨살이에요.

Assessor: 누나는 하이스쿨다녀요?

Student: Uni에요.

Some students expand some topics towards the areas of their particular interest (e.g. Korean pop music groups) and maintain/elaborate the topics in that area by expressing their particular preference and giving reasons for their preference. They use some qualifying words (such as 지금, 정말로, 너무 and 보통) to add meaning to the idea presented.
Assessor: 한국어가 왜 좋아요?
Student: 동방신기 좋아요.
Assessor: 동방신기 멤버 중에서 누가 제일 좋아요?
Student: 유노윤호 너무 좋아해요.
Assessor: 왜요?
Student: 써써... (laughs)

Unfamiliar structures and/or vocabulary that the assessor uses, which they may not have learnt in the classroom, often lead to limited responses and/or hinder possible expansion/elaboration.

[after the student stated that his sister was studying at a university—‘uni 예요’]
Assessor: 대학에 가서 공부하고 싶어요, [name of student]는?
Student: (After a few moments’ silence, shakes his head) 몸라요.

Vocabulary
Students produce utterances using vocabulary items learnt in the classroom correctly and appropriately. When they encounter unknown vocabulary items, they attempt to respond using resources available in their repertoire. Sometimes they are successful but not always.

Students use a range of high-frequency vocabulary items on familiar topics related to their daily life. They use kinship terms (e.g. 아버지, 어머니, 엄마, 누나, 남동생, 언니) and simple verbs있어요 and 없어요 to describe their family members. They describe their school life and likes/dislikes using a range of nouns for the names of school subjects (e.g. 수학, 한국어, 영어, 과학, 지리, 역사, 체육, 상업) and hobbies/activities (e.g. 수영, 농구, 음악 감상, 독서, 책) and common verbs (e.g. 좋아요, 좋아해요, 공부해요) with some qualifying words (e.g. 보통, 지금, 정말로). They express numbers relatively correctly in either the pure Korean system or the Sino-Korean system in relation to their personal life (i.e. their own age), family members (i.e. their ages, the number of family members) and daily routines (e.g. the time school starts/ends). They choose classifiers to accompany these numbers accurately (i.e. 살, 명, 시, 분). They also use other common verbs such as 먹어요 and common loanwords from English (e.g. 컴퓨터, 드라마, 테니스, 스포츠, 소핑, 샌드위치) when they describe daily routines, school subjects, hobbies, or weekend activities.

While their choice of vocabulary is generally correct, some inaccurate choice of the copula and a qualifying word ‘너무’ is evident:

Assessor: 지금 무슨 과목을 공부해요?
Student: 저는 영어, 수학, …, 그리고 한국어이예요*. 유노윤호 너무* 좋아해요.

Students occasionally make an incorrect selection of numbers between the Sino-Korean system and the pure Korean system (e.g. 오전 십시) but self-correct subsequently in most cases.

Responses to the questions that include unfamiliar vocabulary tend to be short and sometimes lead to an inaccurate choice of words:

Unfamiliar structures and/or vocabulary that the assessor uses, which they may not have learnt in the classroom, often lead to limited responses and/or hinder possible expansion/elaboration.
Assessor: 어떤 종류의 개예요?

Student: 귀여워요*.

**Forms and Structures**

Students use basic grammatical items to express simple ideas and factual information related to daily life using the correct word order and following basic conventions of expression (e.g. expression of the number of objects). Some minor errors occur in the selection of forms but this does not interfere with communication.

Students use a range of basic simple forms/structures with minimal grammatical errors. They produce correct sentence structures (subject-object-verb) with the informal polite sentence ender and connect nouns using 그리고. They use a range of basic case particles (e.g. -을/를, -은/는, -이/가, -의, -하고, -에서, and -에). Numbers are expressed following the conventions in Korean (e.g. 언니 세 명). Minor errors occasionally occur in the selection between two alternatives of a grammatical item (e.g. between –에요 and –이에요, between –은 and –는). Occasional omissions of the sentential final verb are evident.

Assessor: 거기서 무슨 과목 재일 좋아해요?

Student: 한국어.

Students sometimes provide an unnecessary grammatical structure instead of using a required one or omitting it.

Assessor: 이미경의 취미가 뭐예요?

Student: 독서를*.

Responses to the questions that include unfamiliar structures (and/or vocabulary) tend to be short.

Assessor: 대학에 가서 공부하고 싶어요, [name of student]는?

Student: 물라요.

**Fluency**

Students respond and manage interaction with some pauses and hesitations. They respond quite spontaneously to questions in familiar structures and with known vocabulary. Some unknown structures and/or vocabulary that the assessor uses cause students to pause. Their attempts to guess the meaning and/or rehearse the possible answer silently during the pauses are occasionally successful but at other times are abandoned or lead to further negotiations. On many occasions where pauses and hesitations occur, students manage to produce the final response to the assessor’s question with assistance from the assessor. Hesitations do not interfere significantly with the natural flow of conversation (see also examples above).

Assessor: 몇 시에 학교가 끝나요?

Student: (pause) 끝나... end?

Assessor: 네

Student: ur ... uhm ... 네시 ... uhm ... 싶어요 봄

Assessor: 수영 얼마나 오래 배웠어요?

Student: (pause) sorry? (pause)
Intelligibility

Pronunciation is mostly intelligible and clear. Sounds are articulated mostly accurately and intonation is acceptable. Intelligibility is not affected by pauses but influence from the students’ mother tongue and/or English is evident in their occasional lapses (e.g. 수영 pronounced as ‘쓰영’). Utterances sometimes fade away at the end. Students are still to learn some pronunciation rules in Korean. For example, they tend to pronounce a word by pronouncing individual syllables consisting of that word without carrying over the syllable-final consonant to the next vowel syllable (e.g. 먹-어-요).

Comprehension

Students respond well to a range of questions by giving complete answers or by nodding, smiling, and a simple utterance ‘네’ during and after the utterance of the assessor. They express difficulties in comprehension by shaking their head, filling the pause with ‘ur...’, or repeating the part that causes difficulties. Sometimes they explicitly identify the particular part of the question that they do not understand. This enables the assessor to help students to elaborate the same topic and answer the initial question they could not respond to.

Assessor: 언제 수영하고 능구 해요?
Student: 네

Assessor: 언제... 주말에 해요?
Student: 아, 네. 주말에 능구 그리고 수영을 해요.

Communication Strategies

Student use some verbal and non-verbal communication strategies in order to avoid/repair communication breakdowns and/or to maintain the flow of the exchange.
Descriptions of Student Achievement

Students request clarification and use gestures to clarify or to confirm comprehension on the part of the assessor.

Assessor: 쭈 살 거예요?
Student: uhm... pardon?
Assessor: 옷 사요?
Student: 아니요. 책 (makes a gesture of opening a book)

Students pick up the keyword in the question and give a correct answer.

Assessor: 지금 무슨 과목을 공부해요?
Student: (speaks to himself) 무슨 과목... 영어, 수학, 과학...

Students scan an unfamiliar phrase for keywords and attempt to provide an answer from within the scope of the topic. This is sometimes unsuccessful.

Assessor:점심시간이 언제예요?
Student: 아, 점심... (makes a gesture of eating and smiles to the assessor to check her approval) 
행버거하고 샌드위치예요.
[a few more exchanges]
Student: 보통...행버거 그리고.. Nutella 샌드위치를 먹어요.

They do not resort to English entirely to salvage communication breakdowns but insert a word or short phrase in English for unknown words (e.g. uni예요), to request clarification (e.g. pardon?), or to confirm own comprehension.

Assessor: 몇 시에 학교가 끝나요?
Student: (pause) 끝나... end?
Assessor: 네

They sometimes respond in English inadvertently and add the Korean equivalent to that response in English immediately.

Assessor: 언제 수영해요?
Student: mostly weekends... 주말에.

Students repair communication breakdowns on the part of the assessor.

Assessor: 애완동물있어요?
Student: (pause) 아니...
Assessor: 개, 고양이...
Student: 없어요.

Students show empathy to the assessor by agreeing to her comment.

Assessor: 뭐 좋아해요?
Some students pre-empt the anticipated question and provide details or answers to the anticipated question without the assessor’s scaffolding.

Assessor: 누나 있어요?
Student: 누나 지금 열여덟살이에요.

Students use self-correction (e.g. ‘실이시, 아, 열두시...) before the assessor’s prompt. When the assessor gives non-verbal cues regarding the accuracy of the response, they respond by nodding and hand gestures.

**Discourse**

Students use basic register appropriate to the context and their interlocutor. They use the informal polite verb ending –요 and refer to themselves as ‘저’ (see examples above). Some students are able to highlight or emphasise their ideas or feelings using qualifying words although the selected words are not entirely correct (e.g. 저는 수영 정말로 좋아해야요; 유노운호 너무 좋아*해요.)

**Year 10 Second Language Learners**

**Oral — Average**

**Content**

Students respond to questions about familiar topics such as their name and age, family, school life, and hobbies with basic detail. They give minimal additional information about the given topic (sometimes in English) only when the assessor provides prompts/scaffolds.

Assessor: 누구와 같이 살아요?
Student: 네 (pause)
Assessor: 아버지, 어머니, ...
Student: 어머니, ... 아빠, 엄마, 형, 누나.
Assessor: 형은 몇살이에요?
Student: ur... twenty-two
Assessor: 이십 살 ... uh, 스무살이에요?
Student: (nods)

**Vocabulary**

Students make accurate selections of vocabulary for basic information about themselves. However, the limited range of available vocabulary significantly impedes their responses to questions on topics extending beyond their own names and ages, and very factual information about their family members.
Descriptions of Student Achievement

They produce limited responses to the reading and speaking task because of their limited skills in reading and limited vocabulary.

They use some kinship terms (e.g. 가족, 어머니, 아버지, 엄마, 아빠, 누나, 형), the copula, and a few other common verbs (e.g. 없어요; 꼭라요). Their answers tend to be without a main verb. They are able to give their own age using a number and a classifier (e.g. 열 다섯살). Unknown words are expressed in English (e.g. 저는 취미가 sport 그리고 eating).

Although they have a limited range of vocabulary for production, given that they respond to the assessor’s question even if the response is often given in English or using gestures, it is evident that they have receptive knowledge of some basic words/expressions that the assessor uses: 몇, 뭐, 살아요, 이름, 좋아해요, 있어요, 읽어 보세요, 남자, 여자.

Forms and Structures

Students produce simple short utterances in rehearsed patterns (e.g. 안녕하세요; 저는 [name of student] 이에요.) and answer a yes/no question using 네/아니오 accurately. They use basic particles (e.g. -은/는, -이/가) and basic verbs with the polite informal ending (e.g. -이에요/예요, 없어요, 있어요, 꼭라요). They are able to connect nouns using 그리고 accurately (see above). They tend to answer with one keyword and not in a sentence.

Fluency

Students are reasonably fluent when they produce a few utterances in simple rehearsed structures (greeting, giving names and ages, answering yes or no, and a few other verbs listed under Vocabulary). However, frequent long unfilled pauses and frequent hesitations impede the flow of interaction and they tend to answer in one word most of the time.

Assessor: [name of student]는 어디에 살아어요?
Student: (pause) ur-
Assessor: [name of suburb]에 살아어요?
Student: 네, [name of suburb].

They frequently use English for unknown words or to express difficulties in understanding the assessor’s question and/or answering in Korean.

Assessor: 몇 명이에요?
Student: (shakes his head) I don’t know.
Assessor: 세 명
Student: three?

Intelligibility

Pronunciation is reasonably clear and accurate when the students speak in Korean in simple rehearsed structures. Although the answers are fragmentary, their pronunciation is sufficiently intelligible when they are confident with the words they use (e.g. ‘어머니, 아빠, 엄마, 형, 누나’), in spite of the influence from English and their mother tongue. When they attempt to use an unknown word that the assessor provides their pronunciation is unclear and/or unintelligible most of the time.
Assessor: 남자예요 여자예요?

Student: 너...자

**Comprehension**

Students respond in Korean to a few short simple questions about a few familiar topics (their names and ages) spontaneously (sometimes with nods). They occasionally respond after several prompts/rephrasings on the part of the assessor, and difficulties in understanding the assessor’s questions are evident in their non-verbal responses most of the time.

Assessor: 무슨 과목을 공부해야요?

Student: (mumbles in English and shakes his head)

Assessor: 영어, 수학, 과학...

Student: (keeps shaking his head)

Assessor: 몰라요?

Sometimes they comprehend the question but are unable to produce a response, perhaps because of their limited resources in grammar and/or vocabulary.

Assessor: 가족이 몇 명 있어요?

Student: (pause) I can’t remember that piece...

Students follow instructions given by the assessor using verbal/non-verbal cues and sometimes are successful comprehending the question and produce a response.

Assessor: (pointing at the word ‘생선’ in the stimuli) 좋아하는 음식이 뭐예요?

Student: (reads) 생-선

Assessor: 생선이 영어로 뭐예요?

Student: (silent)

Assessor: 몰라요? ... fish. [name of student]는 생선 좋아해요?

Student: 네. (nods)

**Communication Strategies**

Students use communication strategies mainly to express difficulties in understanding the questions and/or responding in Korean. They make little use of the written information in the stimuli provided for conversation because of their limited ability in reading and/vocabulary.

They rely heavily on gestures (i.e. shaking their head) and English to express difficulties and sometimes to request clarification or confirm the assessor’s comprehension of their responses.

Assessor: 애완동물 있어요?

Student: 없어요 (shakes his head).

Assessor: 취미가 뭐예요? (pause) 운동 좋아해요? (pause) 애완 동물 있어요?

Student: (keeps shaking his head)

Assessor: 개, 고양이, 토끼...
Students repeat the keyword used in the question and attempt to answer to keep the flow of the interaction.

Assessor: 가족이 몇 명이에요?
Student: 가족에 저는 가족... [name of suburb].
Assessor: [name of suburb]에 살아요?
Student: 네.

Students resort to English for unknown words to answer simple questions (e.g. 저는 취미가 sport 그리고 eating) and at times infer the meaning of an unknown word from the information provided in the stimuli in the preceding exchange.

Assessor: (pointing at the word ‘남자‘ in the stimuli) 박현준은 남자예요 여자예요?
Student: 남자예요.
Assessor: [name of student]는 남자예요 여자예요?
Student: 남자예요.

**Discourse**

Students show basic awareness of the interlocutor and context. They refer to themselves as ‘저’ and use the informal polite verb endings where they are able to produce a response in a sentence form. However, it is evident that devices for cohesiveness are used minimally in their spoken discourse.
Year 10 Second Language Learners

Reading — High

Content
Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

Knowledge of Linguistic Forms
Students read both formal and informal types of texts.
Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.
Formal texts include familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몰의) for their targeted audience and purposes and are in the tone of a formal announcement.
Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -을/를) are used.

Task Requirements/Processing
Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 휴스테이). They infer the subject of a sentence where it is not overtly provided and locate information from preceding sentences. They identify classifiers such as 시 or 살 to locate information. They partially process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time). When they have difficulties using these strategies, they skim texts for familiar keywords or other familiar vocabulary or structures. They may also use lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

Year 10 Second Language Learners

Reading — Average

Content
Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

Knowledge of Linguistic Forms
Students read both formal and informal types of texts.
Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몰의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -면서) are used.

**Task Requirements/Processing**

Students process simple, factual, single items for a single piece of information. They skim texts for familiar keywords (e.g. 살아요) in order to decipher/guess meaning and/or identify familiar vocabulary from familiar domains (e.g. names of school subjects). They recognise familiar high-frequency phrases (e.g. 15살이에요). They directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

**Year 10 Background Language Learners**

**Writing — High**

**Content**

In spite of his limited exposure to formal education in the Korean language, the student addresses the given topics and expands/elaborates them to some extent. In his text for Task 1, the student adds such topics as ‘weekly routines’ and ‘school subjects’. In the response to Task 2, the student answers all four questions asked in the input text and adds some information on other topics related to personal information and koalas and kangaroos.

월요일부터 급요일을[sic] 학교 다니고, 토요일은 한글학교 다니고 일요일은 교회를 다닙니다 (listing detailed factual information).

저는 모든 운동을 좋아하고 친구들과 같이 자주 놀습니다[sic]. (specifying—‘놀/operators[sic]’ appears to be the literal translation of the English word ‘play’ although it refers to ‘playing sports—(운동을) 하다’ but not ‘playing games—having fun (놀다)’.)

**Vocabulary**

The student uses a range of vocabulary related to his personal life and topics in a familiar context. The range of verbs is relatively wide. Most vocabulary items are high-frequency items and choice of vocabulary items is generally accurate with occasional errors (see below). The high-frequency items include words related to personal and school life (e.g. 가족, 학교, 친구), sports/weekend or leisure activities (e.g. 운동, 여행), and names of school subjects (e.g. 수학, 한국어, 영어, 과학). He does not use specific kinship terms as he mentions his family collectively but does not describe his family members individually.
The student uses numbers in the pure Korean system to give his own age (열 여섯) and the number of puppies he has (두). On other occasions where numbers are used, they are all written in Arabic numerals. The numbers either given in pure Korean or Arabic numerals are followed by classifiers (e.g. 명, 일, 학년, 살, 시, 분,) with occasional errors (e.g. 강아지 두 명*).

To describe his weekend activities, hobbies, and favourites, the student uses words such as 주말, 취미, 교회, some words for the days of the week (e.g. 토요일, 일요일), and a number of verbs such as 놀다, 치다, 하다, 다니다. He also uses words such as 이름, 생일 and 나이 to provide his personal information. In his self-introduction and response to a blog, he describes his daily routines, the weather in Australia, and leisure activities using a range of common words related to these topics (e.g. 동물, 동물원, 날씨, 반대, 편지, 사람) and common verbs (e.g. 공부하다, 살다, 받다, 보다, 업다, 가다, 여행가다, 있다, 보낸다, 배우다, 친하다, 놀다, 재미있다, 다니다, 치다, 좋아하다, 있다).

He uses some common modifiers to qualify or add more meaning to their description (e.g. 보통, 자주, 또, 모두). He also uses the names of countries (i.e. 호주, 한국) and some loanwords from English such as 바요린[sic], 피아노, 캔거러 and 코알라.

There are no words directly written in roman script except, for acronyms of school subjects such as PD, H, and PE.

Scripts and Characters

In spite of some variation in the degree of balance in the shape of characters, the student has generally good control over handwritten Korean. The positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Most consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct with occasional errors (e.g. 좋아합니다; 월요일; 동물원; 있습니다; 교회; 까지; 날시*; 반데*; 제*미).

Inaccurate spelling occurs occasionally with characters that require specific rules for pronunciation of the correctly spelt words at the boundary of two syllables. The error is sometimes compounded by confusion between vowels or consonants that are similar in sound and/or form (e.g. 월러* (원래); 무릅* (물음).

Although the student has sound control of writing characters in Korean, his ability to write accurately does not seem to be entirely stable. For example, he writes ‘있음[sic]니다’ in one sentence, and he writes ‘있’ correctly and ‘있*고’ in another sentence in the same text. It is interesting to see he writes ‘바요린’ according to the pronunciation of ‘violin’, although there is a standardised spelling ‘바이올린’, which is less close to the actual pronunciation of the English word—an example where his reliance on the spoken language in writing is evident.

Forms and Structures

The student has relatively good control of basic forms/structures and some complex ones in Korean. However, the extent of variety in the forms available to him is sometimes limited, particularly when he attempts to go beyond basic structures to convey relatively complex meanings. The errors he occasionally makes on particles or verb endings reflect his background language environment, which would provide most input in the spoken language where forms with similar functions and/or sounds may not be clearly distinguished. Some of these errors are similar to what is common among monolingual Korean children at primary school level and is occasionally found among adults with limited literacy.
At the phrasal/clausal level, some mismatches occur between constituents on a few occasions. However, these errors at both micro and macro levels do not lead to serious disruption in meaning in most cases.

The student uses a range of particles -은/는, -을/를, -의, -에서, -에, 와/과, -(으)로, 부터, and 까지 and a few delimiters -은/는 and -만 with occasional errors (e.g. 저의 나이는 열여섯 살이고 저의 생일은* 19/8/93입니다; 호주에선 꼭[sic]거주하고* 코알라는 동물원에서[sic]만 자주 봅니다).

Errors typically occur:
1) in the choice of the correct form from the two alternatives under the same category, which should be subjected to the type of the final sound (i.e. a vowel or consonant) of the noun the particle is bound to, for example, between –은 and –는; between 와 and 과 (see above), or
2) between the particles whose difference is ambiguous in the meaning/function, for example, between –에서/에서 and –로 (e.g. 가족에서*는 ...; 호주에* 여행한다고 ...).

The student is proficient in using sentence enders including the copula in both the polite informal form -(으)아요 and the formal form -(으)습니다 with very few errors (e.g. 다닙니다, 살아요, 보내주세요) — see examples given for this group throughout. He uses an appropriate structure to express the past (e.g. 받았어요).

The student connects clauses using clause-ender suffixes –고 and –면, and a relatiser suffix –는 (for action verbs) or –을/은 (for descriptive verbs) with occasional errors (e.g. ...토토들은 한글학교 다니고 일요일은 교회를 다닙니다; 아무 무름이[sic] 있으면 편지 또 보내주세요; 학생들은 보통 주말에 여행가고* 집에 있어요; 저는 한국어를 배우는데 제미 있어 합니다[sic]). (See also other examples above in the current category and in Content.)

The student uses verb phrases consisting of infinitives and auxiliary verbs (좋아 하다, 보내 주다) with occasional errors (e.g. 저는 한국어 배우는 게 제[sic]미있어요 합니다*). He uses a verbal nominalised form ending in -을/은 (e.g. 무름[sic: i.e. 물음]). He also uses 제, the possessive form of 저 accurately (e.g. 제 이름은 [name of student—in Korean script] 입니다.) and plural suffix –들 appropriately (e.g. 학생들은 주말에 보통 여행가고...). However, errors are evident in the conjugation of irregular verbs (e.g. 늘음*나다; 더음*나다). He also uses contractions correctly as seen in 호주에선, where a particle -에서 and a topic delimiter –는 are combined and in 게 where 것 and 이 are combined.

While the basic word order (subject-object-verb) and the conventions of expressing the number of objects are accurately observed (in spite of the inaccurate selection of a classifier as in 강아지 두 명), the influence of English is evident in some innovative forms/structures.

저의 생일은 19/8/93입니다.
호주에서는 한국의 날시[sic] 반데[sic]입니다. (The subject is dropped on an obligatory occasion; ‘와’ is dropped after 날씨).
아무 무름이 있으면 (This sounds like a direct translation from English: ‘Should you have any questions’).
**Discourse**

The student uses his resources for discourse mostly appropriately to produce text on familiar topics relevant to himself. He has good awareness of text type, audience, and appropriateness of the grammatical and/or vocabulary items he uses, and attempts to produce two different types of text for the two tasks.

In the self-introduction as part of the application to a culture club (Task 1), he writes neither ‘안녕하세요’ at the beginning nor ‘안녕히 계세요’ at the end of the text. He starts the text straight by introducing his name and some personal details while he uses greetings in his response to the blog in Task 2. He selects and adjusts the level of politeness and the degree of formality according to the required text type. He keeps to the polite formal ending (-ㅂ/습니다) for the sentence-final verbs in his text for self-introduction, while he uses a mixture of polite informal and polite formal forms (-아/어요 and -ㅂ/습니다) and contractions spontaneously in the text for the blog response. However, coherence in the text for the self-introduction is reduced to some degree because of colloquial forms such as ‘학교 갑니다’, where a case particle is omitted, and ‘거’, where ㅅ is dropped from 것.

The student uses devices other than the consistency of the level of formality in sentence enders to keep the text cohesive. These devices include: the use of conjunctors (-이/가), ellipses, and by consistently referring to himself as 저, the humble form of the first person singular. He emphasises/highlights ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (e.g. -은/는, -만) and adverbials (e.g. 보통, 자주, 또) appropriately.

**Year 10 Background Language Learners**

**Writing — Average**

**Content**

The student writes on most of the topics given in Task 1, while he does not write at all for Task 2. In the task for self-introduction (Task 1), simple basic information about himself is presented in Korean. Information and ideas presented are isolated and mostly limited to factual information (e.g. 제 이름은 [name]입니다; 나이는 16입니다).

Information occasionally expands but minimally and/or fragmentarily, and sometimes in English (e.g. 저는 농구를 많이 합니다; 제 취미는 축입니다 (Hip pop[sic], popping)).

**Vocabulary**

Vocabulary items used in the student’s text are limited in type and amount. He uses high-frequency vocabulary items related to his own personal information, family, and sports including some kinship terms (e.g. 가족, 아버지, 어머니, 동생), a few words related to hobbies/activities (e.g. 취미, 농구, 축), and words for personal details (e.g. 이름, 생일, 나이). Verbs used in the text are the copula and 하다. He prefers to use Arabic numerals to give ages and dates without classifiers (e.g. 나이는 16입니다, 제 생일은 25/03/93이구요). He uses English words inserted in roman script in the text (e.g. Hip pop [sic]; popping). He uses a qualifying word (adverb) 많이 when he describes the sport he plays.
**Descriptions of Student Achievement**

**Scripts and Characters**

There is some variation in the degree of balance in the shape of characters in his handwritten Korean. However, he has generally sound control over handwritten Korean. In the text examined, the positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Spacing is reasonably observed.

Although not all the possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are present, this may be because of the short length of text produced. Given that those used in the text are all accurate, he is considered to be able to use other complex consonants and diphthongs.

**Forms and Structures**

The student uses some basic simple forms/structures. Items for forms/structures observed include basic case particles (–은/는 and 루), the copula, and a common verb 하다 in their polite formal forms, humble forms of the first person singular in nominative and genitive cases (i.e. 저 and 제), and a conjunctive suffix in its colloquial form (-구) followed by a delimiter –요 (e.g. 저의 이름은 [name of student—in Korean script] 입니다; 제 취미는 축입니다). He uses 그리고 as a connective when he lists his family members.

While errors are not found in the use of the above items, it is difficult to generalise his error-free performance as the text he has produced is very short.

**Discourse**

The student shows rudimentary awareness of audience and uses the basic cohesive device in Korean discourse—consistency in the level of politeness/degree of formality by using an appropriate sentence ender. He keeps to the polite formal ending –ㅂ/습니다 and appropriately refers to himself as ‘저’, the humble form of the first person singular.

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**Year 10 Background Language Learners**

**Reading — High**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몬이) for their targeted audience and purposes and are in the tone of a formal announcement.
Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -는/는) are used.

**Task Requirements/Processing**

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 홈스테이). They infer the subject of a sentence where it is not overtly provided and locate information from preceding sentences. Students may use clues from the question (i.e. ‘not allowed’) to assume meaning from the text based on common sense (e.g. 담배를 피울 수...). They are able to identify classifiers such as 시 or 살 to locate information. They partially process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time), but is not always successful. When they have difficulties using the above strategies, they skim texts for familiar keywords or other familiar vocabulary or structures in order to decipher/guess meaning. They may also use lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

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**Year 10 Background Language Learners**

**Reading — Average**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

The informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 문의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -는/는) are used.

**Task Requirements/Processing**

Students are reliant on lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name). They identify classifiers such as 시 or 살 to locate information. They skim texts for keywords in order to decipher/guess meaning of less familiar items (e.g. 공연) and/or identify familiar vocabulary from familiar domains (e.g. 한국).
They recognise familiar or high-frequency phrases (e.g. 15살이에요.). They use cultural background knowledge to locate the information required. For example, they identify a personal name in Korean and infer the meaning of a term coined from English—호스테이 using their cultural knowledge. When they have difficulties locating information using these skills, they infer from common knowledge rather than looking for linguistic or contextual clues from the text (e.g. specific structures, vocabulary).

Year 10 First Language Learners

Writing — High

Content

Students present ideas with sufficient details and organise and elaborate them effectively and in a very sophisticated way. Shifts from one topic to the next are such that ideas are logically linked to each other.

In the task for self-introduction, students give key personal information such as name, age, and family, but not all the topics given as examples in the instructions. However, they flexibly add other information and/or shift to other ideas spontaneously. Topics other than those given in the instructions for the task are special talents, hobbies, Korean Saturday schools, reasons for applying for the Korean culture club, present weather, extracurricular activities, pets, music, and favourite movie stars/singers. In their response to a blog, all four questions asked in the input text are answered in sufficient detail with sufficient elaboration (see below).

Main ideas are provided with sufficient contextual information and further expand to related topics.

저는 저희 부모님의 영향으로 골프를 제일 좋아하고... (contextual information)
저의 가족은... 매우 화목한 가족입니다....현재 학교 농구 대표 선수 활동을 하고 있고 호주 한인 농구 대회에서 우승한 경험이 있습니다. (Detailed description — the student appears to be aware of the context set by the instructions and was able to extract and provide information relevant to the context to highlight their personal attributes.)

... [name of friend—in Korean script] 이라는 친구가 있습니다. 이 친구는 저와 함께 토요일마다[name of school]한국한[sic]교에 다니며 ‘자칭’ [nickname]입니다. 저는 ...
[name of school]
한국학교에 다니기 시작했지만... 학교에 가는 것을 즐기고 있습니다. (providing contextual information)
호주 학교에는 기본과목과 특수 과목이 있습니다. 말 그대로 기본 과목들은...반드시 들어야 되[sic]요. 이와 다르게 특수 과목들은... 정할 수 있어요. (일본어, 요리, 독일어 등). (classifying, contrasting, exemplifying by listing items)
한국이 복반구에 있어서 12월이 겨울인 것처럼 남반구에 있는 호주는 12월이 여름이에요. 특히 12월에서 1월이 가장 더울 때죠. (comparison and contrast, specifying information)
Students use a variety of vocabulary related to their personal life and topics in both familiar and broader contexts. Although the range of items in closed sets used for very basic factual information such as kinship terms (e.g. 아버지, 어머니, 동생, 남동생, 엄마, 아빠, 부모님, 형), names of countries/cities (e.g. 호주, 한국, 미국, [name of city]), and days of the week (토요일) is not very wide, the range of items for common verbs and nouns, modifiers, and low-frequency items is particularly broad. Although all the items exemplified in other groups described above are present in their text, they also use verbs to describe ideas and events with more specific meaning (e.g. 비슷하다, 바라다, 다르다, 믿다, 정하다, 고르다, 대하다). They also use verbs to describe specific emotional states (e.g. 즐기다, 놀래하다, 미안하다). Their use of nouns also shows the wide range of availability of items related to a given topic. For example, when a student describes her hobbies, she uses a range of nouns related to the area she likes (e.g. 음악, 배우, 가수, 영화, 드라마, 노래). Students also use modifiers to qualify more specifically the action or state represented by the verb (e.g. 더욱 더, 막히, 꼭, 동등, 매우, 함께, 거의, 만 (as in 만 16세), 어땠든, 함, 항상, 앞으로, 열심히, 말 그대로, 곧, 서로, 가장, 거의).

They use all the words for school subjects and a number of specific words for other school subjects (e.g. 제2 외국어, 프랑스어, 스페인어, 이탈리아어, 요리, 옷 만들기, 일본어, 독일어). They also use several temporal adverbials (e.g. 올해, 요즘, 이전, 이후, 지금, 매주, 현재) and 바닷가 when they describe student life in Australia to the blog writer in their responses. Names of sports/activities (e.g. 농구, 수영, 독서) are used to describe hobbies or likes/dislikes and a range of classifiers (e.g. 명, 마리, 년, 월, 일, 학년, 살, 세, 해, 시, 본, 번) are used, although students tend to use Arabic numerals for numbers. Students also use conjunctive adverbials 하지만 and 그리고.

They use a number of low-frequency items to describe themselves as a prospective applicant to the culture club (e.g. 취미생활, 동영상, 최신, 영향, 이후, 문화, 동아리, 특별하다, 자칭, 우수, 강요, 이해하다, 가입, 화창하다, 발전, 관심, 소개하다, 모상하다, 화목하다, 대표, 활동, 한인, 대회, 우승, 경험, 체력 증진, 예정, 혹은, 신청하다, 홍미, 희망하다, 특기). Many of these represent high-order thinking (e.g. 영향, 자칭, 강요, 관심, 화목하다). Other low-frequency items are used in the blog response where they describe Australia and attend to the blog writer’s interests (e.g. 북반구, 남반구, 기본, 전후, 여가생활, 추억, 현지, 이외, 남아들, 특수, 적성, 이만). They also use a number of loanwords from English related to their everyday life and/or the Australian environment (e.g. 인터넷, 채팅, 팩션, 드라마, 캅거루, 코알라, 파티, 소핑, 컴퓨터, 서핑, 골프, 아파트).

Although students use vocabulary in a very appropriate and sophisticated way, a few errors are evident in the choice of items because of possible confusion between items that are similar in pronunciation and/or meaning (e.g. 9시 전후 즐음*에 수업을 시작하고 ...; 수영을 하거나 여과*생활을 함께 해요).

Scripts and Characters

Students have very good control of writing characters in Korean although there is some variation in the degree of balance in the shape of characters in their handwritten Korean.
Their knowledge of grammatical forms/structures and rules to apply on grammatical items and pronunciation seemed to lead to good performance on scripts and characters. In the text of the students at this level, the positions of the three components in a Korean character—the initial consonant, the vowel and the final consonant are correct and the character could roughly fit in a square (whose boundary is invisible). They also exhibit good practice in spacing. Most of possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct with occasional errors. Some examples that show their level of command of scripts and characters are: 책읽기; 많이; 없고; 최신; 어때든; 좋아하고; 취미생활; 동물원; 볼事가; 웹도록; 열심히; 되요* (‘열심히’ appears to be a result of writing as pronounced or used as the Internet language while ‘되요’ is a common error across all ages among Korean speakers.)

**Forms and Structures**

Students have very good control of forms/structures in Korean at different levels of complexity. They convey relatively complex/abstract ideas accurately by using a wide range of appropriate forms/structures. There are only a few minor errors on forms and structures at the micro level in the entire scripts of the students examined in this group.

Students use an extensive range of particles accurately. They use all basic case particles and delimiters expected at Year 10 level and other items such as -보다, -처럼, -및, -마다, -나, and -야 (e.g. 저는 팻승보다는 한국 최신음악을 듣는 것을 좋아 하고 ...; 한국이 ... 겨울인 것처럼 ...; 제 취미는 독서및 농구입니다; 주말마다 바닷가에 나가...; 동물원에나 가야...).

All the students in this group are proficient in using sentence enders including the copula in both polite informal form and polite formal form (-아/어요 and -ㅂ/십니다 respectively) without errors (e.g. 이 곳 학생들도 주말을 보내죠 ; 한국 학교에 다닙니다 ... 하는 바램이 있습니다).

Although sentence enders at other levels of politeness/formality are not observed, the absence of such forms is considered to be because of the text types and the intended audience.

Students are proficient in using various types of non-terminal clause ender suffixes — conjunctors, relativiser and nominalisers — to construct complex sentences accurately and appropriately to express complex ideas.

인터넷으로 동영상보거나 친구들과 채팅하는 것을 ... 즐기고 있습니다.
(conjunctor, relativiser)
한국에 캐러루와 카발라가 없다고 해서 호주에 오는 거라면... (relativiser, conjunctor)
호주에 ... 살고 있으며 [name of friend]이라는 친구가 있습니다 (conjunctor, relativiser)
형같이 대해 주지 못할 때도 많아 미안하지만... (conjunctors)
저는 ... 농구를 계속할 예정입니다. (relativiser)
호주는 한국과 다르게 어름입니다. (conjunctor)
강아지 한 마리를 키웠다가... (conjunctor)
하고 싶은 과목을 골라서 하는 거예요. (conjunctor)
...힘써 봤으면 하는바람이 있습니다. (nominaliser)
더 많은 문화를 배우고 싶기 때문입니다. (nominaliser)
Errors occur occasionally in the use of non-terminal clause ender suffixes and the disruption is minimal (e.g. 미나용을 곧 빽도록* 회망하며 ...).

Structures consisting of infinitives and auxiliary verbs and other idiomatic structures consisting of multiple bound morphemes are used accurately and appropriately.

Auxiliary predicate constructions: 좋아 하다; 줄기고 있다; 키우고 있지 않다; 눌러 가다; 친서 보다; 보살펴 주다; 가입하고 싶다; 들어야 된다; 가도록 하다

Idiomatic structures: 이사를 가는 바람에; 비슷할텐데; 한국에서와 마찬가지로; 흥미에 따라; 강요에 의하여; 다니기 시작했지만; 강요에 못 이겨; 배우고 싶기 때문; 문화 이외에; 화창한 만큼; 도울 줄 알며; 취미이자 특기; 체력 증진을 위하여

Students are mostly proficient in using appropriate forms for temporal and honorific expressions in both main predicates and relative clauses (e.g. 저는 어렸을 때부터 ... 깊은 관심이 있었고...; 잘 보살펴 주는 매우 화목한 가족입니다; 우승한 경험이 있습니다; 열심히 할 자신이 있습니다; 호주에 오시면...). Honorific expressions occur rarely in the text of all students examined, given the type of text produced. Given the context and the text type, the use of honorification, except for polite verb endings, can be regarded as overuse from the perspective of discourse. (See further comments below under Discourse.)

Irregular verbs are conjugated correctly: 더울(둘다); 골라서 (고르다); 달리(다르다); 노는 (놀다); 도울(둘다); 꽃다운 (꽃답다); 들어야 (둘다), etc.

**Discourse**

Students use their resources for discourse appropriately and effectively to produce texts on familiar topics and topics in broader contexts relevant to themselves in appropriate text types. They have very good awareness of the text type, audience, and appropriateness of the grammatical and/or vocabulary items required. Their awareness of the intended audience and the required text type is evident in the different styles and registers used in the two tasks. They are able to produce text in their own style and express their consideration for the audience or getting empathy from the audience without losing coherence.

They write in their unique yet appropriate styles particularly when they write a self-introduction. In the self-introduction as part of the application to a culture club (Task 1), students typically give detailed personal information at the beginning and reiterate their willingness/wishes to participate a few times, while they are very informal in their blog responses and give minimal information about their personal details except for signalling that they are in the same age group as the writer.

Students select and adjust the level of politeness and the degree of formality according to the type of the required text. In contrast to their use of the polite informal and polite formal forms (-아/어요 and –ㅂ/습니다) that alternate spontaneously in Task 2, the tone in their responses to Task 1 is typically formal with almost all sentences ending with a formal polite ender -ㅂ/습니다. Although there is occasional use of informal polite endings, it is evident that this is a stylistic device for drawing some empathy from the reader—the one who would be accepting his application (e.g. 안녕하십시오? 요즘 날씨 참 화창하죠? 날씨가 화창한 만큼 이름도 멋있는 [name of student] 입니다).
They use various devices (including consistency in the level of politeness and formality of sentence enders) extensively to keep the text cohesive. These devices other than sentence enders include the use of various conjunctors (e.g. -이, -며, 지만), conjunctive adverbials (e.g. 그리고; 하지만, 그래서, 어쨌든), demonstratives (e.g. 그; 이), ellipses, and other complex grammatical forms (e.g. ...와 마찬가지로 ). They use the polite word 더 appropriately.

While the use of the honorific expression, although rarely observed, is grammatically correct, it is evident that this register in the text for Task 2 is overused, given that the task is writing to a student in the same age group (e.g. 호주에 오시*면 같이 학교도 가고 ...; ... 곧 빴*도록 희망하며 이란 인사 올립니다*). However, this should not be regarded as typical given the small number of students in this group.

Students typically emphasise/highlight ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters and adverbials appropriately (e.g. 특히 12월에서 1월이 가장 더울 때조; 하지만 몇해 전부터는 ...; 배우나 가수) The range of such items is extensive. (See the examples of these items above under Forms and Structures and Vocabulary.)

Students express sympathy/consideration for the audience using appropriate structures and vocabulary, sometimes providing translation equivalents in both Korean and English for items the reader may not be familiar with (e.g. 호주에서 좋은 추억 만들길 바래요; 오즈음은 40도 C를 넘나드네요 ...; 옷 만들기 (textiles); 상업 (commerce); 요리 (Food Tech); 컴퓨터 (IT) 등등...)

**Year 10 First Language Learners**

**Writing — Average**

**Content**

Students write in Korean addressing the topics specified in the task instructions. They attempt to expand or elaborate ideas, sometimes with varying degree of success. In the self-introduction, although no information related to applying to the Korean culture club is provided, some detailed information on the other topics is provided.

애완동물론 개가 있습니다. 제 개에[sic] 종류는 보더콜리입니다. 양치기 개죠.
(logical sequencing from the general description to very specific information)

12월에 시드니는 여름이며 아주 덥습니다. 아마 적응하기 힘들실[sic]겁니다. 한 45도에서 48도 정도 올라가기 때문이기[sic] 때문입니다.
(providing an opinion and justification/rationale for that opinion)

한국엔 이런 동물이 살 수가 없습니다. 그 이유는[...]그래서 한국에는 없어요.
(giving rationale for a statement and making a conclusion)
Students often use a range of verbs in contrast to the relatively limited range of other items. A few low-frequency items are used appropriately (notwithstanding spelling errors) and so are some qualifying words that could add/change the meaning subtly. The selection of vocabulary items is sophisticated and accurate in one sentence and often it is not in another.

Students use a range of high-frequency items and some low-frequency items related to familiar topics. Some loanwords from English are also used. There are very few errors in the choice of vocabulary items. The high-frequency terms include kinship terms (e.g. 가족, 누나, 동생, 엄마, 아빠) and words related to their personal and school life such as 학교, 친구, 학생, names of school subjects (e.g. 수학, 영어, 과학), pets (e.g. 애완동물, 개, 강아지), and sports/hobbies/leisure activities (e.g. 운동, 축구, 야구, 음악, 수영, 여행, 책, 취미, 바닷가, 주말). They describe themselves and life in Australia using a number of verbs (e.g. 있다, 읽다, 말하다, 좋아하다, 써다, 놀다, 건강하다, 사귀다, 어리다, 보다, 더럽다, 하다, 사다, 사랑하다, 키우다, 오다, 태어나다, 많다, 구경하다, 다르다, 되다, 시작하다, 끝나다, 가다, 원하다). They write numbers in Arabic numerals on all occasions where numbers are used. Some classifiers are used with these Arabic numerals (e.g. 년, 월, 일, 학년, 살, 시, 분, 도 — as in 45도). They use some loanwords from English (e.g. 컴퓨터, 게임, 스트레스, 서핑, 테니스, 캉거루, 코알라) and names of countries (호주 and 한국).

Students also use some items with relatively low frequency that are loanwords from Chinese (e.g. 선택하다, 이민, 차원, 이상, 종류, 정도, 적응하다) or pure Korean words (e.g. 아쉽다, 양치기). They use a range of modifiers to add meanings (e.g. 재일, 매일매일, 너무, 주로, 다, 아마, 정말, 아주, 한). Their choice of vocabulary items is generally accurate, except for a few occasions where the influence from English is evident.
Students have generally sound control over handwritten Korean: the positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Spacing is generally well observed.

Most consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly (e.g. 많은; 왜냐 하면; 때문; 왔지만; 좋아합니다; 없습니다; 날씨; 과목).

There are some errors that could be considered to be related to spelling (e.g. 사귀어서* (사귀어서); 재* (제), 하싱* (학생), 안 맛기* (안 맛기)). A few other errors may be regarded as those related to both use of characters and forms/structures. It is evident that the occasional inaccurate use of grammatical forms is compounded by wrong selection of characters, leading to spelling errors: 읽어나* (읽거나); 달아요* (달라요).

Forms and Structures

Students show varied command of forms and structures. Difficulties in presenting complex and abstract ideas are evident in the inaccurate selection of some forms and/or incongruence between grammatical items at the micro level and/or between constituents. A good range of forms and structures are used, but errors occur frequently. Inaccurate forms/structures occasionally impede comprehension.

A range of particles are used with some errors (e.g. 저는 어렸을 때까지 강아지를 원했습니다.; …친구들이어말하는 것입니다; 운동으로 테니스와, 축구, 야구를 하고있습니다; 김미나양이 호주에서* 와서 여행도 하고 …저예* 가족에는 아빠, 엄마와 누나와 동생[어]*있습니다).

An honorific case particle –께서 is also used (e.g. 엄마께서 …하면서).

Errors typically occur between ‘에’ and ‘이’ because of writing according to the incorrect pronunciation of ‘-의’ as ‘-에’, which is also widespread among Korean monolingual speakers, and between ‘-에’ and ‘-에서’, which are functionally and semantically similar. In the last example above, a case particle –이 is omitted.

Delimiters are used appropriately to emphasise/topicalise meanings/ideas (e.g. 축구를 놀을[sic] 때마다 스톱을 풀어 주고 …; 강아지면 보면 더럽다고 하면서 …; 저도 한국 사람이고 …; 음악 듣기나 책읽기 …).

Students use sentence enders accurately. They use both the polite informal form (-아/어요) and the polite formal form (-ㅂ/습니다) for the copula and other common verbs with few errors (e.g. 좋아합니다; 때문에입니다; 해요; 왔어요). They use appropriate structures for future/past expression and insert an honorific suffix –시 accurately (e.g. 이민하십시오; 좋아하실겠습니다; 사주지 않겠습니다.).

They connect clauses using conjunctive suffixes (e.g. –고, -지만, -아/어(서), 면서, 단가 받아 –면) and a relativiser suffix (는, –ㄴ/은, -를/을) (e.g. 제일 좋아하는 운동을 선택하면 축구일 것입니다; 강아지를 원했지만 …; 더럽다고 하면서 …; 미나씨가 보고 싶은 캐커루와 코알라가 많습니다).
They select and adjust forms (e.g. required text and maintain the conventions used in English (e.g. ‘5 강아지를 사서...’) or often without a classifier (e.g. ‘나이는 호주 나이로는 16, 그리고 한국 나이론 17입니다.’; ‘남동생 하나’).

Students express numbers in a structure resembling the conventions used in English (e.g. ‘5 강아지를 사서...’) or often without a classifier (e.g. ‘나이는 호주 나이로는 16, 그리고 한국 나이론 17입니다.’; ‘남동생 하나’).

Students have variable control of grammatical forms and structures in Korean. The performance is consistently accurate and appropriate on some items and/or on certain occasions but not on other items and/or on other occasions. For example, while a student writes a sentence that is very complex and long and has no grammatical errors, he writes another that is similarly long and complex but not correct in its structure because of the wrong way of connecting the clauses (ignoring errors other than this):

저는 어렸을 때부터 강아지를 원했지만 엄마께서 매일매일 강아지를 보면서 더럽다고 하면서 이 평게[sic]로 사주지 않았습니다.

왜냐하면...스트레도 폴어 주고 나의 몸이 건강해지고 친구들을 사켜[sic]서* 저는 축구를 좋아합니다.

Errors occurring at different levels occasionally interfere with comprehension to some degree (e.g. 한국에서 1993년 9월 21일에 태어나* 호주에* 16살입니다; 호주에서 공부하는 게 한국어랑 차원[oi]* 달아*요; 주말에 주로 자기 취미생활가[sic] 친구들과[sic] 보냅니다).

Omission of case particles ‘-이’ and ‘-은’ occurs occasionally (e.g. 저에[sic] 이름[oi]* [name of student — in Korean script] 입니다; 호주에서 공부하는 게 한국어랑 차원[oi]* 달아[sic]요).

**Discourse**

Students seem to have a rich resource for discourse devices and reasonable awareness of the text type and audience in general. Their response to Task 2 (blog response) is more natural and includes more features specific to the text type than their response to Task 1, revealing their familiarity with such text types as the former, although they occasionally lapse into inconsistencies in both. Although they do not show awareness of the particular context for Task 1 — applying to a Korean culture club — general awareness of the intended audience (who is socially distant and needs to be addressed politely) and the required text type (i.e. formal self-introduction) is evident in their styles and use of register. They start the self-introduction straight by giving their names and some personal details while their response to the blog begins with greetings and ends with a closing.

They select and adjust the level of politeness and the degree of formality according to the type of the required text and maintain them throughout. In the text for Task 1, they consistently use the polite formal form of sentence enders (-비/습니타) throughout while they use both polite informal and polite formal forms (-아/어요 and -비/습니타) in the text for Task 2.
They use various cohesive devices (including the level of politeness and formality of sentence enders) such as conjunctors (e.g. (이)고, -면, -아/어서 — see Forms and Structures above for a list of conjunctors used), conjunctive adverbials (e.g. 그리고; 하지만, 그래서, 왜냐하면), demonstratives, for example, 그, 이(e.g. 저는 운동을 다 좋아합니다. 하지만 그 중에서 제일 좋아하는 운동을 선택하라면 축구일 것입니다.), and ellipsis (e.g. 이 동물들은 추운 날씨에는 살 수가 없습니다. 그래서 한국에는 없어요.).

Students use honorific items variably. The use of items such as 저, -께서, and -시 is not consistent in the text for Task 1 while the honorific items used in the text for Task 2 could be considered to be overuse and not sound appropriate.

 내용을 건강해지지 [...] 저는 축구를 제일 좋아합니다.

 엄마께서 [...] 더럽다고 하면서* [...] 사 주지 않았습니다*.

 김미나님이 호주에 와서 ... 공부도 하시대메요.

 김미나님께서 호주에 오면...

 좋아하실 겁니다

They emphasise/highlight ideas or add nuances by using grammatical/vocabulary items such as delimiters (-은/는, 만, 다다, -도) and adverbials (다, 제일, 너무, 주로, 아마, 정말) appropriately (e.g. 주말에 주로 학생들은 바라가기에 가서 수영을 하던[sic]가 서평을 해요). (See Forms and Structures above for examples where the delimiters are used.)

They express sympathy/consideration for the audience, particularly in the response to Task 2, for example, ‘저도 한국 사람이요...’; ‘김미나님이 호주에 와서...하심 대메[sic]요. 좋은 생각입니다.’

However, the attempts are occasionally unsuccessful because of the inappropriate selection of a grammatical form.

 김미나님께서 호주에 오면 많은 것을 구경해 보고 싶네*요.

 그래서 한국에는 없어요. 정말 아십네요.

Year 10 First Language Learners

Oral — High

Content

Students speak about ideas and opinions on a wide range of topics related to mostly personal concerns in familiar contexts and expand them to the wider context. Topics covered in the interactions across the three tasks are: personal information, family members, home, school life, sports, school subjects, and weekend activities. These topics are expanded to cultural aspects of life in Australia, differences between Korea and Australia, favourite rugby team, attitude as an oldest son in the family, etc. Under most topics students elaborate in great depth with detailed information. Some examples where these topics are elaborated are provided below.
Assessor: 왜 이 학교에 왔어요?

Student: 좋다는데 가봤는데... 이학교가 재일 좋다고해서... 고학년을 가르키[sic]는 데가 없었어요. 이 학교만 유일하게 가르키[sic]더라구요.
(Student gives background information)

Assessor: 여기서 왜서 사는 거 만족해요?

Student: 문화도 좋고... 여러분으로 많이 좋은 것 같아요[...] 운동 많이 하는 거 좋구요(Student discusses higher order concepts)

Student: (to the question about favourite sports) 농구요. 농구 하고 수영.

Assessor: 특별히 어느 팀에 들어 가서 하는 거 있어요?

Student: 네. 저—학교 대표 선수로 뛰고 있고요, 호주 한인 농구 대회에서 우승한 적도 있었어요 (Student provides specific information about the topic)

Assessor: 그런데 어떻게 [name—suburb 1]에 사는데 [name—suburb 2] High School을 가요?

Student: 아, 그게[name—suburb 1]이 지역상으로 [name—suburb 3]라고... 아세요?
(Student explains complex information)

Assessor: 네

Student: [name—suburb 3]인데 거기가 지역상으로,[name—suburb 2]하고 밀접해요.
(Student continues to explain)

Assessor: 아 그래서 그랬구나.

Assessor: 한국어 대신 engineering science 를 하려고 해요?

Student: 네. 왜나하면 한국어를 한다면 더 싫겠지만 어차피 졸업할 거라면 도전적인 거를 하고 싶어서... 안 해 본 걸 좀 해보고 싶어서...
(Student gives justifications for his decision)

Vocabulary

Students use an extensive range of both high-frequency and low-frequency vocabulary items on familiar topics related to their daily life and topics in broader context. They use vocabulary in a very sophisticated way and make accurate choices for a number of specific words to express complex/abstract ideas or technical terms to give specific information (e.g. 유일하게, 고학년, - 정도, 대표 선수, 도전적, 예정. 유리하다, 무난히, 밀접, 미로, 지역적, 만족하다, 열정적, 포함, 동갑, 당연히, 순간, 홍분하다). They also use modal or conjunctive adverbials in a sophisticated way (e.g. 어차피, 고작, 전혀). English words are rarely used, except to list school subjects (e.g. chemistry, physics, geology, accounting, computer science) and related terminology that does not exist in Korean (e.g. elective). They use some loanwords from English (e.g. 게임, 네트, 럭비) pronounced according to Korean pronunciation conventions.

Forms and Structures

Students use an extensive range of forms/structures with minimal grammatical errors at all levels.

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Descriptions of Student Achievement

An extensive range of case particles and delimiters are used. They relate ideas or events in time appropriately using correct suffixes or structures (e.g. 는, 을, 이/이). Complex relationships between ideas and events are expressed in appropriate structures where clauses are connected by conjunctive clause-ender suffixes with various functions and/or relativisers. Relativiser suffixes (는, 이, 이/이, 너/어, 네/어, 네서) are correctly used according to the temporal sequence of the events expressed in the entire sentence. Various verbs are used in their simple forms, as well as in their infinitive forms accompanied by auxiliary verbs (e.g. 하고 싶다, 해보다, 가르쳐 주다). They use various polite sentence enders that are appropriate for spoken interaction with adults (e.g. -는데요, -더라고요, -지요 (조), -잡아요).

Fluency
Students respond spontaneously with no noticeable hesitations, and utterances flow naturally. Pauses are usually unnoticeable as they are filled with pause fillers or private speech as the students process some information until they come up with the final response.

Assessor: 동생이 몇 살이에요?
Student: 열 두살이에요.
Assessor: 몇 학년이에요?
Student: 육학년인가 육학년이에요.

Intelligibility
Pronunciation is clear and student utterances are intelligible.

Comprehension
Students respond well to all the questions from the assessor. They usually provide additional information after the initial response to the given question. During the assessor’s turn, they signal comprehension inserting ‘네’, nodding, and making eye contact with the assessor.

Communication Strategies
Students use a variety of strategies to facilitate the flow of communication, to minimise possible disruptions, and to repair communication breakdowns when they occur. They always resort to verbal strategies to resolve communication problems and never use English to do so.

They check comprehension on the part of the assessor and/or add more details to the idea presented by the assessor to pre-empt possible communication breakdowns.

Assessor: 그런데 어떻게 [name—suburb 1]에 사는는데 [name—suburb 2] High School을 가요?
Student: 아, 그게[name—suburb 1]이 지역상으로 [name—suburb 3]라고... 아세요?
(Student explains complex information)

Assessor: 네
Student: [name—suburb 3]인데 거기가 지역상으로[name—suburb 2]하고 밀접해요.
(Student continues to explain)
They willingly add further detail to the idea presented by the assessor.

They disagree with the assessor and correct her comments on their ideas verbally or using phonetic devices (i.e. stress on the delimiter).

They initiate repairing communication breakdowns when they occur.

They express empathy with the assessor’s comments.

When information provided by the assessor is unclear or not sufficient to answer, they clearly request clarification or elaboration instead of guessing/abandoning the topic.
Student: 저는 처음에 없다고 생각했는데 작년에 한국에 갔다 와 보니까...

Discourse
Students are aware of the context and interlocutor and use appropriate register effectively. Honorific devices are used appropriately for the assessor—addressee — and their parents and other adults mentioned in their utterances. They use various polite sentence enders appropriate for spoken interaction with adults and conjunctive suffixes and adverbials to keep their utterances cohesive.

Year 10 First Language Learners

Reading — High

Content
Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

Knowledge of Linguistic Forms
Students read both formal and informal texts.
Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몫의) and for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -에/는) are used.

Task Requirements/Processing
Students process texts both holistically and analytically at both textual and sentence levels. They make holistic inferences from texts (discourse skills) and use analytic knowledge to look for details. They use structural clues to infer meaning (e.g. text type—information and rules). They identify formal/technical vocabulary (e.g. the heading of the input text). They process complex sentence structures and/or identify specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine several items of information to make meaning. They identify specific structures and derive meaning from structural clues (e.g. negative imperatives and –수 없다 for things not allowed). They combine information and infer meaning from complex sentences. They provide answers with multiple items of information and identify the specific word referred to as a question word in the question (e.g. 장소 for ‘where’). They understand the meaning of specific register (e.g. 입장권).

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 홈스테이).
They track the topic of a sentence where it is not overtly provided and locate information from preceding sentences. They locate a single item of information (i.e. less familiar vocabulary from less frequent domains). They process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time).

**Year 10 First Language Learners**

**Reading — Average**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몬의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. - rosa/는) are used.

**Task Requirements/Processing**

Students tend to process texts more analytically and at the sentence level. They use structural clues to infer meaning (e.g. text type—information and rules). They identify some formal/technical vocabulary (e.g. the heading of the input text). They process some complex sentence structures and/or identify some specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine some items of information to make meaning. They identify some specific structures and derive meaning from structural clues (e.g. negative imperatives and -수 없다 for things not allowed). They combine some information and infer some meaning from complex sentences. They provide answers with multiple items of information and identify the specific word referred to as a question word in the question (e.g. 장소 for ‘where’). They have some understanding of the meaning of specific register (e.g. 입장권).

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They track the topic of a sentence where it is not overtly provided and locate information from preceding sentences. They locate a single item of information (i.e. less familiar vocabulary from less frequent domains). They process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time).
Year 12

Background Language Learners

Writing — High

Content
Students write in Korean to express their opinions/ideas and discuss issues closely related to their own immediate interests/experience. They are able to describe some abstract ideas in much detail and elaborate them with supporting information or examples.

They contrast opposing ideas, discussing advantages and disadvantages in terms of the given issues. Personal concerns or issues related to their everyday life are expanded to the wider context.

Vocabulary
Students use a wide range of vocabulary to express ideas related to both immediate personal contexts and abstract concepts. They are generally able to use Sino-Korean words including four-character idioms. They use a range of highly technical or special terms with very specific meanings (e.g. 성인, 속출, 풍속, 개념, 존재, 육체적, 성장기, 대폭, 심각성, 자연재해, 구체적, 재활용, 일석이조, 지장, 실천, 동통한, 위치, 남비하지, 경험, 인정받다, 선택, 악영향, 효과, 발상, 만무하다, 본본, 무시하다, 나태, 남녀노소, 의외로, 풍족, 고려하다, 극복하다, 반면, 계기).

The choice of these items is generally correct but they sometimes use items that are not suitable or are out of context. However, this does not seriously interfere with the flow of meaning (e.g. 부모님과의 싸움을 중폭시킬 수도 있다; 일석이조라고 언급할 수 있습니다.).

They use their vocabulary resources in order to express the same meaning in different ways and/or to add subtle nuance (e.g. 공부할 시간 — 여가를 즐길 시간 — 자신이 원하는 것을 할 수 있는 시간; 더 이상 하찮은 것이 아닌 — 우리에게 없어서는 안 될 소중한).
They use idiomatic expressions for a stylistic effect (e.g. 볼 보듯 뻔한 일; 피곤해지기 마련이고; 황금같은 시간; 동전 한 푼이 아쉬웠던).

Inaccurate choice of difficult words seems to be their willingness to take risks in order to demonstrate their command of such words. This does not interfere significantly with comprehensibility of the text in most cases (e.g. 늘게기어하는 일이 번번히 일어나고mando (빈번히); 창조성이 부족한 우리나라 학생들에게는 (창의력); 장점들과 단점을 잘 활용해 (파악해); 부모님들의 반박도 무시할 수 없음이다 (반대/우려)).

They occasionally use some innovative creations of compounds using Sino-Korean words or deconstructions of compounds (e.g. 대학비; 쌈 돈 물). Some errors occur because of confusion between similar meanings and spellings (e.g. 학생으로서의 분분을 읽어버리고)—this is common among native-speaking Koreans.

**Scripts and Characters**

There is some variation in the degree of balance in the shape of characters in their handwritten Korean. Although most students at this level demonstrate native-like control in spite of different degrees of tidiness and style, a few others show very unbalanced shapes of characters. However, the position of the three key parts in a Korean character—the initial consonant, the vowel, and the final consonant—is generally correct and the character could roughly fit in a square (whose boundary is invisible).

All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Spelling is generally correct with occasional misspelling of words involving a consonant cluster at a syllable-final position (e.g. 을*바르고; 알*좋은). A few other misspelt words are considered genuine ‘typos’, as the same words are spelt correctly in other parts of the text.

Some confusion between vowels similar in sound and shape is evident. However, these errors do not seriously interfere with the comprehensibility of the text. Some punctuation is missing and spacing is not well observed by a few, and this leads to some disruption in overall readability (e.g. 빗물; 성장기인고등학교시절에). However, the no-spacing principle is observed well between a bound morpheme and the content morpheme (and another bound morpheme) it is bound to.

**Forms and Structures**

Students use an extensive range of forms and structures. They generally have good command of particles and various suffixes. They use auxiliary verbs and produce complex sentences for various semantic functions. They also use a range of particles. However, there are no honorific forms (-께, -께서, -께서는). They construct complex structures using a variety of conjunctive suffixes (e.g. -면서, -는데, -면, -으므로, -고, -게, -어(서), -지, -거나, -며, -다(가), -로, -지만, 려고), nominaliser suffixes (-기, -미/음, -지), and relativisers (-ㄴ/은, -는, -ㄹ/을). Non-terminal suffixes (tense, modal, honorific, passive, causative) and a number of auxiliary verbs are used with infinitive forms (e.g. 찾아 보다; 생각나다; 죽어 둔다; 이어 지다; 설명해 드리다; 서게 되다; 하고 있다; 꼬꾸 오다; 해야 되다; 하고 실다; 돌아 가다; 해 내다; 배우게 되다; 납비하지 않다; 사용하지 못하다; 일어나고 말다; 해야 한다).
They use a range of complex structures where multiple bound morphemes are connected to express complex ideas and/or to add subtle difference/nuance (e.g., 20대 못지 않게; 어쩌면 한두번쯤은 필요한 경험이라도 모른다; 아르바이트에 대해서 알아보고자 한다; 장점이 있다면 단점도 있기 마련이다; 성인뿐만 아니라 고등학생들이...; 성장에 이상이 생길 수도 있다; 공부에 열중해야 하는 것이다; 학교생활이나태해점에 따라, 사용하지 못하게 되는 것은).

Although selected forms/structures are mostly accurate and appropriate, there are occasional errors in the choice of simple items such as particles and complex forms or in the selection of the overall structure at the clausal/sentential level. However, these simple errors or mismatches between the form and the meaning at a higher level do not disrupt the overall comprehensibility of the text seriously. Of those simple items, confusion seems to occur between items similar in meaning and function (e.g., ��서* 생각해야 할) and these items are typically similar in spelling and pronunciation (e.g., 학생의 신분으로써*; 해 놓으로서*).

The following examples show how constituents are not entirely congruent with each other. These sentences include very sophisticated/complex forms and usually deliver highly abstract/complex ideas.

이 것은 이 때까지 키워주신 부모님의 경제적인 부담을 줄일 수 있고 또 돈을 절약 하는 것을 일찍 배우게 되서 커서도 돈을 쉽게 납비하지 않을 것이다. [spacing is original]

The above sentence looks quite sophisticated and most of the structures are used accurately and appropriately. However, there is incongruence between 이것은 및 two predicates 줄일 수 있고 and 납비하지 않을 것이다 in the respective coordinated clauses. Although forms and structures at lower levels are all used accurately, the incongruence between constituents at the highest level leads to some degree of ambiguity.

The following sentence expresses abstract ideas and a hypothetical benefit from working part time as a high school student, and sounds even more sophisticated than the former example. However, the syntactic function of the word ‘장점’ is ambiguous, since neither 생각하는 nor 얻을 수 있을 것이다 is its predicate.

공부와 자신의 체력에 무리가 가지 않게 적당한 선에서 시간제일을 한다면 분명 단점을 극복하고 장점, 즉 용돈을 벌고 돈의 개념이 생기는 좋은 결과를 얻을수있을 것이다.[spacing is original]

Discourse

Students structure the text in a logical sequence—introduction, main body, and conclusion — according to the required text type. They are generally able to use a variety of cohesive devices such as conjunctive clause enders, adverbials, honorific agreements between constituents and congruence in the level of politeness appropriately. They have awareness of the intended audience of the text they write. They choose appropriate sentence-final verb endings according to the text type and audience and use them consistently.

They also use ellipses appropriately and are generally successful in maintaining the tone of the text consistently by using appropriate register and other devices throughout the text.
또한, 집중력이 떨어져 공부를 열심히 할 수 없을 것이다. 밖에 나가서 일을 하면 몸이 피곤해지기 마련이고, 피곤한 상태에서는 공부를 잘 하지 못하게 된다.

There are occasional mismatches in the choice of items in terms of formality or politeness, that is, use of colloquial terms in a news article or incongruent use of honorifics and polite forms.

집에서 털어박혀 공부만 하지 않고 (colloquialism)

아마 기뻐할 부모님들에 몇 없을 것이다. (the non-honorific forms of the verbs 기뻐할 and 없을 and the noun 몇 are not appropriate for their referent 부모님)

Such mismatches as shown above bring about some but not significant disruption to the appropriateness of the overall text.

Students use a wide range of adverbials appropriately in order to make transition the between paragraphs/ideas smooth in most cases (e.g. 우선, 하지만, 이렇듯, 그럼, 그리고, 이와 같이, 그렇다면, 또, 이처럼, 또한, 그러므로, 무엇보다, 예를 들어, 그래서, 먼저, 첫번째로, 두번째로, 그 외에도, 그래서, 즉, 제일 먼저, 그럴기 때문에, 그렇게 함으로써).

They highlight ideas using figurative expressions, quotes from old sayings, idioms, or maxims, and some other rhetoric devices.

하지만 이러한 장점이 있듯이, 단점도 있다. (contrast)

공부를 해야하는 황금같은 시간(simi)

옛말에 급할수록 돌아가라는 말이 있다 (quote)

학생들은 일을 하면서 일과 학업 두마리 토끼를 모두 잡을 수도 있고 잘못하면 놓칠 수도 있습니다. (metaphor)

생각해 보세요. 만약 사위나 설거지를 하고 있는데 더 이상 물이나오지 않는다면 어쎌지, 정말 무섭고 끔찍하지 않을까요? (rhetorical question)

Some possible influence of English is noticed in the unnecessary use of overt subjects. However, this occurs very occasionally.
Year 12 Background Language Learners

Writing — Average

Content

Students express their opinions or ideas closely related to their own immediate interests or experience. They are generally able to elaborate topics to some degree. However, supporting ideas are sometimes not relevant to the main idea or contradict each other.

The limitations in their attempts to elaborate topics or demonstrate high-level thinking appear to be largely because of their limited language resources leading to inadequate choice of vocabulary or forms as shown in the above examples.

Vocabulary

Students use a range of vocabulary, including some low-frequency words and Sino-Korean words (including a few four-letter idioms). Some of these words are technical/special terms for specific areas or abstract concepts (e.g. 분출, 근래, 파괴, 상승, 상향, 효율적이게, 추세, 활용, 계기, 기회, 요구, 물두, 집중력, 장기적, 균형, 집중, 경험, 적용, 관리, 급격히, 강화, 자신감, 정정당당하게, 어유, 신임, 경력, 융통성, 현명한, 신중히, 확신, 설치, 적합한, 일석이조).

Some attempts have been made to use different words to express the same ideas, alternating between high-frequency items and low-frequency words such as Chinese loanwords (e.g. 시간을 단축해야 ... 시간을 줄임으로써; 울다고 생각하시는 분...찬성하시는 분).

However, students tend to use the same words in neighbouring clauses/sentences more frequently.

The incorrect choice of Sino-Korean words/technical terms often disrupts the meaning of the text.
Occasional errors are noticed in the choice of high-frequency and/or non-Chinese origin words (e.g. 삶의 불편함을 안겨* 줄 ... ; 친구들의 우정이 더욱더 두려워* 질; 그 가게의 이름을 넣혀* 줄; 모든 가게나 식당이 힘든 시기를 버티고* 있습니다; 더 여유있게 돈을 쓰거나 지출할 수 있는 기회가 높이집니다*).

Incorrectly chosen words often seem to be the result of a direct translation of English words, whether or not this is made consciously.

Some innovative creation of compounds is also noticed: 쌀물; 절음다리.

**Scripts and Characters**

There is much variation in the degree of balance in the shape of characters in students’ handwritten Korean. Although most students at this level demonstrate native-like control, there are differences in their tidiness and styles, with a few showing very unbalanced shapes of characters leading to disruption in intelligibility to some degree. However, the position of the three key parts in a Korean character — the initial consonant, the vowel, and the final consonant — is generally correct.

All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. However, the incorrect choice of consonants or vowels is evident across all types and positions in the case of consonants (see examples provided throughout).

Errors involving consonant clusters at the syllable-final position are often caused by incorrect choice of another consonant cluster, or choice of a single consonant which could have the same pronunciation in certain contexts, or choice of a consonant cluster where a single consonant is required (e.g. 실*충; 음*바른).

Errors involving diphthongs are because of the difficulties distinguishing between ㅣ and ㅐ and between ㅏ and 새 (e.g. 새책; 새대). There is also confusion between consonants articulated at the same position but with different degrees/types of aspiration (e.g. ㅅ vs ㅅ; ㅈ vs ㅈ; ㅊ vs ㅊ):

맞슴; 공자로; 싫으면; 수도꼭치. Some students write Korean words as they are pronounced (e.g. 밀어 부칠*니다; 팔리*; 주려*; 피료*; 드러*주셔서). Some other words are written in their re-analysed forms: 일찍이*; 몇일*; 알아서이*.

**Forms and Structures**

Students use a good range of forms and structures; however, sometimes inaccurately. They generally have a good command of particles and use various suffixes and auxiliary verbs (in their simpler forms).
A range of items including honorific forms (-께, -께서, -께서는) are used and they are mostly correct. The use of honorific forms seems to be because of the task type (writing a draft for a speech) and the style for the newspaper article (using formal polite sentence enders) that most students at this level have chosen. Occasional errors occur because of confusion between: 올/을 and (으)로; 에 and (으)로; 에와을/를; 가와 (으)로.

Sometimes case particles are omitted on an obligatory occasion (e.g. 주로 친구들[으]로 소문이 들어…; 부모님에게 ‘용돈달라’라는 요구[에서 필요없이 …). أحيانًا ، حذف الألفاظ التحتية في الأ endIndexات الإلزامية (مثل: "وفى" في "공부 안해요!") غير صحيح.

Students use a variety of conjunctive suffixes to construct complex structures (e.g. -면서, -는데, -면, -(으)므로, -고, -게, -어(서), -지, -거나, -며, -다(가), -로, -지만, -니(가)). Although the use of these forms is generally correct, errors are evident in some incorrectly chosen items (e.g. 읽어주셔서 마지막으로 감사의 인사를 들리면서 마치겠습니다.).

Nominalisers (e.g. -기, -디/음, -지) and relativisers (e.g. -를/은, -는, -로/을) are also used for complex structures. Non-terminal suffixes (tense, modal, honorific, passive, causative) and some auxiliary verbs accompanying infinitives are also used (e.g. 키워 나가다; 놀어나다; 없어지다; 넘겨지 말다; 말해 보다; 키워 주다; 알게 되다; 집중해야 하다; 하고 싶다).

Students use some complex structures where multiple bound morphemes are connected together to express complex ideas and/or to add subtle difference/nuance (e.g. 이득을 볼 수 있습니다; 여러분들께 말씀드리고자 해서 합니다; 부모님이 좋아하실 것 같습니다; 반복로 인하여, 절약하기는 커피; 그림 버리기 보다는; 좋은 점도 있는 만큼). However, students tend to repeat the same structure several times in a text (e.g. ‘-수 있다’) rather than choose a variety. Also, some misuse of such items is evident and attempts to use such complex forms are not always successful. This leads to unclear meanings/grammatical sentences (e.g. 장점을 비롯한* 단점을 발표하겠습니다; 학생들은 어뤄졌부터*; 3가지 물질약방법들을 알아볼 것 이다*).

Students use unnecessary items or the same forms repeatedly in neighbouring clauses/sentences.

미래에는 없어 질 지도 모르는 이물을 절약하여 …
받아 놓았던 빗물들*로 …
받은 물을 정원에 있는 꽃이나 채소에게 깨끗한 물을 줄수가 있습니다.
그것은 비가울 때 물을 많이 받아서 정원에 물을 주거나 차를 그 물으로 싱으면[sic] 많은 양의 물을 아낄수 있습니다.
There is occasional incongruence between corresponding items, for example, between coordinated parts, a subject/object NP and its corresponding VP, or an honorific word and its accompanying suffixes/particles.

Preference for simpler structures over complex ones is evident (e.g. preference for compound nouns — some of which are innovative creations — over a noun phrase with an adjectival (relative) clause): 일 경험을 하고; 위험한 물부족시기를; 우리는 법률을 수준이므로; 더 이상 지칠 물부족현상을; 미래를 위한 사회 생활 경청에 도움이 될 수 있죠; 물질적에 조금 더 관심을 가지면된다; 물들일 있으면). Students also prefer a structure where a single noun (usually Sino-Korean) is modified by a single adjective over a clause for an expression of the same idea (e.g. 많은 방법으로 인해).

Errors often occur when multiple bound morphemes cluster together. Incorrect forms are produced as a result of a merger between bound morphemes. In the case of verbs, incorrect mergers often occur with irregular verbs that need the deletion/addition of certain consonants/vowels in certain contexts: 줄리* 보내는 (줄리 보내는); 항상 물을 받았는* 것이다 (받는).

Sometimes the incorrect forms are repeated in the same text (e.g. 학생들에게 가르쳐주자* 합니다....먼저 장점을 설명해보자* 합니다.).

Clauses that seem to be a direct translation from English are found occasionally (e.g. 가끔과 물 부족을 겪는 우리들을 볼수가 있는 것입니다).

**Discourse**

Students structure the text in a logical sequence—introduction, main body, and conclusion. However, the style and tone do not always conform to the required text type. In a few cases, some particular words chosen (referring to the text type) reveal limited awareness of the text type (e.g. 발표, 제가 말씀한... (used in a text written as a newspaper article)).

Students are generally able to use a range of cohesive devices. However, use of these cohesive devices or register is sometimes inappropriate. For example, in a newspaper article, whose audience is fellow high school students, they occasionally include an item expressed in an overly deferential manner (e.g. 감사의 인사를 올리면서; 높은 가게 어르신) or in a manner implying superiority of the writer over the audience e.g. 학생들에게 가르쳐 주고자).

Occasional inappropriate use of colloquialism in essay-type texts reduces the cohesiveness of the text (e.g. 계기가 됐음[sic] 합니다; 옥을 먹을 수도...; ‘님’上级 수도 있죠).

The politeness level of sentence enders is consistent throughout each text and most of the students in this group chose an appropriate level of politeness of sentence enders according to the text type and intended audience.
A range of adverbials are used to make transitions between ideas go smoothly (e.g. 따라서, 첫번째로, 두번째로, 마지막으로, 한편에[sic], 반면에, 하지만, 이와 같이, 더군다나, 그러므로, 먼저, 결론적으로, 또한, 그리하여, 그래서, 그리고, 예를 들면, 허나, 죽). Occasionally, the same adverbial is repeated in neighbouring sentences redundantly (e.g. 먼저 장점을 설명해보자[sic] 합니다. 먼저, 부모님이 자식들에게 주는 응원 부담을 없앨수있습니다.)

**Year 12 First Language Learners**

**Writing — High**

**Content**

Students convey complex/abstract ideas effectively drawing on their knowledge of the broader context. Ideas are presented systematically and expanded/elaborated sufficiently at each stage in a way appropriate to the chosen text type. They elaborate the chosen topics by providing contextual information, comparison/contrast, ideas or opinions developed in a logical sequence, detailed description, exemplification, summarising, and drawing on literature.

They begin the text with an introduction to the topic, followed by its definition. Then some contextual information is presented and further supplementary explanation is provided.

 최근 경제 위기로 청년 실업이 심화됨에 따라 청년 실업수량 인상이 계획되고 있다. 청년 실업 수량은 직업을 가지지 못해 어쩔 수 없이 놀고 있는 청년층에게 배급되는 수당으로 이 수당의 인상으로 인한 논쟁이 심화되고 있다...

Own opinion is presented by summarising the preceding discussion and incorporating this with complex and abstract ideas.

한국정부는 청년실업자의 안위와 생계를 걱정하고 재교육을 장려한다는 의미에서 인상을 계획하고 있지만 실업자들의 약순환과 오히려 인상된 수당에 만족하여 실업자가 늘어날 수도 있다는 문제점 또한 지니고 있다. 무작정 수당을 올리기 보다는 청년 실업자들의 실태를 파악하여 청년 백수들의 약순환을 끊고, 교육받기를 원하는 사람을 더욱 장려해 줄 수 있도록 모두에게 똑같은 수당이 아닌 동급을 나누어 급액을 다르게 지불하는 수당을 통해, 청년 실업문제를 보다 확실하게 해결할 수 있도록 시도해 보는 것은 어떨까.

Students contrast ideas to highlight their own opinions and to draw conclusions.

이 방안의 장점으로는 정부의 적극적인 지원에 있다 [several sentences supporting the topic sentence for point 1] ...이 기회를 통하여 정부의 지지도를 상승시킬 수 있을 것이다. 하지만 실업수당이 우리 사회에 부정적인 영향을 가질 것이다. [several sentences supporting the topic sentence for point 2] 현 시점에서 청년 실업 수당은 우리 사회에 부정적인 영향을 끼칠 것임에 틀림없다. 이 글을 통하여 ... [several sentences leading to a concluding sentence] 정부는 실업 수당이 미치는 긍정적 부정적 영향을 잘 파악하여 실업 수당인상인상에 대하여 신중한 결정이 필요할 것이다.
Students write about their personal concerns based on their reflections on the given topic and present various ideas in a diary format.

Students draw on classical literature in order to introduce the topic of the text.

On a few occasions, meanings are not clear because of unnecessary redundancy.

Vocabulary

Students at this level show a highly sophisticated command of vocabulary. They are proficient using both highly abstract/technical terms and plain everyday vocabulary. Selection of vocabulary items is accurate and appropriate overall.

An extensive range of vocabulary is used with very occasional incorrect choice. A number of Sino-Korean words are used to describe/discuss economic, social, educational, youth, or environmental issues, personal reflection, and highly abstract ideas, and to express students’ opinions on these issues (e.g. 본질적, 구애받다, 남용하다, 퇴색하다, 약순환, 역할, 충당, 기여하다, 견해, 안위, 장려, 실태, 파악하다, 시도, 분석, 자극, 시장, 입지, 궁정적, 부정적, 풍요롭다, 자긍심, 언급, 의연당하다, 무분별, 유해, 풍토, 배제하다, 정부 차원, 검열, 철저하게, 포용, 타문화, 다양성, 검증되지 않은, 발하다, 소위, 불과하다, 가시화, 대다수, 편견, 실태, 향후, 보안책, 어론, 형성, 위기, 불과하다, 급증, 영향, 예상, 적극적, 물질적, 무한한, 요인, 기초적, 의문점, 다양하다, 자의, 타의, 장벽, 낙심, 반감, 효과적, 냉정, 정체성, 불확실, 도전, 연속, 차유하다, 소망, 적절, 민감, 유발, 완벽하다, 은근히, 공감, 기대, 동의, 대비하다, 갈등, 중요시, 최우선, 공동적, 압박, 기대치, 적응, 추진, 심각성, 방침, 정책적, 질병, 대표적, 동참, 건고, 별도, 격하다, 자신감, 최악, 신중하다, 수월하다, 과연, 포기, 인지하다, 추진하다, 막연하게, 조잡스럽다, 지루하다, 인파, 환호성, 응장하다, 이점, 물품, 취하다, 이득, 타격, 불상사, 충격시키다, 개념, 낙담하다, 상반되다, 완화시키다, 구분, 예민해지다, 발하다, 심화, 취하다, 점차, 조리있게).
They use a number of specific technical terms appropriately in these areas, many of which are compound words (e.g. 세계 경제 위기, 해결 방안, 경제 정황, 다문화 사회, 일광 절약 시간제, 사교육, 공교육, 상대 평가, 절대 평가, 시장 조사, 항목 조정, 관세, 대기오염, 대형 승합차, 천연가스, 주요 대도시, 배기가스, 산업화, 도시형, 지방자치단체, 골다공증, 진단, 요일제 스티커, 공식, 캠퍼스, 산업화, 상위, 하위, 체결된다, 구매, 국제 시장, 고정관념, 경제교류, 수출 시장, 주변 국가, 해당 국가, 지속성, 소모성, 소득권, ), 천연 자원, 재가공, 농산품, 추가 품목, 성적순위, 경쟁 시대, 소비자, 학력주의, 평가 방법, 시장 개방, 세계적 입지, 글로벌 시대, 인상되다, 파동, 차별화, 성공여부, 판가름).

Students also have a rich vocabulary with highly descriptive, emotional, and low-frequency terms in pure Korean (e.g. 두려움, 헷가다, 가시다 (disappear), 호되게, 비롯하다, (노력을) 기울이다, 드물다, 뿡프하다, (덤을) 쏟다, (영향을) 미치다, 질어지다, 누리다, 벗어나다, 겪다, 복돋다, 얼룩지다, 날설다, 이끌다, 삶다, 시기복적, 부시사하고, 흘벅, 고스란히, 이롭다, 해롭다, 드높이다, 자칫하다, 제치다).

They use adverbs in pure Korean with low frequency in a very sophisticated way (e.g. 굼이, 아시다시피, 비록, 나름대로, 곧과희), and mimetic or onomatopoeic words accurately and appropriately (e.g. 뒤죽박죽, 꽃줄 (꽃아랑길다), 꽃망경장, 드르륵, 철쭉, 꽃). They also use idiomatic expressions accurately and appropriately (e.g. 상다리가 부러질듯하게 요란한 음식들이 많이 올라오지만...; 내 눈을 의심했다: 스트레스가 이만저만이 아닙니다).

Incorrectly chosen vocabulary items do not interfere with the flow of meaning seriously.

A few innovative items are noticed (e.g. 우리집 대문 앞에서도 거들먹거리지도 못했던 사람들이).

Students use all types of vocabulary in the Korean lexicon — pure Korean words, Sino-Korean words, and loanwords from English — by choosing a suitable one for the idea presented. They express the same meaning in different ways and/or add subtle nuance effectively.

지금은 ‘글로벌 시대’입니다. 각각의 개성과 그에 따른 존중, 표용이 요구되는 시대입니다.

이 수당의 본질적인 의미는 실업으로 인해 벌어가 끝긴 청년들에게 그들의 생계가 어렵지 않도록 지원해 준다는 것이다.

그러나 현실은 차갑고 냉정하였으며...
 Scripts and Characters

There is some variation in the style and shape of characters in their handwritten Korean, but learners at this level are generally proficient in handwriting in Korean. All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Misspelling occurs infrequently and does not interfere with the comprehensibility of the text or lead to serious disruption in grammar. A few incorrect spellings are evident in each student’s work (these are shown below):

해가 벌써 종전에 떠*지만 ...
유해한 물건들이 우리 사회의 풍토를 혐*치고 ...
국내 축산업의 큰 손실을 초래*할 수 있습니다
이따라* 체결되면서 ...
더욱이* 초등학생은 아직 어리고 ...
부담감이 언제나 머리를 메*우고 있고 ...
여러분 스트레스의 회생한다*으로 삼아 주진 마세요.
다 배운 것들이였*고...풀었던 문제들이였*다.

A few other misspelt words are considered results of genuine ‘typos’ as the same words are spelt correctly in other parts of the text. Punctuation and spacing are generally observed well and errors related to these do not interfere with the overall intelligibility of the text.

Forms and Structures

Students use an extensive range of particles and conjunctive suffixes to express and link complex and/or abstract ideas and/or to add subtle differences/nuance.

They use an extensive range of particles and clause-terminal suffixes — conjunctors, nominalisers, and relativisers.

청년 실업수당이 인상되면 그 수당에 만족하고 취직을 하지 않아 오히려 실업자가 늘어날 수도 있다고 보는 견해도 존재한다.
별도의 다른 운동 없이 자전거 출근으로 아버지는 건강을 빼른 시일 내에 회복하셨고 지금은 치료 목적보다는 건강 유지와 여가 활동을 겸하여 자전거를 타시고 출근하시는.
오늘에서야..
정체성이지...
안타깝게도...
호되게 꾸짖으시네요...
적성과 능력에 관계없이 수학 과학 등의 과목을 선택하도록 강요받는 유학생들은...

Students use a number of idiomatic structures consisting of multiple forms/structures accurately (e.g. ... 영향을 떠칠 것임에 틀림없다; 이 기회를 통하여...; 긍정적으로 보는 면이 있어...; 건강 유지와 여가 활동을 겸하여...; 질병을 비롯하여...; 환경 뿐만 아니라 우리 자신의 건강에도...;
Descriptions of Student Achievement

Students confidently use other suffixes (i.e. tense, honorific, plural, causative, passive, adverbialiser) (e.g. 첫하여, 친하게, 끝려, 줄이기) and a number of auxiliary verbs accompanying infinitives, many of which are not found with students at lower levels (e.g. 밝게 되다, 편해 보이다, 줄어들다, 내버려 두다, 만들어 나가다, 써 버리다, 생겨나다, 빼 놓다, 물어내다). They also conjugate irregular verbs accurately on most occasions (e.g. 드문, 힘든, 품는 (solve), 부러웠다, 도와, 거는, 흘러, 늘리는 (increase)).

A few errors are evident in some students’ text:

- 국내 축산업의* 큰 손실을 초래[sic]할 수 있습니다
- 초등학생들이 ... 너무 어린*다는 생각이 들니다
- 옮지 않는* 방법이라는 것입니다
- 되도록이면 장점[가]* 살릴 수 있도록 하고
- 한국사회에서 이미 학력주의가 자리를 잡으며* ... 석차를 매기는 것이 과연 좋은 장점만 있는 것인지...
- 현 정부의 지지도는 특히 청년들에게 낮고* 이 기회를 통하여 정부의 지지도를 상승시킬 수 있는 것이다.

**Discourse**

Students produce a required text type in an appropriate tone using a variety of cohesive devices effectively. The structure of the text is well sequenced in a logical order—introduction, main body, and conclusion—according to the required text type. Students are able to select an appropriate politeness level for sentence enders and the degree of formality and keep them consistent throughout the text. Other elements (honorific words/suffixes) related to the social distance/status are also used consistently demonstrating students’ awareness of the audience and the context. In addition to explicit devices for textual cohesiveness such as consistent use of polite forms, conjunctive adverbials, etc., they also use a variety of grammatical/lexical items either for mitigation/down-toning or highlighting in order to make sense of their ideas more effectively according to the text type.

An extensive range of conjunctive/modal adverbials are used appropriately in order to make the transition between paragraphs/ideas smooth and to add subtle attitudinal nuances (e.g. 실제로, 그렇게 된다면/되면, 또한, 그러나, 비록, 하지만, 그리고, 과연, 우선, , 즉, 마지막으로, 다음으로, 물론, 그럼, 우선, 만약, 이 밖에도, 소위, 그리고기 때문에, 예를 들어, 하지만, 오히려, 따라서, 만일, 그러자, 아무리, 다이어상, 이 때문에, 역시, 그러나, 아직, 단지, 소위, , 이미, , 너무).

Grammatical/lexical items are used either for mitigation/ down-toning or highlighting in order to express ideas effectively.

- 청년들은 보통 자신들을 제어하지 못하고 실업수당이 들어왔을때 자신들의 즐거움을 위해 사용할 가능성이 없지 않아 있을 것이다.
- 현 시점에서 청년 수당 인상은 우리 사회에 부정적인 영향을 끼칠 것임에[sic] 틀림없다.
Demonstratives and ellipses are used appropriately for referencing and in order to avoid both redundancy and ambiguity.

Occasionally, particularly in long complex sentences, ellipses are used when they are not appropriate. However, this does not affect reference tracking seriously (e.g. 요즘 초등학생들은 정말 붐비할 정도로 학원을 많이 다니고 있습니다. 아무리 여러가지 정책들이 사교육을 줄이기 위해 생겨났다고 해도 [०]* 전혀 줄어들지 않고 있습니다).

A range of honorific words/suffixes/particles are used appropriately in the context (e.g. 정말 좋은 분들 많이 게실 것이라 생각하십니다; 먼저 찾아 빠졌어야 하는데 그러지 못해서 늦 최송합니다; 학부모님들께서… 잘 이해하지 못하시는 것 같아…; 부모님들께 바라는 것에 대해…; 비록 청소년의 입장에서 드리는 말씀이지만…).

Occasionally, honorific expressions are not used where they are obligatory or are used less appropriately.

On a few occasions, less appropriate vocabulary/grammatical items are used, leading to reduced textual coherence.

Occasionally, honorific words/suffixes/particles are used appropriately in the context (e.g. 정말 좋은 분들 많이 게실 것이라 생각하십니다; 먼저 찾아 빠졌어야 하는데 그러지 못해서 늦 최송합니다; 학부모님들께서… 잘 이해하지 못하시는 것 같아…; 부모님들께 바라는 것에 대해…; 비록 청소년의 입장에서 드리는 말씀이지만…).

Occasionally, honorific expressions are not used where they are obligatory or are used less appropriately.
There are few occurrences of figurative expressions, quotes from old sayings, idioms, or maxims. Students in this group highlight or give subtle discourse nuance by choosing a wide variety of devices from their rich grammatical and lexical resources rather than rely on rather explicit devices.

**Year 12 First Language Learners**

*Writing — Average*

**Content**

Students performing at this level seem to prefer to write the text for a letter or a speech. It is evident that students prefer a text type and topic with which they are more familiar and which may be less demanding in terms of logical structure and complexity. Students have sound ability to express their opinions/ideas using relevant information. They are generally able to elaborate their ideas to some degree with additional information, typically providing justification for a statement/argument or contrasting ideas.

The extent of expansion and/or elaboration of topics varies within the individual student and across students in this group. At one point ideas are developed well, while at another point isolated ideas are enumerated with little logical relationship, revealing their varied ability to organise and present ideas.
Vocabulary

Students use a range of vocabulary including some low-frequency items in Sino-Korean words. A range of Sino-Korean words are used to describe/discuss economic, social, educational, and youth issues, personal reflection, and some abstract ideas and to express their opinions on these issues (e.g. 매력적, 본발하다, 정진하다, 집중하다, 열정, 선의, 경쟁, 체계적, 성과, 열등감, 포기하다, 고려, 압박하다, 가능성, 애초, 간면, 구체적, 제시하다, 급증, 각급, 일반적, 심적, 위축, 투자, 부담, 입장, 공정적, 부정적, 시각, 효율성, 원활하다, 오점, 장기적, 일상, 우려, 지 원, 활짝소, 감안, 실감, 대다수, 낙관적, 치중하다, 절망감, 이행하다, 격려, 좌절, 모색하다, 심리적, 압박감, 시도, 괴시, 해소, 희생양, 유익하다).

Those who wrote a short fictional story used a range of descriptive words to express emotions and give detailed descriptions of scenes, characters, and their behaviour. Some of these are low-frequency items in pure Korean (e.g. 들프, 꼭Dismissed, 깪_Execute, 꽁示范基地). Some words referring to Korean culture are also used (e.g. 약초, 양반, 산나물, 새참, 턱발).

Students use specific technical terms including compounds of Sino-Korean words (e.g. 국익창출, 학력사회, 공교육, 사교육, 경제인구, 신뢰도, 과열경쟁, 강박관념, 비 경제 활동 인구, 경쟁률, 경제 인구 공급, 의사소통, 인격발달, 장단점, 인격형성, 교육관계, 경쟁의식, 체험체제). Attempts have been made to use technical terms and difficult words. These attempts are not always successful because of the occasional selection of inappropriate items, leading to some degree of disruption in conveying meaning.

 Occasionally non-technical terms are selected incorrectly. This leads to disruption and/or causes ambiguity in meaning.

해결방안을 모색해 보고자...

학급우*들의 실력을 높여주는...(학생/학급 구성원)

애초에 이런 시발점*을 만들지 않는 것이...(등기)

...자라나는 아이들의 자신감을 떨어뜨릴[sic] 수 있다는 것 또한 배제*해선 안 될 문제 입니다 (간과).

국가와 원수*의 신뢰도를 떨어트[sic]리는 빌미를...

인격에 손실*이 가지 않았으면...

Occasionally non-technical terms are selected incorrectly. This leads to disruption and/or causes ambiguity in meaning.

시험결과를 석차로 메기는 것을 교육*받는다면...

영어폭*으로 많이 도와주셔야 합니다.

잘 적응을 못하기 때문에 양해*를 좀 더칠 수 있어...

한국의 교통은 호주랑 많이 들려서*...

정신을 특별로 가다듬고 그 정체*를 찾아서 진심스럽게 발견을 내달랐다[sic].

영어가 들리게* 되면...

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Descriptions of Student Achievement

Students generally have sound knowledge of collocational patterns (e.g., 학업에 더욱 정진할 수가 있을 것 같아요; 부정행위를 할 가능성이 높아지기 때문에...; 스트레스가 계속 쌓이다 보면...). However, it is evident that inappropriate items are used occasionally, which seems to be related to some weakness in their knowledge (e.g., 학생의 부모가 사교육을 시켜 성적은[sic] 높이다*이고 한다면...; ...경쟁의식이 발생하게* 됩니다; 특이질지 꼭*이질지; 국민들(경제인구)로부터 견어가는 세금의 양이 높아짐*으로써...).

Some innovative words are created (e.g., 서로의 의견을 존중하고 재상의*하는 것입니다; 화화소통*도 늘 것입니다; 자기 자식의 학업위치*를 알려줄 수 있는 ...; 음식은 한식 영식*으로 번갈아 가면서 하고...).

Students occasionally insert English words that have not yet been established as loanwords using Korean script (e.g., 남관적인 마인드; 타임테이블을 확실히 확인하고; 힐스테이 가정; 어싸이먼트나 시험동으로 인한; 체크하하시고; 를을 정하고).

Sometimes the same vocabulary items are repeated within a sentence or in adjacent sentences leading to redundancy (e.g., 하지만 이런 긍정적인 요소보다는 부정적인 영향이 사회에 미칠 영향이 더 크다고 생각합니다; 전에 받은 편지서는 잘 받았습니다).

Students use a range of vocabulary items. The vocabulary items illustrated here include a number of emotion-related or figurative words and words with specific reference to Korean culture.

Scripts and Characters

Students in this group generally seem to have a sound control over handwriting in Korean in spite of some variation. All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Misspelling occurs often and sometimes disrupts comprehensibility. Incorrect choice of characters often seems to be associated with grammatical inaccuracy (e.g., 부정행위로 처벌*하게 됩니다; 자신감을 얻어올*릴 수 있다는; 신뢰도를 얻어올*리기; 명문 중학교에 들어갈*라리; 연설할*려고; 독이 되*버린다; 사회의 효율성을 높일* 수 있다고; 미래에 조급한* 빛이 생김으로써; 베토나가 맞*받이를 거치면서; 여기것* 호주에 살아가면서; 유학을 오고*나; 문화로 받아들이*고; 서툴*르더라도; 길속한*; 부모님 속을 석천*고). [spacing is original]

Other errors seem to be the result of simple confusion between ‘лы’ and ‘릴’, which are similar in shape and sound (e.g. 석차로 매기는; 체크제도).

Some inconsistent punctuation and spacing occasionally disrupt comprehensibility (e.g., 경험이적은; 집.getValueAt; 말한마다도 안통하는 이국방에와서).

Forms and Structures

Students use a variety of forms/structures relatively accurately if they are within their scope. However, their use of forms and structures is less accurate when they attempt to produce relatively complex structures. Inaccurate use of basic forms such as case markers and some lack of awareness of agreement between constituents are also evident.
Students generally have a good command of particles and use various suffixes and auxiliary verbs. They use an extensive range of case particles and delimiters, which are mostly correct. Errors occasionally tend to occur:

1) between `-의` and `-에` (e.g. 우리나라 중고등학교에* 경우; 학생들 간의* 경쟁의식이 생겨났습니다.)
2) between `가` and `의` (e.g. 한국 정부가* 청년 실업수당 인상 계획안을 보고...)
3) between `를` and `에` (e.g. 음식과 문화를* 잘 적응을 못하기 때문에...)
4) between `를` and `로` (e.g. 호주에서는 영어로* 사용하기 때문에...)

On a few occasions students connect a noun and a clause/verb phrase with a case particle `-와/과` (e.g. ...또다시 부담감과 좌절하곤 합니다.)

Students use an extensive range of conjunctive suffixes (e.g. -면, -고, -게, -아/어(서), 니(가), (으)려고, -는데, -(으)므로, -면서, -지만, -고자, -야, -기에, -자, -는지, -더라도, -다던, -나/은지, -거나, -려), nominalisers (-기, -들/을) and relativisers (-이/은, -로/을 –던, -는). They also use other non-terminal suffixes (tense, modal, honorific, causative, passive) and a plural suffix –들.

Students use some suffixes incorrectly (e.g. 저의 언설을 들려* (들어)주셔서...; 사람들은 줄곳[sic] 나를 ...동으로 불리*는(부르는) 것으로 보아 ...; 한국말로 쓰어*진(써어진)...)。

Students also use a number of infinitive forms of verbs with various auxiliary verbs to add/to change the meaning of that infinitive slightly (e.g. 밤고 싶다; 생각해 버리다; 좋아 하다; 비교하게 되다; 생겨 나오다; 좌절하곤 하다; 길이 오다; 흘러 나오다; 배워 먹다; 줄어 들다; 걸어 가다; 받아 들이다; 살아 가다; 받게 하다). However, occasional errors are evident in the use of this structure (e.g. 절망감을 가져* 줄 수 ...; 경제 인구도 먹기* 살기 힘든 판에...).

Students use a range of complex forms where multiple bound morphemes are connected together (e.g. 학업에 더욱 정진할 수가 있을 것 같아요; 체계적으로 공부할 수 있을 거예요; 안쓰럽기까지 합니다; 내 이름을 안 지어 주셨따라보다; 흘러나오고 있었다; 모색해보고자 합니다; 유익한 자료로 쓰였으면 좋겠어요). Some errors are also evident (e.g. 말씀해 드린 바와 같이*).

When multiple auxiliary verbs are combined, sometimes their relationships/functions are ambiguous because of the wrong selections/order of presentation, compounded by the use of other types of grammatical items such as honorifics (e.g. 부모님들 실망시키지 않게 해드리기 위해*).

Students tend to use the same structures within a sentence or in adjacent sentences increasing redundancy. In an extreme example, in one paragraph consisting of four sentences, `-수 있다` occurs in every sentence:

그런 반면에 석차라는 것은 좋은 것 같다[sic]가 될 수도 있습니다. [...] 어느정도 하는지 알아 볼 수 있는 것입니. 이러한 공급중은 누구나 가지고 있는 것이고 [...] 해결할 수 있습니다. 그러나 [...] 이로인해 자라나는 아이들의 자신감을 떨어들릴[sic] 수 있다는 것 또한 배재해선 안될 문제 입니다.
Sometimes students construct a very long noun phrase consisting of several nouns without a particle connecting them (e.g. 초등학교 시험 결과 식사 매길 창단점에 대한...).

Irregular verbs are conjugated correctly in most cases but errors are evident on some occasions (e.g. 외로운; 어렵게; 느끼가; 물리 주시고; 모르지요; 훌린 나오고; 부모님에게 걱정 안들*게 하느라고...; 수업을 들*고...; 누어*서 쉬고; 어두어*서 가는).

Students often add unnecessary phrases.

우리 가족은 시시때때로 큰 괴상양측한 소리를 내는 것을 순기기 위하여* 마굿간 깊숙히 숨겨 두었다.

제 친구중 하나는 한국에서 육상부에서 왕성하게 운동을 하고 있던 친구*였는데...

Some sentences/clauses do not make sense because of missing constituents that would carry key information or because of incorrect structures overall (e.g. lack of agreement between constituents).

Discourse

Most students selected a task that required them to write either a letter to their former teacher or the script for a speech to parents. Although their tones and styles generally conform to the requirements related to the context and audience—use of honorifics and sentence enders in their polite formal/informal forms — other elements do not often conform to the writing conventions (i.e. register) required for the specific text type chosen (e.g. salutation inserted at the end of a letter).

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존경하는 아무개 선생님께 을림

아무개로부터.
The body of text generally meets requirements of the required text type. Students generally follow the typical structure of text—introduction, main body, and conclusion. In the main body of the text, students use a range of cohesive devices, such as honorific suffixes, conjunctives, and modal adverbials such as 우선, 또한, 그리고, 반면에, 하지만, 오히려, 그러나, 마지막으로, 결과적으로, 뿐만아니라, and 족, which are generally acceptable at the micro level. However, in some cases the level of politeness is not consistent either at the textual level or at the sentential level. In other cases the inappropriate selection of certain vocabulary/phrases/sentences leads to discoursal inappropriateness.

Repeated use of the same complex structures or the same words/phrases in neighbouring clauses/sentences leads to redundancy and reduces cohesiveness. (See also the above notes on the use of ‘-수 있다’ under Forms and Structures.)

Students generally use ellipses appropriately. However, reference tracking is sometimes difficult.

Korean

선생님의 편지를 받게 되어서 [sic] 기분이 좋습니다. (letter) 선생님께서 지금 석차로 평가하는 것에 대해서 고민중 이시라면... (letter) 전에 받은 편지는 잘 받았습니다.(letter) 선생님께서 초등학교 시험의 결과를 석차매기는 것에 따라 이해하시야 할... (letter) 읽어주셔서 감사합니다. (letter) 만수무강하세요.(letter) 지금부터... 제 생각을 적어 봅시요.(letter) 부모님들에게 자기 지식의 학업 위치를 알려줄 수 있는... (letter) 오늘 제가 말한 주제는... (speech) 안녕하세요 학부모 여러분들 (speech) 성적을 항상 체크하시고 인상을 징그리니 부모님들... (speech) 여러분들은 알고 있나요? (speech) 국민들의 돈을 더 많이 갈취한다는 것은 (reader’s opinions)
이러한 공급증은 누구나 가지고 있는 것이고 석차로 시험 결과를 매기게 되면 이런 공급증*을 해결할 수 있습니다.

저도 자*의 아버님 어무님과 같이 이민을 해서 외로운 점은 없습니다만, 자*의 부모님에게 걱정 안들게 하느라고...

이곳은 한국과 생활 모습, 교육제도등이 아주 많이 달라 [※*] 선생님의 편지에 도움이 많이 될 것 같아요.

Inappropriate topicalisation leads to difficulties in identifying the topic of the sentence.

청년 실업 수당을 인상하기 위해선* 국만들(경제인구)으로부터 절어가는 세금의 양이 높아짐으로서, 현재 경제 인구도 먹기[sic] 살기 힘든 판에 국민들의 돈을 더 많이 갚취한다는 것은 즉 국민들로부터 국가와 원수의 신뢰도를 떨어트[sic]라는 빌미를 제공하게 됩니다.

Students often use contractions or colloquial forms, which reduces coherence in written text that requires a certain degree of politeness and formality (e.g. 마음 들간이 부모님들뿐이 없으니깐요; 자신의 꼿을 펼치기도 전에 관둬야 하는 ...; 경제 인구도 먹기[sic] 살기 힘든 판에 ...; 유학오는 경우가 많아요; 적어 빼개요; 잘못된것 갈겨돈요; 필요할겸요).

Students use a variety of cohesive devices.

Year 12 First Language Learners

Oral — High

Content

Students express their ideas and/or present information on a wide range of topics on current issues through oral interaction. They draw on their knowledge of history and/or political/social/cultural situations related to the given topics in order to respond to the examiner’s questions/comments. They elaborate their ideas with additional information in various ways such as justification, description, explanation, exemplification, comparison, and contrast. Most topics are elaborated and expanded well.

우선 남한의 경우는요. 민, 민주화를 바, 민주정책을 바탕으로요, 한반도 공동체를 주장하고 있습니다. 그것은 한민족, 남한과 북한이 한민족이잡아요. 한민족한국가를... 만들고, 그 담에 한정부 한체제 형태로 한국가를 이끌어 가는 방안인데요. 반대로 북한은 공산주의를, 공산화, 한반도 전체를 공산화로 만들어서도, 어, 고려민주연방제라는 제도를 사용하는데, 그 제도는 한민족한국가는 같지만, 두 정부 두 체제라고...(comparison and contrast)

Student: 현재 저희 남한에서는 그 남성만 군대가는 것도, 그것은 이년만 가는 것도, 시간당비다 생각해서 군기, 군기피 현성이 일어나고 있는데요, 북한과 비교해보니까요, 정말 남한은 어, 그렇게 좀 많이 약하다는 생각이 들었습니다. 군생활도 짜고, 만약, 만약에 전쟁이 났을 시 북한의 경우 잘 혼련되고 또 그 경험이 많은 군사들이 있기에는데 남한의 경우 북한에 약간 열세 —
Examiner: 그래서 무서워요?

Student: 음 (pause) 네 전쟁이나지 않으리란 법은 없지 않습니까?

Examiner: 그래요?

Student: 그래서. 그래서 평화적 그 침착같은 것도 여는게 중요하다고 생각합니다
(expressing own opinion, justification)

외래어를 안쓰고 그들은 다 언어를 개선하기 위해서 끊임없는 노력을 해서요...아... 손, 손기, 노크를 손기척이라고 말하고요. 모든 것을 다 한국어로 쏙쏙됩니다. 아이스크림도 열음을보호이라고 그들의 말로 표현하는게 참 네 나쁘진 않다고 생각해요. 전 좋다고는 말은 못겠는데요. 네 나쁘지 않다고 생각하고. 아 또 뭐있었지? 아, 그리고 동음이의어가 있는데요. 똑같은 말이지만 같은 소리를 내고 있지만 다른 뜻을, 같은 말이지만 다른 뜻을 지니고 있는건데요. 그것은 어, 접대원. 북한에서는 공공시설이나 여관같은 곳에서 손님을 맞이하는 곳에서 이렇게 서비스를 제공해주는 직업, 직원들을 접대원이라고 표현하지만 한국에서는 일개 술집이나 그런 곳에서 일하던 여성을 일컬어서요...
(exemplification, expressing own opinion, contrast)

북한당국은 전 국민을 세 계층으로 나누고 있습니다. 먼저 지배계급이 있습니다. 이 지배계급은 음... 김정일과 그 일가 친척들로 이루어진 집단으로서, 아... 친척들로 이루어진 갑부집단입니다. 다음으로 기본군중이 있는데. 이 기본군중은 간부로 등용되기에는 신빙성이 부족한 집단으로서... 일반 노동자 또는 농민 혹은 음... 어... 교원 등, 교원 등의 가족 또는 가족들로 이루어진 집단입니다. 마지막으로 복잡군중은 실제로 북한 어... 북한정부에 반대세력을 가진 사람들 또는 사회체제에 불만을 품은 사람들의 가족들로 이루어진 집단입니다. (classifying)

Vocabulary

Students use an extensive range of vocabulary including factual/abstract ideas and technical/special terms. Most words used for abstract ideas and technical/special terms are Sino-Korean words.

A number of low-frequency words are used appropriately for abstract ideas and high-order thinking about historical, political and social issues and events (e.g. 강대국, 입질, 계기, 무력, 발발하다, 반격, 개입, 당시, 점령, 무차별, 공격, 투하하다, 참전, 최초, 확신, 선언, 자료, 의사 (opinion), 방안, 제도, 차이점, 열세, 평화적, 회담, 경제력, 경유, 교류, 정책, 상봉, 가능하다, 경쟁력, 분단, 설치, 극복, 언어적, 장벽, 고유하다, 제지, 전파, 지하, 수익, 배분, 개인적, 통제, 효율적, 강화, 재안, 통치, 주도, 아육, 주돈하다, 사상, 입각 되다, 멸망하다, 우월하다, 우상화, 평소, 흡사하다, 위주, 개선하다, 포함하다, 추구하다, 진보하다, 협력하다, 청하다, 반영, 지지하다, 영향권, 패전, 대략, 영향, 가설, 세력, 확대하다, 극도, 이동, 재고, 위협하다, 추진, 영향력, 행사하다, 설 (theory), 이념, 투입시키다, 유리하다, 상황, 대체, 인격, 완성, 양성, 보상하다, 강화하다, 강소하다, 정치사상, 결합하다, 자행되다, 야만적, 계층, 집단, 간부, 등용, 신빙성, 불만, 배급받다, 양, 질, 처벌, 자료, 대화, 통질상, 희복하다, 시급하다, 대폭직, 동참하다, 척도, 지원, 관련, 수단, 통치, 도구, 구독하다, 남용, 극소수, 기본적, 구사하다, 특이하다, 승배하다, 긍정적, 부정적, 이질감, 주장, 대열, 식량난,
Descriptions of Student Achievement

Students use some qualifying words—both pure and Sino Korean—(e.g., 결국, 다소, 우선, 일단, 주로, 만약, 일단, 이의, 아무리도, 크게, 평소, 곧이, 원만큼) and some other loanwords from English with relatively high frequency (e.g., 인터넷, 구글, 마사일, 페이저, 퍼스텐트, 라디오, 타이어, 비디오, 사이트, 인터뷰) appropriately.

They demonstrate their sophisticated vocabulary knowledge by using a number of idiomatic expressions, some of which are highly technical and/or sophisticated (e.g., 동축상장의 비극; 씨를 수 없는 상처; 나쁘지 않다고 생각해요; 지정학적 위치; 선진국 대열; 농업의 농자도 모르는...; 어린 맘에; 민주 정책을 바탕으로; ... 없는 결로 알고 있습니다; 비교를 하자면; 이십대 젊어서; 만약에 전쟁이 났을 시; 전쟁이 나지 않으리니 법은 없지 않습니다가?; 이러한 점으로 미루어 보아; 남한의 교육과 달리; 웃의 질의 차이는 물론이고; 기회가 된다면).

Although a range of technical terms, difficult words, or idiomatic expressions are used mostly appropriately, there are occasional inaccuracies in the selection of items. However, these inaccuracies do not lead to serious disruption in meaning in most cases.

교육의 큰 거장* 두 명

그런 스토리가 앞에서 항상 얘기가—아기*가 되고 이렇게 공부를 시작하기 때문에

같은 민족이라는 저도 민족성*을 많이 느끼거든요.

인터넷에서 당시* 찾아보니까 그쪽에는 또 다른 가설이 하나가 있는데
Students make some innovative/inaccurate compounds involving both pure and Sino-Korean words (e.g. 남한군*, 우선시*, 주입화*, 무기력* (무기 + 력), 요변년도* (음해). However, they have generally sound knowledge of collocational patterns (e.g. 흰쌀밭에 고깃국; 원자폭탄을 투하하게 되는데요; 경쟁력도 좀 살아나고; 자매결연 같은 거 맞어서; 같은 최를 저지른다* 해도; 차질이 분명히 벌어*질 거라고).

Students occasionally use English words that have not yet been established as loanwords (e.g. story, research, open mind, business, CEO, leadership, target, topic, in-depth study).

**Forms and Structures**

Students use a wide range of forms/structures with great accuracy in the oral examination. Although there are occasional errors/inappropriate omissions of grammatical items, the disruption caused by this is minor. They express complex ideas and/or add subtle nuance to them by using complex combinations of multiple forms/structures, with very occasional minor lapses.

Students generally have a very good command of particles and use various suffixes and auxiliary verbs. An extensive range of items are used and they are mostly correct.

On a few occasions, particles are omitted on obligatory occasions leading to minor disruption (e.g. 식량[ष*] 부족할에도 불구하고...; 동질성[ष*] 회복하는 게...).

Errors in articles occur very occasionally (e.g. 한 사람이* 소유가 아니라...; 이념과의* 사상의 대립이 켜기 때문에 ...; 북한에서의 언어란 어... 공산혁명과 주민 동원의 수단이며 [...] 통치의 도구라고* 바라보고 있어 ...; 모든 국민으로부터* 하여금...).

Students use an extensive range of conjunctors (e.g. -면, -고, -아/어서, -나(가), -는데, -면서, -지만, - 다면, -거나, -다가, -아/어도, -되, -자면, (이/아니라) -다시피, -독, -더라도, -로(을)까봐), relativisers(e.g. -ㄴ/은, -ㄹ/을 -던, -는,), and nominalisers (e.g. -기, -로/음) with few errors.
Students use a wide range of non-final inflectional suffixes (i.e. tense, modal, honorific, causative, and passive suffixes) and the plural suffix for nouns mostly accurately.

A number of auxiliary verbs and infinitives are used accurately with very few errors:

Students use an extensive range of complex forms where multiple bound morphemes are connected with very few errors (e.g. 전체가 나지 않으려면 법은 없지 않습니까?; 시간이 많이 걸릴 것이라고 ...; 극복해 나갈 수 있도록 ...; 김정일과 김일성뿐이라는 것인데요; 이산가족이 없음에도 불구하고 ...; 많이 뒤쳐졌다 해도 ...; 이루어 나갈 수 있을 것 같아요; 발음에서부터도 많이 다른 ...; 개선하기 위해서 ...; 협동농장이라고 해서 ...; 한 사람이[sic] 소유가 아니라 ...; 어떻게 가르쳐야 하는지도 ...; 대학을 가기보다는 ...; 흥미로웠던 것 같아요; 그로 인해 가지고 ...; 말씀 드렸다시피 ...;

특이하긴 했어요).

Sometimes, a complex structure is embedded in the same structure making the entire utterance too complex and redundant (e.g. 편할 것 같진 않을 것 같네요).

While the verb final word order is observed well, the occasional absence of constituents on obligatory occasions or the lack of agreement between constituents leads to varying degrees of disruption to conveying meaning.

가장 자신있다고 말하기보다는 가장 재미있게 공부한 내용이 있었는데요

남한인물들과 북한인물을 비교한 책이 있는데, [...] 토픽이 여러가지가 있는데, 교육은 [i.e. 교육에 관한 자료는] 거기서 얻었으며...
Irregular verbs are conjugated correctly on most occasions (e.g. 갈라진, 안타까울; 저지른다해도; 폐었으면).

**Fluency**

Students speak fluently in most cases. There are brief unfilled pauses at times but they are not lengthy ones. Sometimes students use pause fillers when they need processing time. ‘음’, ‘어’, or ‘아’ and some demonstratives such as ‘그’ and ‘이’ and words that are derived from ‘그렇다’ or ‘이렇다’ such as ‘그니까’, ‘이케(이렇게)’ and ‘그케 (그렇게)’ function as pause fillers. At times they use private speech during the pause.

Students hesitate more often because of reformulation/correction of utterances rather than simple repetitions.

 conexao

**Intelligibility**

Pronunciation is very clear and the students’ utterances are intellibible.

**Comprehension**

Students’ responses to the examiner’s questions/comments are very spontaneous. They signal their understanding of the questions/comments by starting their response with ‘아, 네’ or ‘그건 (referring to the topic of the examiner’s question) or ‘맞아요’ (confirming the examiner’s statement).

Examiner: 어저께는 뭐 왜래를 접대 안 쓴다는 말들을 하던데요.

Student: 네 네 맞아요. 왜래를 안 쓴 그들은 다 언어를 개선하기 위해서 [...]
Descriptions of Student Achievement

At other times they expand the idea starting with the keyword that the examiner gives.

Examiner: 미국이 남한을 영향권 안에 두려고 했던 이유는 이제 간단하게 달이, 그리네요. 공산화가 될 — 뜨까봐...

Student: 예, 공산화가 되는 것도 있지만, 또 그 전에 미국이 일본과 체결한 평화협정을 유지하기 위해서, 그냥 미국이 정치적으로 좀 불안했던거죠.

They also start their turn with such words as ‘그래서, 그런, etc.’ referring to (certain parts of) the examiner’s statement.

Examiner: 근데 그런 식으로 교육받은 학생들하고 우리 학생들하고 혹시 뭐 틀릴까 돼서 만나면 잘 어울릴 수 있을까요?

Student: 그래서 저는 약간 통일에 대해서 긍정적... 이기 보다는 살짝은 부정적이니, 제가 결정하는 부분도 그런 부분이거든요.

Communication Strategies

Communication strategies to repair communication breakdowns are rarely required.

Students sometimes clarify their own utterances for the examiner to comprehend their ideas clearly.

Student: 어, 만약에 그 어, 남한이 북한에 의해서 공산화가 완전히 이루어지며 [...] 그 다음 타겟은 아마 일본이 되지 않을까 상어다 볼만한 미국이 바로 육이오전쟁이 발발하고 두달 후에 파병을 일게 요청하는 —

Examiner: 근데 미국만 오진 않았잡아요. 연합군 식육개국이 다 왔잡아요.

Student: 예, 근데 어 대부분의 유엔연합군에는 대부분의 군대가 — 어, 아마도 대략 오십퍼센트 이상의 군인들이 다 미국에서 온 걸로 알고 있습니다.

Students pre-empt the possible question that the examiner would ask.

Examiner: [...] 거기에 어떤 한반도, 조선...인들의 당시 조선인들의 어떤 의견이 반영이 됐다고 생각합니까?

Student: 제 생각에는요...

Examiner: 예를 들면 여기 이 회담에 참가한 적이 있습니까?

Student: 제가 조사한 자료에는

Examiner: 예

Student: 한—한국...인이나 한국에 대한 의사결정 — 의사들 몰어본 적이 없는 걸로 알고 있습니다.

Students show empathy for the interviewer.

Examiner: 그러면 거기도 뭐 이 집안 배경같은 게 많이 중요한 사항가봐요.

Student: 예 그런 것같아요. 저도 처음엔 그러지 않을 거라고 생각을 했는데요.
Students place a high pitch on words/phrases in order to contextualise or emphasise.

 Occasionally students seek agreement from the examiner.

 Student: [...] 만약에 전쟁이 났을 시 북한의 경우 잘 흔련되고 또 그 경험이 많은 군사들이 있게되는데 남한의 경우 북한에 약간 열세 —

 Examiner: 그래서 무서워요?

 Student: 음 (pause) 네 전쟁이 나지 않으리란 법은 없지 않습니까?

 Examiner: 그래요?

 Student: 그래서 그래서 평화적 그 희망같은 것도 여는데 중요하다고 생각합니다

**Discourse**

Students maintain cohesiveness in their utterances well by using a variety of devices. They use a number of technical terms and other low-frequency items related to the topic of the interview in order to demonstrate their knowledge. They also use an extensive range of complex forms/structures in order to add subtle nuances or sophistication to their utterances (see Forms and Structures for details). They are generally successful in maintaining the politeness level in the formal situation of an examination interview. They use the basic device for cohesiveness by keeping sentence enders to polite informal/formal forms. They also use the honorific suffix –시, honorific particles (-께서, -께), honorific words, and the humble forms of the first person pronouns (저, 제, 저희) both for the examiner and other referents where necessary (e.g. 선생님께서 보여주신 비디오는…; 그 부분은 제가 아직 확실히 않아서 좀 더 공부해보고, 해보고 싶은데요; 그리고 사실 저희 집에요, 제가 어렸을 때 그, 안 — 안에 제가 살았거든요).

 However, there is some occasional overuse of honorific devices, particularly when students use the humble forms for the first person. (This is a relatively common inaccurate practice among Korean adults and students.) (e.g. 현재 저희* 남한에서는…; 저희* 나라는 이제 이산가족 상봉도하고…; 저희* 군대를 조금씩 더 강화해가지고…)  

 In utterances with informal polite verb endings, students use a range of forms ending in –요 to add different attitudinal/emotive nuances (e.g. -는데요, -거두요, -잡아요, -더러구요, -대요, -지요/조,). The extent to which these forms are used is not excessive and students alternate these endings and the polite formal ending –습니다 successfully, building up rapport with the examiner while maintaining cohesiveness overall (e.g. 소련군이 막바지에 참전을 하게되는데요. 그때 그러면서 일본 — 대한민국이 일본에서 해방이 되면서 그 전쟁에 참전한 소련군이 소련정부가 덧가를 요구하게 됩니다.).

 Although the students are highly successful at maintaining coherence, in some cases, the degree of cohesiveness is reduced because of some use of very colloquial expressions in interviews where technical terms and abstract vocabulary are dominant.
Year 12 First Language Learners

Oral — Average

Content

Students performing at this level have sound ability to express their ideas and/or present information on a range of topics on current issues through oral interaction. They draw on their knowledge of history and/or political/social/cultural situations related to the given topics in order to respond to the examiner’s questions/comments. They are generally able to elaborate their ideas with additional information. The degree of elaboration and the extent of expansion of topics vary within the individual student at different times of the test.

(...) 통일이 왜 되어야하냐...면요. 일반 통일에는 많은 경제적, 이익도 있고. 그러나 예를 들면, 한국-남한은 기술력은 정말 뛰어나잡아요? 근데 지금 노동력이 부족해서 외국 노동자들도 이렇게 오고 있는 상황에다가 그 노동자도 임금이 비싸고, 언어문제도 있고, 그렇기 때문에 약간, 게다가 어려운데, 북한이랑 통일이되면 북한 사람들은, 일단, 일단 중요한건 언어가 한국어잡아요? 게다가 임금도 많이 비싸지 않고. 그래 가지고 이렇게 우리나라 기술력과 북한의 노동력이 합쳐면 우리나라가 이렇게, 경제대국으로 갈 수 있는 길이 생기지 않을까. 생각해서, 통일 가능성. 그리고 또 네. (pause) 그리고 일단 우리나라라는 고조선 때부터 한 나라였잖아요, 근데 지금 분단된게 너무, 오십 년, 그러니까 오천 년중에 오십 년만 이렇게 분단되건데, 육십 년... (justification and comparison)

예, 그래서 흘수 통일은 한 체제가 붙었고, 되어야 되어야서 어떤 것이 있어 흘수 통일을 하는 것 같아요. 북한이나 예멘이나 독일같은 경우에는 다 어렵지 않아 흘수 통일을 한 것이에요. 그런데 그에 비해서 남한과 북한은 지금 분단이 된지 오십 년이나 되었잖아요. 그러니까 여러 이질화가 생겼어요. 예를 들면 언어 이질화에서 우리는, 저같은 경우는, 어 습리퍼 신고 있다. 이렇게 하지만, 북한 사람들 같은 경우는, 끝신을 신고 있다. 이라잡아요. 그러니까 말도 다르고, 그러니 [sic] 언어 이질화뿐만 아니라 가치관도 다르고 또 경제나 정치도 이제 여러, 다르잡아요. 그래서 흘수 통일했을 경우에는 그런 점이 해결되지 않고 미리 어떻게 그것을 방지하고, 그런 통일 부작용을 최소화할 수 있는 계획을 야 했기 때문에 어, 그로 인한 여러 오해와 그런 문제점을 일으킬 수 있기 때문에 흘수 통일은 안 된다고 생각합니다. (contrast, exemplification and justification)
만약 통일이 돼도, 통일이 돼도 아마 이렇게, 바로 민주주의나 공산주의로 이렇게 한 번에, 막, 바뀌진 못할 것 같아요. 왜냐면 오늘 날, 옥실 날? 옥실 날 동안 너무 많이 변해져 있고, 이미 두개 다 — 나라가. 그담에, 그 개성이 너무 강하기 때문에 이렇게 친히 바뀌 나가야, 친히 바뀌 나가야 하는데, 그것도 남한이 — 남한이 같이 — 남한이 그 — 일단 의식주야 경제활동이랑 그 — 북한 사람들의 생각있잖아요? 그게 너무 다르기 때문에 그걸 일단 바꾸기 위해서 많은 교육이 필요할 것 같고, 그런 교육을 꼭, 북한 사람들한테만 시키면 그게 너무 북한 사람들한테 이렇게 너무 불이익 — 약간 그런 거 같기 때문에 남한 사람한테도 북한의 문화를 가리키는 방안으로 이렇게 한 다음에, 그러니까 그렇게 한 번에 못 바뀌겠지만, 서서히 바뀔 수 있도록, 교육 — 그렇게 해 가지고, 만약에 이렇게 경제도 비슷하게 되고, 남한이도 왜 주고, 그렇게 해 가지고, 하는 나라가 될 수 있지 않을까, 그래서, 네.

(Justification for a statement/argument)

고문 배우 중에서 가장 유명한 배우는 리경숙이라는 배우세요, 그 여자배우는 이제, 그러니까, 배우, 연기자 배우가 아니고 성악을 하는 사람이거든요, 가수처럼. 그러니까 우리나라의 합금정도 되는 가수레요. 근데 신세대 가손데, 일곱 살 때부터 이렇게 재능을 인정받아 가지고, 학원 예술학원을 다니면서 성악을 공부하고, 노래로써 사람들에게 친숙하게 다가가서 되게 인기가 많아요. (Detailed description)

Examiner: [...] 육이오를 하기 위해서 전쟁 준비과정이 있었습니까?

Student: 네, 김일성이, 김일성, 그 전쟁을 하기 위해서 미국의, 그, 있었, 그 군부대들이 빠지고 나서 오백 명밖에 안 남았었는데요, 그 때 김일성이—모택동하 — 아 우선 스탈린에 가 가지고 모택동하고 그 전쟁을 먼저 한다고 그런 식으로 애길하고, 또 모택동한텐 가 가지고 스탈린이 먼저 이렇게 한다고 해서, 군단을 모아갖고... 네.

Examiner: 군대를 모았으면 그랬으면 중국하고 소련에서 군대를 모은 거예요?

Student: 소련에서 군 — 군대 무기같은 걸 많이 —

Examiner: 중국에선 또 무슨 지원을 받았어요?

Student: 중국에서는 나중에 유엔군 참전한 후에 그, 인해작전, 사람들을 막, 하는 걸 해서 — (Limited description; irrelevant information)

Student: 그, 일단 통일이 되면요, 그 몇 가지 문제가 크게 발생할 것 같아요. 일단 가장 중요하게 언어고. 그러니까 언어로 인해서 그 사람이 북한에서 왔다, 이거 느끼게 되고 그 지역 감정에 의해서 이렇게, 솔직히 지금 제 생각은요, 제 생각에, 한국 사람들이 약간, 북한, 그러니까, 저희 나이 때에, 그러니까, 저희보다 높으신 세대들은 안 그러실지도 모르겠지만, 약간 북한 사람들도 이렇게 얘기하는 게 꺼려질 수도 있기 때문에 이렇게, 언어의 이질자가 좀 큰 문제가 될 것 같습니다.
Examiner: 음… 어떻게 틀려있는네요?

Student: 음… 일단, 언어, 단어 하나 자체가, 약간 복잡한 영어처럼 완전하지 않고, 고유의 한국말인데, 한국어는 이렇게, 영어가 너무 많아 섞여있고, 그렇지 않아도 영어가 일단 너무 많이 들어가 있어요. 일부어도 많이 들어가 있고. 근데 복잡한 한국영어에 언어를, 그래도 한국어를, 순수한 한국어를 지키려고 노력하면서 별도 몇 개 만들고, 예, 그랬던 걸로 기억합니다. (limited justification and explanation; irrelevant information)

우선 이질화를 위해선, 개인, 이질화는 국민 개인간의 생각을 바꿔야할 필요가 많다고 생각합니다. 그래서 통일, 우리나라의 통일 교육이 좀 시급한 것 같습니다. 예를 들어서 보통 우리나라 학생들, 젊은층의 학생들은 통일 교육 받았다고 물어보면, 어, 잘 받지 못, 제가 인터넷에서 리서치와 어, 서베이를 한번 해봤는데, 통일에 대해서, 스스로하게 못 배우고 표면적으로만 그냥 표면적으로만 해야 한다고 배워서 그런지 학생들의 통일 교육에 대한, 관련 지식이 너무 부족했습니다. 그래서 막, 막연히 우리는 국력을 위해서 통일 되어야 한단 통일 되어야 한다, 이런, 이런 것 보다는, 그 우리나라가 분단되어있던, 우리나라가, 우리나라가 분단되기, 분단했던 그 이유와, 어, 당위, 당위성에 대해서 학교에서 어, 교육을 철저히 해야 된다고 생각합니다. (limited development of an opinion with some irrelevant information)

Vocabulary

Students use a range of vocabulary including factual/abstract ideas and technical/special terms. Most words used for abstract ideas and technical/special terms are Sino-Korean words.

A number of low-frequency words are used appropriately for abstract ideas (e.g. 중요시하다, 유일하다, 지역감정, 이질화, 유치, 고유, 순수하다, 경제적, 이익, 가능성, 배경, 적합하다, 지역, 경우, 제한보다, 제약보다, 추천, 발생하다, 기억하다, 의지, 최소한, 방안, 상황, 이해적, 여파, 관여하다, 제재, 불가하다, 의도, 취급, 국력, 성장(하다/시키다), 막연하다, 민족, 교류, 시급하다, 철저하다, 실질적, 개개인, 당위성, 피해자, 학교하다, 배후, 세력, 무력, 인하다, 계기, 사전, 지원, 타격, 병력, 무사하다, 제의, 거절하다, 혼란, 소유하다, 상대하다, 기세, 개입, 자원, 잠재력, 단기간, 실험, 유형, 추구하다, 봉고, 제재, 해결되다, 방지하다, 문제점, 합의, 비판, 강요하다, 설득하다, 인내력, 애로사항, 친일감, 형성, 보편적, 재능, 인정받다, 친숙하다, 사상, 영향력, 우상, 수준, 투철하다, 국방, 차이점, 공통점, 경제력, 대립하다, 참고하다, 방면, 단일민족).

They also use some pure Korean words with relatively low frequency (e.g. 귀려지다, 일거를, 치르다, 느슨하다, 바람직하다) and a number of technical/special terms, most of which are compounds of loanwords from Chinese (e.g. 관광산업, 기적, 외래어, 교육법, 민주주의, 공산주의, 의식주, 경제활동, 노동자, 임금, 기술력, 노동력, 고조선, 통일신라, 고려, 조선, 광복, 회담, 수상, 이념대립, 분단국가, 경제대국, 핵위기, 사회통합, 국력성장, 대북정책, 험별정책, 문화교류, 이상가족, 합의, 참전하다, 안전상륙작전, 역전, 직원협정, 고려앙방제, 한민족공동체, 자본주의, 사전 계획, 전차 (tank), 대포, 전폭적, 남침계획, 철수, 지원병력, 전투기, 탄화, 중공군, 의사소통,
They use some qualifying words—both pure and Sino Korean (e.g. 원래, 일단, 진짜, 어쩔 수 없이, 하여튼) — and a few non-technical loanwords from English (e.g. 포스트, 인터넷, 버스, 컴퓨터) appropriately. They use some idiomatic expressions appropriately on most occasions but sometimes with errors (e.g. 대화의 장; 타격을 입었는데...; 아무리 어리다고 해도...; 빈부의 격차; 어쩔 수 없이; 부정적인 시각; 하루 아침에 되는 게 아니잖아요; 많은 피땀으로* 노력을 하는데요).

Attempts to use technical terms, difficult words, or idiomatic expressions are not always successful because of the occasional choice of inappropriate items, leading to some degree of disruption in conveying meaning.

The inaccurate choice of plain non-technical words often causes disruption and/or ambiguity in meaning (see also description under Communication Strategies) (e.g. 인해작전, 사람들을 막, 하는 걸 해서...; 거기 관광지역만, 예, 무장해제 이렇게 따로 해놓은 거예요. 네, 다른 안쪽으로 들어올 수 없고...; 저희보다 높으신 세대...; 한국어 수업에서 받았던 종이랑...).

Students use some innovative/inaccurate compounds involving both pure and Sino-Korean words (e.g. 통일부작용*, 퇴보되다*, 피해되다*, 엉치막 الدنيا*).

They have generally sound knowledge in collocational patterns with occasional inaccuracies (e.g. 얘기할 때 많은 오해를 일으킬 수 있잖아요; 눈*을 넓혀...)
Forms and Structures

Students generally have a good command of particles and use various suffixes and auxiliary verbs.

Students use an extensive range of items and they are mostly correct (e.g. 실질적인 통일교육보다는 통일포스터 만들거나 글짓기, 글짓기를 통해서; 슬박극질이라든지, 여러분을 하면서). However, occasional errors are evident (e.g. 통일이* 가는 길이 정말 어렵고...; 김일성이 소련에* 방문하여 오산에서* 미군병력이 들어왔는데...; 취급을 받았다고 생각을* 들구요).

Students use conjunctors (e.g. -면, -고, -여/어서, -니(개), -🎎)려고, -는데, -면서, -지만, -다면, -거나, - 거든, 들가, -려면, -여/에도, -지, (이/아니라, (이/아니라서, -도록, -려고, -ㄹ/을까봐), relativisers (e.g. -ㄴ/은, -ㄹ/을 -던, -눈,), and a nominaliser (-기) with very few errors.

이 전쟁은요, 우연히 일어난 것이 아니라 정말 김일성이 사전에, 사전 계획한 전쟁으로, (pause) 전쟁으로 일어났습니다.

지금 노동력이 부족해서 외국노동자들도 이렇게 오고 있는 상황이예가* 그 노동자도 임금이 비싸고, 언어문제도 있고, 그렇기 때문에...

Student use a range of non-terminal inflectional suffixes (tense, modal, honorific, causative, and passive suffixes) and the plural suffix for nouns with occasional errors.

안 그러실지도 모르겠지만, 약간 북한 사람들과 이렇게 얘기하는 게...

호주에서 교복을 입히는 이유가 어, 일단은 빈부의 격차를 보여 주지 않기 위해서, 이렇게 입[기]* 는 것이잡아요.

Students use a number of verbs in their infinitive forms accompanied by various auxialiary verbs (e.g. 열어 놓다; 들어 다니다; 알아 보다; 알아야 하다; 좋아 하다; 느끼게 되다; 섬이어 있다; 학교해 지다; 바쳐지 못하다; 바꾸어 나가다; 비싸지 않다; 마서도 되다; 해야 되다; 밀리고 나다; 설득하려고 한다). Errors occur very occasionally (e.g. 옥십년 동안 너무 많이 변해 저* 있고).

The verb final word order is observed well. However, students often end an utterance without the main verb or with a verb without a sentence ender.

추천 — 이렇게 그렇게 낫으면 이렇게, 몇몇 이렇게, 많이 빌는데 한 사십명, 이렇게 한번에 가는 거, 이렇게, 그렇게, 네, 그런 식으로

그 이후로 조금씩... 조금이라도 땅을 더 먹으려고, 막해서, 이승만하고 그렇게, 해서 [laugh]

The occasional absence of constituents on obligatory occasions or the lack of agreement between constituents leads to varying degrees of disruption in conveying meaning.

Examiner: 그러면 그것이 사전계획이었다는 것이 어떤 점에서 보여지나요?

Student: 천구백, 천구백오십년초에 김일성이 소련에 방문하여 아, 전차와 대포 등을 스탈린으로부터 지원을, 전폭적으로 지원을 받아, 서, 남침제작을 같이 세워가서 알 수 있습니다.
Students use a range of complex forms where multiple bound morphemes are connected (e.g. 지역감정에 의해서 ...; 안 그러실지도 모르겠지만...; 통일이 쉽지는 않을 것 같은데요; 우리나라의 국력을 [...] 성장시키기 위해서라도...; 설득하려고 하기 때문에...; 이런...여파들이 저희에게까지 끌칠까봐; 우리가 한반도의 주민인데도 불구하고...; 선생님께서 말[sic]하시기를 ...). However, some errors are evident (e.g. 일본, 중국, 러시아, 등에 대해서* 많은 제재를 받고 있는데 ...; 다만 단기간의 안 좋은 점 때문에 안 하면 안 되는 것이 아니라* 우리 모두를 위해서 해야되는 것이구나...).

Irregular verbs are conjugated with very occasional errors (e.g. 다르기 때문에...; 정말 어렵고 점점 더 어려워지는데...; 김대중 대통령이 열은* 6자 회담으로써...).

**Fluency**

Students show variable fluency that differs according to the familiarity of the topics that the examiner asks about and the degree of anxiety that each individual feels. Students often pause within and between utterances. Sometimes they abandon the utterance after a pause of noticeable length followed by a sigh. In addition to these unfilled pauses, students often use pause fillers between words, phrases, clauses, and sentences. Sometimes these pause fillers are used between syllables of a word. The typical pause fillers found in the oral performance of this group are: ‘음’, ‘어’, ‘아’, ‘예’, and ‘에’. Some demonstratives such as ‘그’ and ‘이’ and words that are derived from ‘그렇다’ or ‘이렇다’ such as ‘그니까’, ‘이게(이렇게)’ and ‘그게 (그렇게)’ function as pause fillers. Occurrences of these pauses (filled/unfilled) sometimes interfere with the flow of utterances (e.g. 어, 그니까 한마디로 얘기하면, 그 거기 관광지역만, 예, 무장해제 이케 따로 해놓은 거예요. 네, 다른 안쪽으로 들어올 수 없고 절대로. 예, 그런식으로 해놓고...).

The most frequent hesitation phenomenon is repetition across all students at this level (e.g. 사, 사회, 사회통합도 시급하다고 생각되는데요, 민족, 민족간의 교류, 민족간의 교류가 당연히 필요할 것이고...). Reformulation/correction also occurs frequently (e.g. 두 나라의 피해로는— 공통점으로 — 공통으로 피해되는 건 역시 분단이라고 생각하시구요.). At times, students abandon the speech after a long pause or several repetitions (e.g. 그분들도 한국어를 쓰지만, 제가 그분들과 이제 대화를 할 때 많이 다르잖아요. 근데 그 분들에게 이렇게, 얘기할 때 제가, 어 — 이길 얘기해야겠다. 이렇게 아니라, 제가 생각할 때는 정말, (pause) 아...)

**Intelligibility**

Pronunciation is generally clear and student utterances are intelligible.

**Comprehension**

Students’ responses to the examiner’s questions/comments are generally spontaneous. They often signal their understanding of the questions/comments by starting their response with ‘아, 네’ or ‘그건 (referring to the topic of the examiner’s question).
Descriptions of Student Achievement

Examiner: 그거를 뭐라 그러죠? 신탁통치라고 애길하죠?

Student: 아, 네. 신탁통치.

Examiner: 한 몇 명 정도가 있대요? 인민배우가?

Student: 어, 저도 그런 잘 모르겠는데요.

Very occasionally they signal their difficulties in comprehending the question by asking ‘네?’ or explicitly requesting the examiner to repeat the question.

Examiner: 그걸 뭐라 그러죠?

Student: 네?

Examiner: 국력성장 이외에 어떤 면에서도 통일이 되어야한다고 생각하나요?

Student: (long pause) 다시요.

Communication Strategies

Students use some communication strategies such as requests for clarification/elaboration, paraphrasing and clarification. These strategies are sometimes successful but not always.

Examiner: 그가 가사가 어떻게 되지요?

Student: 어 제가 불러…야 되요? (request for clarification)

Examiner: 아니오, 아니오, 가사가 지금 잠깐 생각이 안 나서요.

Examiner: 그니까 아까 뭐 그 핵위기 그렇게 있었을 때 어떻게요 제재를 받았습니까, 그 샌프란시스코 그러면, 그 회의에 참석하지 못했든, 못했던 건 어떤 명분이었습니까? (pause) 그리고 그게 어떻게 우리나라에 어떤 순하늘 까쳤고, 그리고 또 그게 어떤 제국주의 열강들 사이에서, 어떤, 어, 경과 때문에 우리가 제재를 받았습니까, 그들로부터.

Student: (pause) 다시 설명해주세요. (request for elaboration)

Examiner: 예, 아까 [...]

Student: [...]그니까 금강산관광을 기점으로 지금 이렇게 몇가지 이렇게 지역을 이렇게 열어왔어요. 근데 그대신 정부가 이렇게 그걸 막아놓고, 근데 그걸.

Examiner: 그게 무슨 말이에요? 열어놓고, 막아놓고, 이게 어떤 얘기예요?

Student: 어, 그니까 한마디로 얘기하면, 그 거기 관광지역만, 예, 무장해제 이케 따로 해놓은 거에요. 네, 다른 안쪽으로 들어올 수 없고 절대로. 예, 그런 식으로 해놓고 (paraphrasing)
Examiner: 그러나 애를 둘면, 언어의 순수성을 지키기 위해서 외래어를 금지한다면, 그러면 무슨 그런식의 법이예요, 그렇지 않으면, 어떤 최소한 어느정도는 뭐예요?

Student: 아니 그런게 아니예요. 그러나 순수한 한국어를 쓰자, 이런 의지에서, 공과, 그런 타이틀로 일례 교육법에 있어서도 한국어, 순수한 한국어를 쓰고, 그런 식으로, 예... 그런 법을, 예 (clarifying)

**Discourse**

Students maintain cohesiveness in their utterances using a variety of devices. They use a range of technical terms and other low-frequency items related to the topic of the interview in order to demonstrate their knowledge. They also maintain some degree of politeness in the formal situation of an examination interview. They use the basic device for cohesiveness by keeping sentence enders to polite informal/formal forms. They also use the honorific suffix –시 and honorific words where necessary when addressing the examiner (e.g. ‘질문 좀 다시 해 주시겠어요?’; ‘죄송합니다’). Students also use the humble forms for the first person mostly appropriately (e.g. 통일의 당위성에 대해서 제가 생각을 많이 해 봤는데, 결국 통일은 우리나라의, 어, (pause) 우리–우리–우리나라의 국권을 지키–국권을 지키고...).

In the utterances with informal polite verb endings, students use a range of forms ending in –요 that add different attitudinal/emotive nuances (e.g. ‘...생각되는데요’; ‘생각하거돈요’; ‘모르잡아요’; ‘갈더라구요’; ‘가수래요’; ‘뛰어나야죠’).

Although the politeness level of sentence enders is consistent, in some cases excessive use of these informal endings does not seem to be appropriate given the examination situation, the social distance between the student and the examiner, the topics which are rather serious, and other register such as highly technical terminology.

While students use the addressee honorific appropriately in general, there is variability in their use of ‘referent (i.e. subject, object, dative) honorifics’ and this reduces the degree of cohesiveness of their utterances.

저희 할아버지가* 예 조선족이랑 간도쪽에서 연구하시거돈요. 그래가지고 할아버지한테*도 많이 물어*봤죠, 네, 아빠도* 간도 그 국제법이나 뭐 그런 거 하시거돈요.
그래가지고 아빠한테*도 많이 물어*봤어요.

At times, the degree of cohesiveness is reduced because of some use of colloquial expressions in interviews where technical terms and abstract vocabulary are dominant (see also the above example where ‘아빠’ is used).

[...] 러시아에서는 북한쪽을 도왔고, 미국에서는 남한쪽을 도왔었다고야. 그러다가 인제 개내들이 해 먹올라도, 우리나라를 이케 반반씩 갖고 갈라고 했었닷야. 정치적인 면이나 그런면에서. 그래 갖고 그케 딱 분단이 되어서 싸움이 일어났는데... 휴식을 취하자, 이래서 휴전선을 그었어야요.
그 이후로 조금씩... 조금이라도 땅을 더 먹으려고, 막 해서, 이승만하고 그케, 해서...