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Year 6/7

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 き・・・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・・・ み・・・ – to do べ・・・ – 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. お/の/を) 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 たいしい).

At times more serious spelling errors, which cause confusion in meaning, occur, for example, にわ と さかな と ぬ (intended as にわたり さかな とぬ).

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 かすきです (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 (o) 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/め/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, すきなは 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は(X is Y), Xをします (I do X), すきな NはXです/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、なんですか(sic)。ビリーです。

なんさいですか。 1 1 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。 すいえいが。。。 

**Year 6/7 Second Language Learners**

**Oral — High**

**Content**

Students respond with single words or phrases to scaffolded questions relating to favourite sports, food, colors, subjects, hobbies, and movies using a well-rehearsed phrase すきな xxxは xxx です.

They use basic greetings appropriately (e.g. こんにちは、さようなら、はじめまして）and speak about their age, year level, family members, weather, and activities such as things they do on the weekend and sports they play using modelled language. They use well-rehearsed phrases such as xxxにxxxをしました。e.g. どうしこにットボールをしました。

Students respond to simple predictable questions with yes/no (はい/いいえ)。

Some students respond in basic full sentences when given the same familiar question format each time, for example, すきなスポーツはなんですか。（What is your favourite sport?）

すきなスポーツはクリケットです。（My favourite sport is cricket.)
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 きます to speak about activities.

Other vocabulary that students use includes: にほん (Japan); days of the week, for example, きょうび (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. ろくねんせい 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, ありがとうございます (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, すきなもくのはりかです。（My favourite subject is geography.）

Rehearsed structures incorporate accurate use of the past tense of verbs (e.g. きょ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 が 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 に).

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 すしがすきですかI: すき？NOD S: すきじゃない？SHAKE HEAD 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。 compared with なにがすきですか。)

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 きんようび (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 (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. あしたはくもお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.

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, ね, 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 ‘knowns’ 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.
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 ‘unKnowns’.

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 日本 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 わたしのもたちはXXとXXとXXとXXとXXです。 わたしのもたちはたのしくです。Xはとてもシリ一です。たから、みんなはたのしです。 (My friends are xx and xx and xx and xx and xx. My friends are fun(nily). X is very silly. 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 はべ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. *ジリ*- 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 タイガウィディス).

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 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ります。わたしがいぬをあるきがすきです。

(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, わたしはかんこくにいきたいんですとこ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. しごいます 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ます。)

Students’ use of particles demonstrates understanding of their basic meanings and use, although there are minor errors (e.g. confusion between がいは, 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 centaje (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).

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 わたしこうがんすきました。おおきパースがありました。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. うえにいえがあります。)

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. ええっと、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, パース 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, ぼくはやきゅうのせんしゅうになりたいです。

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になになりたいかわからないけど、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. しゅうまつは家ぞくではなく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. お母さんはりょうりがしようです。私のともだちはほとんどかん国人です。)

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 しょうらい、日本にすみたいです。

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,

 FixedUpdate

Writing includes culturally appropriate endings, for example, こんなぼくですが、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.たべものかりょかん — 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: しゅうがくりょこうのすこし前 (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. おおしやく、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. 五六ぱん、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、すんでる、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.)
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-corrected 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: かぞくがわしようのごはんをたべています。

The family is eating a traditional Japanese meal.

PLAIN: がっこ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.
Year 6/7 First Language Learners

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 (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 ウッド・ワーク).

The use of known kanji is accurate and there is evidence of a willingness to use more (e.g. 电车). 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. 家族は私を入学として、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 あついで), and this shows development of language.

Desire to express personal utterances and evidence of originality result in some grammar errors (e.g. べんきょうしてはいましょう).

**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.

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**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, いっぱい, 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. 少婦, 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、よみます), 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人です。)

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。テニスをきらんです。).

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).

**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. パソコンで何をしますか。 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んです。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。軽ボップと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てんぷらが好きですが、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、てんぷらもつくれます note: should be つくれます。).

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 — おもしろい、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、べりり、にかて、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) きょう朝ご飯は何を食べましたか。 (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) スポーツが好きですがあまりできません)

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. スポーツが好きですがあまりできません。 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。).
Forms and Structures

Students use forms and structures that were taught in class (e.g. て、に、たり) in simple sentences containing basic elements (i.e. subject, verb/copula and object). They use a wide range of forms (e.g. たり、で、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 つくりましたが、the student does not seem to understand it, but answers using the form つくりました instead).

Occasional errors of particle use (e.g. が、が、が、が、が、が、が、が、が、が) 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 (Q) まきさんは、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 rowIndex='116' id='116' style='overflow: hidden; display: block; text-align: right;' data-page='6'>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) で

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 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. 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、ぼくもえいががすきです。でもりょうりもすきです。) 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)よくえいがを見ますか。 (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) ねんだんはどうですか。 (A) 16ですね。
(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) スキーが好きです。).
**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, たのしい) 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. 人、16さい). 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。ポリッシュを食べました。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. ______を好きです), 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、車で行きます。), 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.
(e.g. (Q) ねだんはどうですか。 (A) $16$ です。 (Q) 高いですか。 (A) 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.

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 (おてんき), 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わる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食べないでください。とくに、一週間の前に肉のかわりにたくさん魚を食べめてみて下さい。

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はんときにこんあんなじ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ともだちがいたので) and conclude the speech with an appropriate ending (e.g. ほんとう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る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。これは他の人が少ない経験だから、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、自分の将来は自己しか決められません。だからよく考えてから決める方がいいです。

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、スポーツにもがってだっけど、毎日がんばってトレーニングしました。本当に自信がなかったし、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, けんこうになる、ひとつよう、就職する、反面、似合う、役立つ、世界中旅行したら (instead of 外国旅行したら、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、ぜんぶ、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、はんとうにごめんな。) 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. スニーカー、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), 驗 is written for 驗 (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).

込 Voiced sound tenten are often missing or added incorrectly (e.g.ごめん for ごめん; だべてください for たべてください).

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、…たり…たりする、なければならない、ようですね、そうです、けれど、ければ、からです、ながら、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る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くと思います。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す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。よろしくおねがいします。
(2) 僕は日本にいた時を永遠に忘れないません。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に覚えていますか。
(2) えみさんのってくれ私と同じ事でした。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, すっじつかん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？), use of polite form when addressing the general audience (e.g. 私は東京マラソンを走りはじめて前に、たくさんのこと考えなければならないませんでした。

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。ぼくははやくしじと日本の高校でベンキょうしたい。
(2) へん事をするはおくれてごめなさいね。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. ねれましたか。 instead of ねれましたか 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。
しかし、ダーウィンでマーラブゥラゲームズをします。
(2) 日本にきた時、私の日本話が分かりませんでしたが、たくさんの方に連絡がありました。
友達はいつもしゅくだいやみんなを手伝ってくれました。
(3) サーフィンを知らなかったから、サーフィンヘッズと言うビーチに言ってサーフィン方が習えます。)

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。
でもローンではあまり人があがらないから、フィリップアイランドよりローンのうみのはうがいいです。).

Often a number of unrelated points are listed (e.g. コミュニティーをつだろうことが好きですから、このイベントが好きですか。
ほかのポラチャスと友達になって、まずしい人々のためにお金をもうけました。うんよう天気は、とてもあつくはれですから、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)、国みんなのなはくぶっかん；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. ので、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、
バスパス 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, ビーチ, 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. 脬 is written for ẖ( وخاصة).

Voiced sound tenten are often missing or added incorrectly (e.g. ౭ for ౭, ౭ for ౭). Forms and Structures

Student use a variety of verb endings (e.g. た, -て, -た), auxiliary and conjunctions (…たり…たりする, に、にくい, からです, すぎる, られる, ながら, ことができる, からです, なければなりません, ので) although their formation of the verb is not always correct (e.g. 行きたありません, 合わせません).

Students tend to use simple sentences more often, but occasionally use complex sentences wherever possible (e.g. 一年ぐ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、一年間休むことにしたこ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、一日中にきっかけは高すぎるのです, 二時間きっかけだけ買い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. なまけものの人となります, たくさんさかなか, 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に行った時, 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願いします。私はちか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えよ！あなた来られたうれしい。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、今年17歳で、誕生日は1992年7月11日です。Q 将来写真家になりたいですか？A いいえ、言語学の勉強ならう為に大学で勉強したいです。でも、大学に入る前旅行をします。).

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、りょうしんが 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、ほとんに。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せん。).

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, ところで, せんぶ, 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ファントジー—fantasy).
Occasional errors with simple words (e.g. time words 来週 instead of 来年) and incorrect choice of words (e.g. セラさんはうちのうだいい人です。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. ネット Internet). 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、スクリーニング映画をしたり、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した。). 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 は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. おもしきかったです。べんきょうしたが(plain form instead of masu form), 1 2 ねんせいたいへんでした。韓国人でないです。).

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で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: あらあらなにがもらいたいですか。
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。
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. とくとく けどく; 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  gairai go (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. 15 ふん with f sounds ぐらいうがります。).

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なきました。).

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 の感覚のうめ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、おーすでらあうララ (doll)で二千万ララ (doll)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: わない医者さんになりたいですか。A: いいえ、ぜんぜん。(with emphasis)

*Paraphrase: 診について勉強したいです。instead of 診科.
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. まだは、じっさいは).

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って、やさし、しずかある人です。).

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 ちょっと、どの売り場で働きたいと思いますか。A ええと、くっ売り場でアルバイトをしたいです。私はくっ方が大好きです。).

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: 東京の銀座での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、ん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、申し込みる、一日に100しんしんをとります。でも、えっと、5ぐらい、5写真ぐらいいいです。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. 旅行をしたり、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、しんしんをとることがあります。).
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. とてもおもしろい).

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。日本に行きたことがありますが。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分くらいかかります。).
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 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 東京と京都どっち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。)

and prepared speech to sustain the conversation (e.g. 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。そして、トランペットをたくさん練習することがあります。
Note: The student might have misunderstood the word future しょうらい as weekend しゅうまつ).

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 一番しゃしんは、えっと____の絵と。
Pond は日本語でなんですか？Q 池、A ______池しゃしんが一番好きしゃしんです。)

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、となります 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、とてもおもしろい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ない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. だがしかし、個人々の自由というものが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、協調性をのぼ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になっており、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教科なので、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たない大きな理由は、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うこともあると思う。).

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、恶化する 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 instead of 大きく, 冰つく instead of 凍りつく, 急ぎ instead of 忙し)。

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. 自分は本当に何としたいのか、自分には何が必要でなくって、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きで同じ授業を受け、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、友達という楽しさ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が見つけ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(代表的な理由)として女性の社会進出といっているが、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放つために走ることにした。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。朝がんを食べて全身ぶ付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 経験する、体験する、学ぶ、身につける and use words of Chinese origin in expository writing增加する 減少する instead of 減る 悪化する).

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いて、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. 本当にこんな難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放つ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。朝がんを食べて全身ぶ付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。).