このページは日本語です。

日本語版のテキストを自然に読んでみましょう。

**Commentary**

**Learner Background and Program Context**

この学生は、初めての言語である英語を学ぶ学生です。彼女はオーストラリアで生まれました。この学生は4年間日本語を学び、日本での1か月間を過ごしました。日本語は彼女が学校で学んだ唯一の外国語です。日本語プログラムは、各2週間ごとに50分の授業を含みます。
**Exemplars with Commentaries**

**Features of Achievement in this Sample**

The student covers a range of topics in the original task description in response to the questions asked in the input text and writes more on the topic than what is provided in the input text (e.g. 私の一番好き
なかでもは、たいいくと日本語で、とてもたのしくておもしろいですから。らい年英語や日本
語やPLPやたいいくやかがくを勉強するつもりです。)

Use of the input text and information given in the assessment are evident (e.g. 毎日学校に車で行きま
すから、八時に家を出ます). The text is mostly sequenced logically.

The student uses a variety of appropriate vocabulary to provide personal information, some of which is
taken from the input text. The student makes a good attempt to form more complex sentences
containing subordinate clauses (e.g. たぶん、メルボルンはさむいて、分かりませんから、アデレ
イドにすんでいます) and to use verb forms (e.g. つもりです、～て) although errors are observed
frequently.

The student is aware of the reader and includes phrases addressing the reader and produces the text
appropriate to the text type, drawing on expressions in the input text (i.e. こんにちは、じゃあね),
using colloquial expressions (e.g. へー！とてもいいよ ), and sentence final particles (e.g. よ).

The spelling of words written in ひらがな is mostly correct. The spelling of borrowed words is mostly
appropriate, but occasionally they are misspelt (e.g. ハスケトボール、ババキュー). Known characters
are not always well formed.
年10年度第二言語学習者

書作 — 高2

学校は8時半から3時10分までです。
（後は4時まで出ます）

英語と数学とリモートワークをはできない人は
勉強します。だからテーブルにいています。

スポーツは、サッカーとテニスとאיםいます。

おもちゃは、木で食べます。ビーフと卵とレア、
( красえ ももを食べます。)

名前はカールです。

十五の高1年生です。アデレードにすんでいます。

おもしろくないです。肉は、とてもいいです。田中も
食べて、水は、いつもたくさんです。

気温は、40度以上がそうです。
トランペットがしてちゅっと上手にしました。

よろしく。
Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. He and his parents were born in Australia. The student has studied Japanese for 3 years since Year 8 and has never been to Japan. The student studied Chinese in Year 1 and French and German from Year 2 to Year 7. The Japanese program has three 70-minute lessons per week.

Features of Achievement in this Sample

The student covers a range of topics about his personal life while responding to the questions asked in the input text. Although a variety of information is included in the text, in general each topic is covered in one or two sentences. The information is not always sequenced logically (e.g. the student forgot to mention his name in the beginning and then put it in later in the text. Information about meat appears twice in different sections).

The student uses a variety of appropriate vocabulary, some of which is taken from the input text.

The student is aware of the reader and demonstrates some ability to produce texts that are appropriate to the text type (e.g. ending a blog with a salutation, さようなら) using plain form (e.g. よっかった).

The student has a tendency to list facts (e.g. あっすみませえん。ぼくの名前はアイシンガー　カルです。十五さいと高校一年生です。アデレードにすんでいます。おもしろいじゃないですか。) and there may be a lack of cohesion.

The student can 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 not always accurate (e.g. メタル・ワークとワード・ワーク、メルボーン、ラーム). The use of known kanji is accurate, although the handwriting lacks precision.
Year 10 Second Language Learners

Writing — High (3)

Commentary

Learner Background and Program Context

The student is a second language learner whose first language is Cantonese. She was born in Hong Kong and came to Australia at the beginning of Year 10 at the age of 16. Until she came to Australia she had all her education in Chinese. She lives in a dormitory in the school. The student has studied Japanese since she started school in Australia. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student covers an adequate range of topics as required for the task in response to the questions asked in the input text. Each piece of information is provided in a few sentences containing sufficient detail (e.g. 私の学校は8時20分にじまって、3時におわります。私は学校の寮をすんでいます。だから、学校であっていきます。寮から学校まで、2分でとても近くです。). The information is sequenced logically.

The student uses a variety of high-frequency words to provide personal information. The student uses adverbs (e.g. とても、たくさん) effectively to make the meaning of the sentence more precise (e.g. オーストラリアで肉はたくさん食べます。寮から学校まで、2分で、とても近くです。). The student makes a good attempt to use complex sentences containing subordinate/coordinate clauses by linking two verbs and/or using connective particles (e.g. 6月は、オーストラリアのふゆですから、さむいです。私の学校は、8時20分にじまって、3時におわります。). Occasional errors are evident, however.
Exemplars with Commentaries

The student is aware of the reader and includes phrases addressing the reader by drawing on features in the input texts (e.g. starting and ending a blog with a salutation, こんにちは・じゃあね！).

Handwriting is natural with greater control. Character construction is balanced, but occasional use of Chinese characters is evident (e.g. かのしい). There are frequent spelling errors in both words written in hiragana and katana, which may be derived from the student’s pronunciation of the words (e.g. かのしい for たのしい; じゃあね for じゃあね).
こんにちは。オーストラリアの学生のフィオナですが、はじめまして。
私は桜太でメルボンの「PLC」と言う女子高校で勉強しています。
毎月、メルボンにきませんか。メルボンの天気はちょっとものです。
ジャケットを持ってきてください。
私の学校は午前8時から午後3時まで授業があります。私は毎朝7時に起きています。そして学校に着ていくと、学校では数学や日本語や数理や理科の授業があります。ふつうに授業をします。授業についてには、木下さんがいつもサン
ダーイッツは一つだけしかありません。食べたくなったら、オーストラリア人はだいたい肉好きでたくさん食べます。
手紙をくれてありがとう。日本で教えてください。オーストラリアで、彼女に会うことは楽しいに
しません。じゃあね！

Commentary

Learner Background and Program Context

The student is a second language learner whose first language is Cantonese. She and her parents were born in Hong Kong and came to Australia when she was 14.
The student had primary school and the first 2 years of secondary school education in Hong Kong (all in English). The student has studied Japanese for 1 year at secondary school and Chinese at Year 2 in Hong Kong.

The student has studied Japanese for 2 years in Australia. She mainly uses English at home. The Japanese program has five 65-minute lessons per fortnight.

**Features of Achievement in this Sample**

The student covers a range of personal information and expresses opinions and reasons to support her views using the stimulus provided. The student expands the topic by giving reasons for her likes/dislikes (e.g. 一番好きな科目は日本語で、苦手な科目は厳しいです。趣味はありませんから。) and providing further information on the topic (e.g. 私は友達と学校の食堂で昼飯を買います。私はいつもサントイッチを食べます。サントイッチは一つ五ドルしかかかりません。). Information is presented in a logical sequence.

The student uses a variety of appropriate vocabulary to provide personal information and a few words derived from Chinese vocabulary to compensate for lexical gaps (e.g. 昼飯). The student uses basic connectives to produce more complex sentences (e.g. ～が・～から～).

The student is aware of the reader and includes phrases addressing the reader and demonstrates some ability to produce texts that are appropriate to the text type, sometimes drawing on features in the input texts (e.g. starting and ending a blog with a salutation, こんにちは・じゃあね!). The student uses a few discourse markers to link with the previous sentences (e.g. ても・そして・だから).

Handwriting is natural with greater control. Character construction is balanced but occasional use of Chinese characters is evident (e.g. 数学).

The student uses many complex characters (e.g. 飲食趣味授業). There are spelling errors in both words written in hiragana and kanata, which may be derived from the student’s pronunciation of the words (e.g. さむくなんです; かんぱってください; サントイッチ; メルボン).