Year 10 Second Language Learners

Writing — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. She and her parents were born in Australia. The student has studied Japanese for 4 years since Year 7 and has never been to Japan. The student studied French in Years 7 and 8. The Japanese program has three 55-minute lessons per week.

Features of Achievement in this Sample

The student describes basic information about herself in one or two short sentences (e.g. よんにんかぞくです。ちちははといもうとわたしです。) in response to the questions asked in the input text. The information provided in the text extends beyond what is provided in the input text (e.g. music, sports, and future plans). Most descriptions about personal details are given in a simple sentence with use of a copula (です) (e.g. よんにんかぞくです。) except one in which she gives reasons for wishing to visit Japan with the connective particleから (日本語をべんきょうしていますから、日本に行きたいです。). Frequent use of unanalysed chunks (好きな〜) taken from the input text is evident. Most sentences are reasonably accurate. The student uses a variety of appropriate vocabulary for the content (e.g. たべもの、のみもの、しゅみ、とくい、にが手) some of which is taken from the input text (e.g. たべもの、とくい).

The student has a tendency to list facts instead of explaining each fact in detail (e.g. わたしは です。15 さいです。たん生は一月十七日です). Most information is sequenced logically. The student is aware of appropriate register (referring to her own family members — ちちは、はい、いもうと).

The student can use hiragana, katakana, and simple characters correctly. The spelling of words written in ひらがな is mostly correct. The student makes a good attempt to spell borrowed words correctly, but they are not always correct (e.g. ボクスイング、ポップ for ポップ).
Exemplars with Commentaries

Year 10 Second Language Learners

Writing — Average (2)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. She and her parents were born in Sri Lanka. The student arrived in Australia at the age of 5 and has received all her education in Australia. The student has studied Japanese for 3 years since Year 7 and has never been to Japan. The Japanese program has three 70-minute lessons per week.

Features of Achievement in this Sample

The student gives basic information about personal details in one or two short sentences (e.g. Glenunga 高校 八時四十五分から三時十分までです。八時にうちを出ます。) in response to the questions asked in the input text. The range of topics covered in the text follows the input text. The student uses a variety of appropriate vocabulary, which is mostly taken from the input text to provide personal information (e.g. すみます、出ます、もくく、食べ物、やすい、さむい、おもしろい). Most descriptions about personal details are given in simple sentences with use of high-frequency verbs (e.g. たべます、すみます), and the copula (です) + noun. A sentence is reasonably accurate when using a limited range of structures.

The student has a tendency to list facts (e.g. 14 さいで、高校一年生です。Adelaide のしんじゅくにすんでいます。) without providing more information about the facts mentioned. Most information is sequenced logically.

The student can use hiragana, katakana, and simple characters mostly correctly. She has less control over character construction, including balance, structure, and strokes, which does not make her writing look very neat.
Year 10 Second Language Learners

Writing — Average (3)

Commentary

Learner Background and Program Context

The student is a second language learner whose first language is Korean. He was born in Korea and came to Australia at the age of 10. His parents were also born in Korea. The student has studied Japanese for 3 years. The Japanese program has three 70-minute lessons per week.

Features of Achievement in this Sample

The student covers the range of topics as required in the original task description in response to the questions provided in the input text. Each piece of information is expressed in relatively short sentence(s) (e.g. 16 さいで高校 1 年生です。私のしゅみは、テニスです。). The personal details are not always sequenced logically (e.g. すきなたべものははささいです。そして私はかんこくのじんです。私のたん生日は 6 月 22 日です。きらいなたべものはは、). The student uses a range of vocabulary to provide personal information to fulfil the task requirement (e.g. school subjects, food, family members, adjectives to describe the student’s physical posture, and reasons for liking and disliking the school subjects). Most descriptions of personal details are given in a simple sentence with a copula (i.e. ～です) or high-frequency verbs (e.g. 勉強します、はなします、すみます) following the input text. The student mostly uses a simple sentence consisting of a subject, a verb, and occasionally an object noun, with less use of varied structures. Errors in the choice of correct particle, tense, and choice of verbs are frequent (e.g. 私はかっこうをきらいです。いまは日本語をべんきょうしました。そして、私はアルバイトがあります。), but they do not usually interfere with intelligibility. The student makes a good attempt to produce a more complex sentence by linking two adjectives in a sentence (e.g. ぼくはせがちざくて、). Sentences are generally complete, except for one (e.g. 私のアルバイトはかっこうの). Only one discourse marker (i.e. そして) is used. Spelling of some words is influenced by pronunciation of the Korean language (e.g. voiced consonants かぞく、かっこう, しょうとう for ちょっと; long vowels おかさん, すがく, ちさい).
Commentary

Learner Background and Program Context

The student is a second language learner whose first language is Chinese. He and his parents were born in Taiwan and came to Australia when he was aged 12. He had primary school education in Chinese in Taiwan. He speaks mainly Chinese at home. The student has studied Japanese for 3 years. The Japanese program has three 70-minute lessons per week.

Features of Achievement in this Sample

The student covers the range of topics as required in the original task description. Each piece of information is expressed in relatively short sentences (e.g. しゅみはまんがを見て、コンピュータをあそぶ。リンデンバックにすんでいます。). The personal details are not always logically sequenced (e.g. information about the school is provided at the beginning of the text and the school subject at the end of the text). Although the topic range is extensive, the student does not respond to all the questions asked in the input text.

The student uses basic vocabulary learnt in the course. Most descriptions of personal details are given in simple sentences with high-frequency verbs (e.g. たべます、みます、いきます) and object nouns and noun + copula (～です) with less use of varied structures. The student has made a good attempt to link two simple sentences with connectives (e.g. ～て、～から).

The student uses cohesive devices (e.g. connective particles, conjunctions) to connect the sentences logically (e.g. 私は中国人です。だから、中国語と英語を話します。).

The spelling of some words is influenced by pronunciation of the learner’s first language. (e.g. かぞく、みじゅつ for びじゅつ、すんでいます). The student uses kanji for some familiar vocabulary (e.g. 名前、高校).