

Year 10

Second Language Learners

Writing — High

Content

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

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

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

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

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

Vocabulary

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

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

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

Scripts and Characters

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

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

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

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

かそく, てんしゃ, がんはります

Form and Structures

Students use a variety of structures to describe their personal lives, including information about themselves, friends and family, and their activities (e.g. 家族は私を入れて、4人です).

Minor errors are evident with word order and particle use (e.g. いぬがにひきをかっています。とてもかわいいですよ。), but in general errors do not interfere with intelligibility of the texts.

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

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

Discourse

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