

## 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. *少姉, すいえいしゃ*).

#### **Scripts and Characters**

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

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

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

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

#### **Form and Structures**

Most descriptions of personal details are given in a simple sentence with high-frequency verbs (e.g. *たべます、みます、いきます、ききます、よみます*), 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にんです*.)

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

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

Errors in the choice of the correct particle and verb morphemes are frequently observed (e.g. ～をです、よんでいます), 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).