

Year 6/7 First Language Learners

Oral — High (1)

Commentary

Learner Background and Program Context

This student is a first language learner who was born in Japan. He came to Australia at 7 years of age after completing 1 year of schooling in Japan. His mother is Japanese and speaks to him in Japanese, his father is Australian and speaks to him in English. The student continued learning Japanese after he arrived in Australia in Year 2 in a Japanese bilingual program that teaches 7.5 hours per week in Japanese, including content areas such as Science, the Humanities, and Visual and Performing Arts.

Features of Achievement in this Sample

This student engaged comfortably in a conversation about his time spent in Japan. He has a high level of comprehension and responds promptly and appropriately to questions asked. Throughout the conversation he uses conjunctions to form complex sentences, for example, when asked what he liked about living in Japan, he replied: しょうがっこうはちかいし、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). Another example of a complex sentence used, with accurate use of particles highlighted: 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.)

Year 6/7 First Language Learners

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a first language learner who was born in Australia. Her mother is Japanese and speaks to her in Japanese, her father is Australian and speaks to her in English. The student began studying Japanese in an after-hours program until Year 3, and then continued learning Japanese from Year 4 in a Japanese bilingual program that teaches 7.5 hours per week in Japanese, including content areas such as Science, the Humanities, and Visual and Performing Arts.

Features of Achievement in this Sample

The student has a very high level of comprehension and responds easily to all questions. 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:

うーん、作ります。でも、こんな豪華^{こうが}じゃない、と思うけど、(なんか) 作ります。

Yes, she does make it. But I don't think she makes it exactly like this; however, she does make (something similar).

This demonstrates her ability to provide a detailed and extended response, which also demonstrates culturally appropriate use of language. For example, it would not be appropriate to say that her mother makes something as beautiful as the picture – it is more appropriate to lower herself (her family).