

Year 10 Oral Exemplars

Second Language Learners

Oral — High (1)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. He was born in Australia. The student has studied Japanese for 1 year at primary school and 3 years at secondary school since Year 8. He has been studying French since Year 6 as well. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student covers the range of topics adequately, as required in the original task description. Each piece of information is given in one short sentence. The student provides opinions about food he likes and dislikes, school subjects and reasons for liking/not liking them in response to the interviewer's questions.

The student uses a range of vocabulary to talk about his personal details. The vocabulary is mostly drawn from the textbook except for some referring to his personal interests and favourite food (e.g. しゅうじ、かつどん). The speech contains mostly basic elements (i.e. subject, verb, and object with occasional use of modifiers or connectives) with high-frequency verbs (e.g. 行きます、食べます、します、話します) or a copula (i.e. ~です). There are a few instances of complex utterances containing subordinate clause with a connective particle (e.g. むずかしいですから、あんまりききません。) or linking two verbs (e.g. 友達と話して、宿題をします). A few adjectives and adverbs are used to make the meaning of the utterance more precise, for example, by indicating frequency of the activity (e.g. あんまり聞きません。) and /or by using intensifiers such as really, very, etc. (e.g. 本当にやさしい人です)。

The speech is relatively fluent without many pauses or much hesitation. Pauses are taken at an appropriate place. The pronunciation is clear and the speech is mostly intelligible. The student is able to comprehend without the need for clarification or repetition.

The student uses a discourse marker (e.g. connective particles and conjunctions) to elaborate the statement (e.g. ぼくもえいががすきです。でもりょうりもすきです。). The student is aware of appropriate register to refer to his own family members (e.g. 父、母).

Year 10 Second Language Learners

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a second language learner whose first languages are English and Sinhalese. He was born in the USA and his parents were born in Sri Lanka. He went to an English medium school in Singapore for the first 2 years of his schooling. He and his family arrived in Australia in 2002. The student has studied Japanese for 7 years since Year 4 and he has also been studying Latin since Year 8. The student has never visited Japan. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

In response to the interviewer's questions, the student conveys a range of personal information including family, daily life, school, leisure activities, his hobbies, and part-time job. Each piece of information is given in one or two sentences. The student gives opinions about food he likes and dislikes, and school subjects with reasons for liking/not liking them in simple sentences.

The student uses a variety of vocabulary necessary to complete the task. The student uses modifiers (e.g. *ぜんぜん*、*ちょっと*、*よく*、*本当に*、*あまり*) to make the meaning of the utterance more precise. For example, he uses qualifiers such as often, really, not very, etc. (e.g. *本当にやさしい人です*。). The student uses a few simple structures containing basic elements (i.e. subject, verb/copula, and object) to describe his personal life. The student makes a good attempt to link two verbs/adjectives to form more complex sentences (e.g. *おもしろくてたのしいです*。) and links two sentences using a connective particle (e.g. *日本の文化がすきですから、日本語が好きです*。). Occasional errors in the choice of particles and/or verb forms do not interfere with communicating meaning.

The student's speech is relatively fluent and clear. His speech is mostly intelligible. His comprehension is accurate. The student uses simple cohesive devices such as discourse markers to indicate the logical sequence of the text or topic shift and simple coherent devices such as the use of determiners (e.g. *私の友だちは、このアルバイトをしています*。) and the subjective particle 'も' to refer to what was mentioned previously (e.g. *まさきさんは男の子で16さいです。私も16さいですからえらびました*。). The student asks for clarification when the meaning of the question is not clear.

Year 10 Second Language Learners

Oral — High (3)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is Chinese. He and his parents were born in Taiwan and arrived in Australia in 1996. The student has studied Japanese since Year 8. He also studied Chinese for 4 years before studying Japanese. The student has never visited Japan. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student conveys a range of personal information including the family, daily lives, school, leisure activities, part-time job, etc. Each piece of information is generally given in one sentence. The student provides opinion about food he likes and dislikes. In response to the questions about familiar topics such as the family, the student provides sufficient information (e.g. Q: よく映画を見ますか。A: はい、学校のやすみにえいがに行きます。)

The student uses a wide range of vocabulary to talk about his personal life. He uses modifiers (e.g. ちょっと、ときどき、あまり) to make the meaning of the utterance more precise, for example, by indicating the frequency of the activity (e.g. Q: かぞくとレストランによく行きますか。A: はい、ときどききます。). The student shows some ability to conform to sociolinguistic rules relating to word choice by using appropriate terms of reference for family members (父、母). The student produces simple sentences containing basic elements (i.e. subject, verb/predicate, and object) to describe his personal life. Occasional errors in choice of particles and/verb forms do not interfere with communicating meaning.

The student's speech is relatively fluent and clear. His pronunciation may be influenced by his first language (i.e. Chinese). His comprehension is mostly accurate and he occasionally asks for repetition or clarification when the meaning of the question is not clear.