

Year 12 Writing Exemplars

Second Language Learners

Writing — High (1)

Commentary

Features of Achievement in this Sample

The student covers the range of topics sufficiently to fulfil the original task requirement. Information is mostly sequenced logically except for a few parts.

The student uses a good range of vocabulary that is appropriate to the text type and content. The student uses a variety of structures to convey the message. The student's use of more complex sentences and verb forms is mostly accurate. The student uses modifiers, that is, adjectives and adverbs (e.g. ほんとうにごめんね。はやく、) to make the meaning of the sentence more precise and conjunctions/connectives (e.g. だから、けど、あとで) to provide further information mentioned in the previous sentence (e.g. giving the reason for not being able to go to the airport じつは、ぼくがこの間いそがしくて、しんの e メールを今見た。だから、くうこうに行けなかった。) or main clauses (e.g. Sam wants to give the book as a gift as he couldn't go to the airport. ぼくがくうこうに行かなかったので、あの本プレゼントにあげる。).

The student is aware of the reader and includes phrases addressing the reader (e.g. しんへ). The text is appropriate to the text type, including the appropriate conventions of the text (i.e. opening しんへ and closing じゃ、今日はここまで。サム) and colloquial expressions (e.g. ほんとうにごめん。) and sentence final particles (e.g. むりはしないでね。). The student uses appropriate devices to make the text coherent (e.g. pronouns – あの). The plain form verbs are appropriately used for the context (e.g. an email to a friend).

The spelling of words written in ひらがな is mostly correct. The student uses characters mostly required in the Year 12 syllabus.

Year 12 Second Language Learners

Writing — High (2)

Commentary

Features of Achievement in this Sample

The student covers the range of topics adequately to fulfil the original task requirement. Information is mostly sequenced logically. The student provides sufficient information, drawing on his own experience in each section of the text (i.e. introduction, main body, conclusion).

The student uses a good range of vocabulary appropriate to the text type and content, but the choice of words is not always appropriate (e.g. 僕はバスケットボールが上手ですから友達もいっぱいできました。). The student uses a variety of structures to convey the information required for the task. The student's use of more complex sentences containing coordinate/subordinate clauses (e.g. みなさんは僕がこの高校をはじめて来た時を覚えていますか。一年間たくさんの友達ができ本当にうれしいです。) and verb forms (e.g. 僕はクラブ活動をしなければなりません。) is mostly accurate. The student uses modifiers appropriately, that is, adjectives and adverbs (e.g. 本当に、ちょっと、いっぱい、はじめて) to make the meaning of the sentence more precise (e.g. 一年間たくさんの友達ができ本当にうれしいです。ちょっとさびしかったです。). He uses conjunctions/connectives (e.g. だから、そして、それに、後) to add further information to what was mentioned in the previous sentence (e.g. giving the reason why he would like to talk about the importance of friendship 一年間たくさんの友達ができ本当にうれしいです。だから今日僕は友情の大切さについて話します。) or main clauses (e.g. giving the reason he felt lonely ちあき君意外の友達ができしたのはその後の時でした。).

The student is aware of the reader and includes phrases addressing the reader (e.g. こんにちは。みなさんは僕がこの高校をはじめて来た時を覚えていますか。). He produces the text appropriate to the text type (i.e. speech). The student uses an extensive range of coherent/cohesive devices (e.g. この、その referring to what has come before in the text その時、この高校、この一年間、; discourse markers and conjunctions そして、だから、それに).

The spelling of words written in ひらがな and borrowed words (e.g. チームワーク、バスケットボール) is mostly correct. An extensive use of characters, that is, almost all possible words that can be written in kanji is evident. The student uses many more characters than are required in the Year 12 syllabus (勝つ、僕、永遠に、数日後、友達).

Year 12 Second Language Learners

Writing — High (3)

Commentary

Features of Achievement in this Sample

The student covers the range of topics adequately to fulfil the original task requirement. Information is mostly sequenced logically.

The student uses a good range of vocabulary appropriate to the text type and content. The student uses a variety of structures (e.g. —たい、てもいい、ことがある) to convey the message. The student uses more complex sentences containing subordinate/main clauses (e.g. 今、夏だから NT は、ほかの州よりあついと思う。私がかかりたしゃしんの本をかえしなくてもいいだ。). The student uses modifiers appropriately, that is, adjectives and adverbs (e.g. いつも、とても、たくさん) to make the meaning of the sentence more precise (e.g. 先生はとてもきびしくてきそくがたくさんあるの?) and connectives (e.g. ので、から) to give more information about what was mentioned in the main clauses (e.g. saying when the writer will write again 日本に帰った後でへんじを書くよ。).

The student is aware of the reader and includes phrases addressing the reader and produces the text appropriate to the text type (i.e. ああ、しんくん、とてもごめん。). The student attempts to use plain form and to use sentence final particles in order to make the text more appropriate for the text type, but the choice of particles and forming the appropriate plain form are not always correct (e.g. 私がかかりたしゃしんの本をかえしなくてもいいだ。). The student uses discourse markers to indicate topic shift (e.g. さて、NT の旅行はどうしているの?). Successive use of short sentences gives the text appropriate tone and shows fluency.

The spelling of some words is influenced by the student's first language (e.g. ごめん). The student uses characters extensively outside what is required in the Year 12 syllabus (e.g. 旅行、勉強、カエル、天気、楽しみ). The handwriting is formed very well.

Year 12 Second Language Learners

Writing — High (4)

Commentary

Features of Achievement in this Sample

The student covers the range of topics adequately to fulfil the original task requirement. The student writes longer sentences with few errors to provide detailed content for the text. The information in general is sequenced logically. The expressions used in the text are mostly natural and the information flows smoothly throughout the text.

The student uses an extensive range of words appropriate for the content, but the use of Chinese words shows influence from the student's background (e.g. 信心). The student uses modifiers, that is, adjectives and adverbs, appropriately (e.g. ちょっと、まだ、あまり) and conjunctions/connectives (e.g. でも、ので、から、のに、さて、) to elaborate the statements mentioned previously by adding further information (e.g. 13 キロもはしらなければならないので、非常に大変だと思って、ちょっと心配しました。でも、十分な準備をしたら、思ったほどむずかしくありません。) or to move on to the next topic (e.g. さて、えみさんの質問に答えましょう。). The student uses a variety of verb forms (e.g. ~ても、なければならない、~し、~て、~のに、~ば、~たら、ほうがいい、~たり~たり) to convey the information.

The student is aware of the reader and produces the text appropriate to the text type (i.e. では、がんばってね。). The student uses appropriate devices to make the text coherent (e.g. pronoun そのマラソン to refer to what is mentioned before) and cohesive (e.g. discourse markers to indicate the transition of the topic さて、えみさんの質問に答えましょう。).

The handwriting is very well formed. The student uses an extensive range of characters, some of which

are from the Chinese language (e.g. 毎日).