

Year 12 Second Language Learners

Writing — Average (1)

Commentary

Features of Achievement in this Sample

The student adequately covers the range of topics in the original task description. Information is mostly sequenced logically. Each section consists of one or two sentences and some attempts at elaboration, by adding further information to what was mentioned in the previous sentence, are evident (e.g. 私は1年近く日本で生活してきました。そして、楽しかった事も分からなかった事もけいけんしました。).

The student uses a variety of structures to convey the information required for the task (e.g. ~たい ; ~てきました ; ~と思います ; ~のために、~そうです). The student's use of more complex sentences containing subordinate/coordinate clauses (e.g. 私は、日本に着く時、ホストのファミリーはくうこうでむかえに来ました) and verb forms is mostly accurate. A range of both high- and low-frequency words are used to convey meaning, but the choice of words and expressions is not always correct and sometimes sound rather unnatural (e.g. 彼女はしほみですごくかわいいと思います。彼女は私がホームシックになになった時のために、きんぎをくれました。).

The student uses modifiers (e.g. とても、すごく、けっして、とくに、だんだん、) to make the meaning of the sentence more precise (e.g. ごしんせつはけっして忘れません。かれらはとてもやさしです。) and high-frequency connectives (e.g. まず初めに、そして、でも) to link sentences by adding extra information to what was mentioned in the previous sentence and/or to show topic boundary.

The student is aware of the reader and includes phrases addressing the reader (e.g. みんなさん、こんにちは). The student uses coherent devices (e.g. pronouns この学校、その中で) to refer to what was mentioned previously.

The spelling of words written in ひらがな (e.g. やさしです。みんなさん) and of loanwords (e.g. ホストファミリー、プトザント、ホームシック、チット) is not always correct. The student uses kanji for most words required in the Year 12 syllabus but some kanji words are outside what is required in the syllabus.

Year 12 Second Language Learners

Writing — Average (2)

Commentary

Features of Achievement in this Sample

The student adequately covers the range of topics in the original task description. Information is mostly sequenced logically. Each section consists of two or three sentences.

The student has used a variety of structures (e.g. ～て、～ことができる、～でしょう、～のに、～なければなりません、～ほうがいい) to convey the information required for the task. The student's use of complex sentences and verb forms is mostly accurate, but not always appropriate for the context (e.g. えみさん、私はマラソンが「やさしかった」と言うのに、よくトレーニングしなければなりません。). A good range of vocabulary is used to convey meaning. The choice of words is mostly correct.

The student uses modifiers (e.g. よく、いろいろな) to make the meaning of utterances more precise (e.g. いろいろなくだ物), and also uses high-frequency connectives (e.g. そして、それから) to make a link with the previous utterance and to move on to a new topic.

The student is aware of the reader and includes phrases addressing the reader (e.g. えみさん、がんばってね、). The student uses coherent devices (e.g. この学校、その中で) to refer to what was mentioned previously, and also discourse markers (e.g. そして、それから) to link with the sentence and/or to show the transition of topic. The influence from English is evident (e.g. use of あなた、).

The spelling of words written in ひらがな is mostly correct, but handwriting is not formed very well. The spelling of loanwords (e.g. ダイエット) is not always correct. The student makes a good attempt to use as many characters outside what is required in the Year 12 syllabus (e.g. 駅、楽しむ、多い、早く、気持), but okurigana is not always correct (e.g. 新らしくて、気持).

Year 12 Second Language Learners

Writing — Average (3)

Commentary

Features of Achievement in this Sample

The student covers the range of topics adequately to fulfil the original task description. The information is provided in one or two sentences, and in general is sequenced logically. The text includes some expressions that sound unnatural (e.g. 私があなたとアドバイスお上げるから、暗記してこのマラソンで使ってください。), but in general it flows smoothly.

The student uses a variety of structures to convey the information. The student's use of more complex sentences containing subordinate/coordinate clauses (e.g. そのマラソンは楽しかったんですけど、むずかしかったんです。) and choice of verb forms (e.g. まいにちトレーニングをしなければなりません。マラソンの日でもさいこうのじょうたいをいじするのがいいです。) is mostly accurate. The student uses a variety of vocabulary to complete the required task.

The student is aware of the reader and produces text appropriate to the text type by including phrases addressing the reader (i.e. がんばってください。) although the register is not always correct (e.g. ふしようする、楽しかったんですけど、むずかしかったんです。). The student uses an appropriate coherent device (e.g. pronoun) to refer to what was previously mentioned and cohesive devices (e.g. connectives) to make a link with the previous sentence or to indicate topic shift.

The spelling of hiragana words is not always correct and some words are spelt as they are pronounced. This shows influence from Chinese (e.g. むすかしかったんです). The use of characters is sporadic.

Some characters are derived from the Chinese language (e.g. 毎日).

Year 12 Second Language Learners

Writing — Average (4)

Commentary


Features of Achievement in this Sample

The student adequately covers the range of topics as required in the original task description. The information in general is sequenced logically. Although there are a number of expressions that sound rather unnatural and a number of grammatical errors (e.g. choice of particles, verb endings), the information flows smoothly throughout the text.

The student uses a variety of structures to convey the information (e.g. ～たい、～てもいいです、～ながら、～たほうがいい、～たり～たり、～たら、～かどうか). The student's choice of more complex verb forms is not always accurate (e.g. 色々な事が考えなかったでした。あなたもこの事が経験したくないです。水を持って行くでもいいです。). Errors in choice of particles are evident (e.g. マラソンを参加する前に、マラソンを成功するかどうか). The student uses modifiers, that is, adjectives and adverbs (e.g. とても、ますます) to make the meaning of sentences more precise (e.g. 2008年のマラソンはとても楽しかったですよ) and conjunctions/connectives (e.g. しかし、それに、だから、まず、なぜなら、その結果、～間に、～前に、から、たら、最後に) appropriately to elaborate the statements by adding more information (e.g. 2008年のマラソンはとても楽しかったですよ。しか、マラソンを参加する前に色々な事を考えなかったでした。) or to move on to the next topic (e.g. まず、マラソンを参加する前にチャント走練習のことはすごく大切だから). The student uses a wide range of words appropriate to the content.

The student is aware of the reader and produces text appropriate to the text type by including phrases addressing the reader (i.e. では、がんばってね。). The student uses an appropriate coherent device (e.g. pronoun) to refer to what was mentioned previously and also cohesive devices (e.g. discourse) to indicate topic boundary.

The handwriting is neat and presented well and the student uses an extensive range of characters.

Some characters are from the Chinese language (e.g. ). Frequent errors in the use of okurigana with kanji are evident (e.g. 起て、帰て、悪食べ物).