

Year 12 First Language Learners

Writing — High (1)

Commentary

Features of Achievement in this Sample

The student covers the range of topics adequately to fulfil the task requirement. Information is sequenced logically and each section has sufficient information to show the depth of the content in each section. The appropriate use of discourse markers (e.g. *そして*) makes the boundaries of each section very clear. The student clearly expresses her/his opinion fully, using a range of input materials including his/her own experiences to provide in-depth information (e.g. to discuss the advantage of group work drawing on his/her experience).

The student uses an extensive range of vocabulary accurately, including both high- and low-frequency words to complete the task. His/her use of different words shows the nuances of different words and the tone of the text (e.g. *教育を受ける、行う、意見を伝える、異なる、学ぶ、様々な*). The student uses words of Chinese origin (e.g. *在学中* instead of *学校に通っている間*), which is appropriate for the text type the student composes.

The student uses a variety of simple and sophisticated forms accurately to compose simple and complex sentences containing coordinate/subordinate clauses (e.g. *あまり話したことのない人達と話すことは；私は英語が得意ではないが、一生懸命にやれば言葉の壁など関係のないことにも気付いた。)* to complete the task required. Sophisticated forms and structures include the passive voice, causative (e.g. *初めは、様々な科目から一度に課題を出され、どう終わらせればいいのか、どのように始めたらいいいのか分からなかった。)*). This shows the student's good control of a variety of forms and his/her appropriate use.

The structure of the text conforms to the chosen text type (i.e. introduction, body, conclusion). The student's choice of words and forms/structure contributes to the naturalness of the expression and flow of the text. The student uses vocabulary and verb forms (i.e. plain form) appropriate for the text type and context. The student uses appropriate cohesive devices (e.g. discourse markers *そして、だが、*) to show topic boundaries and a transition point, and coherent devices (e.g. pronouns *このような経験*) to refer to what was previously mentioned.

An extensive use of characters is evident. The handwriting is formed very well.

Year 12 First Language Learners

Writing — High (2)

Commentary

Features of Achievement in this Sample

The student covers the range of topics sufficiently to fulfil the original task requirement. Information is sequenced logically and each section has sufficient information. The in-depth content of each section and the use of appropriate discourse markers (e.g. *だが、また*) makes the boundaries of each section very clear.

The student uses an extensive range of vocabulary appropriate for the topic accurately. His/her use of different words shows the nuances of different words (e.g. *導入する* instead of *取り入れる* has a connotation of systematically introducing a procedure; *援助する* instead of *助ける* implies financial assistance) and the tone of the text (e.g. *援助する、導入する、改善する*). The student chooses a variety of sophisticated, simple and complex forms appropriate for the text type in both simple and complex sentences containing coordinate/subordinate clauses (e.g. *日本の女性は社会に進出するようになり、この問題はますます深刻なものとなっている。女性が子供を育てるにはお金が必要であるという理由に働き出す女性だって少なくはないはずだ。).*

The structure of the text conforms to the chosen text type (i.e. introduction, body, conclusion). The student's choice of words and forms/structure contributes to the naturalness of the expression and smooth flow of the text. The student uses registers and plain verb forms appropriate to the text type. The student uses appropriate cohesive devices (e.g. discourse markers *また、だが、そして*) to show topic boundaries, and coherent devices (e.g. pronouns *この問題*) to refer to what was mentioned previously.

The student uses kanji for all possible words that can be written in kanji. The handwriting is formed very well.