

## Year 12 Oral Exemplars

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### Second Language Learners

#### Oral — High (1)

##### Commentary

##### *Features of Achievement in this Sample*

The student conveys a variety of information about personal details and areas of personal interest surrounding the study of Japanese in mainly rehearsed language in response to the interviewer's questions. Elaboration is often made using rehearsed material with one or two sentences (e.g. Q 今年何歳になりましたか。 A ええと、あ、今年 17 歳で、誕生日は 1992 年 7 月 11 日です。 ) by adding information to what was asked in the question. When the student is asked an unexpected question, the student's response is short (e.g. Q: じゃ、一年間休学しますか。 A: すみません、もう一度。 Q: 一年間休学しますか。 A: ああ、はい。 ) .

The student uses a variety of vocabulary as required in the Year 12 syllabus. The student uses a wide range of modifiers (i.e. *だんだん, それぞれ, とくに, ぜんぶ,* ) to make the meaning of the utterance more precise. A variety of conjunctions and connective particles are also used (e.g. *だから, でも, から, まえに,* ) to link with the previous utterance. The student uses a variety of forms and structures as required in the Year 12 syllabus (e.g. *～たい, なければならない, ～たり～たり, ～ために, から, することをする, ～あとで, ～て, ～てから,* ) in both simple and complex sentences. The student uses many complex forms in his response, but the forms used in the sentence may not be appropriate, even if the sentence is grammatically correct. Occasional errors and incorrect choice of forms and words do not interfere with communicating meaning.

The student speaks relatively fluently in response to the expected questions, but hesitation, repetition, and pauses become evident when he was asked unexpected questions. In non-rehearsed utterances, the student pauses. The student's intonation tends to follow patterns of English intonation and rhythm. Frequent hesitation markers and fillers (e.g. *Aaah* and *ええと*) were evident.

The student's speech is generally intelligible, despite occasional errors in verb endings, choice of words, and pronunciation. The student frequently asked for repetition or clarification, but generally understood the interviewer's questions.

## Year 12 Second Language Learners

### Oral — High (2)

#### Commentary

##### *Features of Achievement in this Sample*

The student provides rich information about personal details and areas of personal interest surrounding the study of Japanese. She also expresses her opinion about the information. The student is able to respond to questions freely without much difficulty. Elaboration is often made after the initial response (e.g. Q: あなたの住んでいる町はどんな町ですか。 A: あの私は、住んでいる町は、シドニーの北西の方の Castle Hill という町です。 Castle Hill は電車の駅がないのでちょっと不便な町だと思います。 ) to add extra information to what was mentioned in the initial utterance. A detailed response is often given and flows naturally (e.g. Q: スペイン語と日本語とどちらの方がむずかしいですか。 A: スペイン語の書き方は英語の書き方と似ているので、あの日本語は、日本語の方が勉強ににくいと思います。 Q: 今、アルバイトをしていますか。 A: あの、親に、勉強が大切だから、アルバイトをしてはだめと言われました。 ).

The student uses an extensive range of vocabulary, some of which was learnt while she was in Japan as an exchange student (e.g. 公立、私立、規則、市内、興味がない). The student uses a wide range of modifiers (e.g. ぜんぜん、あんまり) to make the meaning of the utterance more precise, and conjunctions/connectives (e.g. だから、でも、から、まえに、) to add further information to the previous utterance. The student uses a variety of forms and structures as required in the Year 12 syllabus (e.g. なければならない、～たり～たり、から、～たことがある、～し、～て、～てから、) in both simple and complex sentences that include subordinate clauses. Occasional errors and incorrect choice of forms and words do not interfere with communicating meaning.

The student's speech is generally fluent without much hesitation. Pauses occur at natural breaks with appropriate intonation. She uses natural conversational rhythm and vocabulary, including connectives. The student's speech is generally intelligible. She occasionally asks for repetition or clarification, but generally understands the interviewer's questions. The student monitors her utterances and tries to self-correct (e.g. あの日本語は、日本語の方が勉強ににくいと思います。 ).

Although the student seems aware of the appropriate register for the context, occasionally she uses expressions that sound very natural but are inappropriate for the context (e.g. 前にギターをひいたけど、全然練習しなかったから、忘れちゃったです。 ).

## Year 12 Second Language Learners

### Oral — High (3)

#### Commentary

##### *Features of Achievement in this Sample*

The student conveys information about personal details and areas of personal interest surrounding the study of Japanese. He also expresses his opinions about the information. The personal information includes family, daily life, school, leisure activities, hobbies, part-time job, birthdays, travel, future plans. The student responds freely to questions about personal information and elaborates the information when responding to the interviewer's initial question.

The student uses sophisticated and extensive vocabulary (e.g. ふつう、実際は、独特), which is observed in native speakers' speech. The use of sophisticated/extensive vocabulary makes the utterances sound more natural (e.g. Q: オーストラリアに来る前ににほんごをべんきょうしましたか。 A: ちよつとだけ、べんきょうしました。). He uses contemporary current vocabulary beyond classroom vocabulary (e.g. ネット internet). The student's choice of a variety of complex and simple forms is appropriate for the content. Occasional errors in verb forms do not interfere with communicating meaning.

Speech is fluent and pauses occur at natural breaks with appropriate intonation. The student uses natural conversational rhythm and vocabulary, including connectives (e.g. たしかに、ざんねんですけど、ぼくのがっこうはクラブかつどうがありません。). The student's speech is generally intelligible, even if there is some influence of the first language (e.g. とくとく instead of どくとく ; オーストラリア) (Korean accent) is observed.

The student demonstrates a high level of comprehension and asks for clarification or repetition if required. The student seems very familiar with Japanese conversation style, and his turn taking sounds very natural (e.g. Q: 真面目な生徒ですね。 A: ありがとうございます。).

The student uses a variety of cohesive devices (e.g. discourse markers) to show the topic boundary and/or to link two utterances, and coherent devices (e.g. use of pronoun) to refer what was mentioned previously.