

Year 12 Second Language Learners

Oral — Average (1)

Commentary

Features of Achievement in this Sample

The student conveys information about personal details and areas of interest surrounding the study of Japanese. He expresses his personal opinions about the information including his family, where he lives, school subjects, hobbies. The student's response to the interviewer's questions is mainly in pre-rehearsed speech. The response is short and even shorter when asked unexpected questions. Occasionally the student elaborates his initial response to provide further information about what was asked in the initial question (e.g. Q: うちにちかいですか。 A: はい。(pause) とってもちかいです。) .

The student demonstrates reasonable command of vocabulary as required in the Year 12 curriculum, in particular, focusing on school subjects, school life, his future plans, and areas of interest. He uses modifiers (e.g. とっても、たくさん、) in the rehearsed language and connectives to provide further information about what was asked in the initial question (e.g. Q: それはどんなしゅくだいですか。 A: 絵をかくと、とるを写真をとることがあります。そして、えっと(long pause)えっとかくことがたくさんあります。) .

The student uses a limited range of forms. The same form was used continuously for different topics (e.g. Q: 日本はどうですか。日本に行ったことがありますか。 A: はい、に、二回にいくことがあります。 Q: しょうらい何をするつもりですか。 A: アルバイトをします。そして、えっと、えっと、トランペット、トランペットがたくさん練習することがあります。). The choice of forms and tense is not always correct.

The student takes frequent long pauses and hesitations and needs considerable time to respond to the questions. Frequent use of ええと and limited use of filler expressions are observed (e.g. はい、ええと、(pause) とってもちかいです。). Rehearsed and simple unrehearsed utterances are generally intelligible, but unprepared responses are more difficult to understand (e.g. うちに車で5分ぐらいかかります。). His speech is generally intelligible, despite some difficulties in pronunciation of borrowed words (e.g. トランペット).

The student struggles to understand the questions and often asks the interviewer to speak slowly and to repeat questions. It is not clear whether the inappropriate response is because of comprehension difficulty or failure to use an appropriate form for the context (e.g. Q: どんな人をとりますか。 A: ぼくのかぞくはしゃしんをとります。). He uses both Japanese and English hesitation markers and fillers (i.e. ええと、あの、 er, um) to maintain the flow of conversation.

Year 12 Second Language Learners

Oral — Average (2)

Commentary

Features of Achievement in this Sample

The student conveys a good range of information about personal details in response to the interviewer's question. The response is mainly in rehearsed language and given in a few short sentences (e.g. Q: 趣味は何ですか。はい、テニスをします。ああ、サッカーをします。テニスは私の一番スポーツです。ああ、毎日テニスをします。得意です。). The student's response in rehearsed speech extends beyond what she was asked about (e.g. Q: ご家族もテニスをしますか。A: はい、姉はテニスをします。ああ、ああ、父はテニスをします。あんまり上手じゃないです。姉は二十歳です。得意です。).

The student demonstrates reasonable command of the vocabulary required in the Year 12 syllabus, in particular, focusing on school subjects, school life, and areas of students' interests. She uses a variety of modifiers (e.g. とても、たくさん、もっと、いろいろ、ときどき、あんまり) in the rehearsed utterances and connectives to indicate the frequency/intensity of the activities mentioned in the previous utterance and/or to provide justification for the previous statement (e.g. 旅行大好きですから、ツアーガイドになりたいです。). She uses *います*、*します*、*あります* frequently to compensate for the lack of an appropriate verb to describe her personal details (e.g. スーパーアルバイトをいます。木曜日をしています。). The forms used in the student's speech are high-frequency forms. The student produces the forms mainly in a simple sentence. The choice of forms, tense, and particles is not always correct (e.g. 来週大学で日本語をもっと勉強しています。). She often omits particles in her utterances (e.g. スーパーアルバイトをいます。), but in general errors do not interfere with communicating meaning.

The student takes frequent pauses and hesitates often. A considerable amount of time is required to respond to the questions when they are not expected questions. Her speech is generally intelligible, despite some difficulties in the pronunciation of some words (e.g. ツアーガイド、うるさい、きょうねん for きょねん, よんじ for よじ). Although the student struggles to understand the interviewer's questions, she does not ask for clarification or repetition.

Year 12 Second Language Learners

Oral — Average (3)

Commentary

Features of Achievement in this Sample

The student conveys a good range of information about personal details in response to the interviewer's questions. The response is mainly in rehearsed speech, but she extends beyond what she was asked about (e.g. Q: 毎日何時に起きますか。 A: 毎日、六時に起きて、シャワーをあびてあさごはんを食べます。).

The student demonstrates reasonable command of vocabulary as required in the Year 12 curriculum, in particular, focusing on school subjects, school life, and areas of students' interests. She uses a variety of forms learnt in Year 12 in rehearsed speech.

The student uses a variety of modifiers (e.g. とても、たくさん、もっと、いろいろ、ときどき、あんまり) to make the meaning of the utterance more precise. She uses connective particles to provide further information (e.g. 旅行大好きですから、ツアーガイドになりたいです。). She uses います、します、あります frequently to compensate for the lack of an appropriate verb to describe her personal details (e.g. スーパーアルバイトをいます。木曜日をしています。). The student's speech contains a limited number of forms and is produced mainly in a simple sentence. The choice of forms, tense, and particles is not always correct (e.g. 来週大学で日本語をもっと勉強しています。). She often omits particles in her utterances (e.g. スーパーアルバイトをいます。), but in general errors do not interfere with communicating meaning.

The student takes frequent pauses and hesitates often. A considerable amount of time is required to respond to the questions when they are not expected questions. Her speech is generally intelligible and the pronunciation of some words is influenced from Chinese (e.g. すいえい).