

Prep standard elaborations — Australian Curriculum v9.0: Japanese

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Japanese describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Prep Australian Curriculum: Japanese achievement standard

By the end of the Foundation¹ year, students use play and imagination to interact and create Japanese texts, with support. They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Japanese for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/japanese-f-10-sequence/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Prep Japanese standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Communicating meaning in Japanese	applying knowledge when using play and imagination to interact and create Japanese texts, with support	making connections when using play and imagination to interact and create Japanese texts, with support	using play and imagination to interact and create Japanese texts, with support	using play and imagination to explore interacting and creating Japanese texts, with support	using play and imagination to become aware of interacting and creating Japanese texts, with support
	identifying that Japanese and English look and sound different in a range of familiar and new language features	identifying that Japanese and English look and sound different in a range of familiar language features	identifying that Japanese and English look and sound different	exploring that Japanese and English look and sound different	becoming aware that Japanese and English are different

¹ Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding language and culture	applying knowledge when recognising that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.	making connections when recognising that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.	recognising that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.	exploring that there are languages and cultures as well as their own.	becoming aware that there are languages and cultures as well as their own.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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