

# Years 3–4 standard elaborations — Australian Curriculum v9.0: Japanese

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## 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 C 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.



## Years 3–4 Australian Curriculum: Japanese achievement standard

By the end of Year 4, students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use hiragana with support, and familiar kanji appropriate to context.

Students imitate hiragana sounds, pronunciation and intonation patterns of Japanese language. They demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

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/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

## Years 3–4 Japanese standard elaborations

	A	B	C	D	E
<b>The folio of student work contains evidence of the following:</b>					
<b>Communicating meaning in Japanese</b>	initiation of structured interactions in Japanese to <b>purposefully</b> share information related to the classroom and their personal world	initiation of structured interactions in Japanese to <b>effectively</b> share information related to the classroom and their personal world	initiation of structured interactions in Japanese to share information related to the classroom and their personal world	<b>variable</b> interactions in Japanese to share information related to the classroom and their personal world	<b>isolated</b> interactions in Japanese related to the classroom <b>or</b> their personal world
	<b>purposeful</b> use of modelled language to participate in spoken and written activities that involve planning	<b>effective</b> use of modelled language to participate in spoken and written activities that involve planning	use of modelled language to participate in spoken and written activities that involve planning	<b>variable</b> use of modelled language to participate in spoken and written activities that involve planning	<b>isolated</b> use of modelled language to participate in spoken <b>or</b> written activities

	A	B	C	D	E
	location of and <b>thorough</b> response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and <b>informed</b> response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and <b>partial</b> response to key items of information in texts using strategies to help interpret <b>or</b> convey meaning in familiar contexts	<b>statement/s about</b> information in texts
	<b>purposeful</b> use of modelled language and basic syntax to create texts	<b>effective</b> use of modelled language and basic syntax to create texts	use of modelled language and basic syntax to create texts	<b>variable</b> use of modelled language and basic syntax to create texts	<b>isolated</b> use of modelled language <b>or</b> basic syntax to create texts
	<b>purposeful</b> use of hiragana with support, and familiar kanji appropriate to context	<b>effective</b> use of hiragana with support, and familiar kanji appropriate to context	use of hiragana with support, and familiar kanji appropriate to context	<b>variable</b> use of hiragana with support, and familiar kanji appropriate to context	<b>isolated</b> use of hiragana with support, <b>or</b> familiar kanji appropriate to context
Understanding language and culture	<b>purposeful</b> imitation of hiragana sounds, pronunciation and intonation patterns of Japanese language	<b>effective</b> imitation of hiragana sounds, pronunciation and intonation patterns of Japanese language	imitation of hiragana sounds, pronunciation and intonation patterns of Japanese language	<b>variable</b> imitation of hiragana sounds, pronunciation and intonation patterns of Japanese language	<b>isolated</b> imitation of hiragana sounds, pronunciation <b>or</b> intonation patterns of Japanese language
	<b>purposeful</b> demonstration of understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning	<b>effective</b> demonstration of understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning	demonstration of understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning	<b>variable</b> meaning making using non-verbal, spoken and written language conventions	<b>isolated</b> meaning making using non-verbal, spoken <b>or</b> written language conventions
	<b>considered</b> recognition that some terms have cultural meanings	<b>informed</b> recognition that some terms have cultural meanings	recognition that some terms have cultural meanings	<b>partial</b> recognition that some terms have cultural meanings	<b>isolated</b> recognition that some terms have cultural meanings
	identification of patterns in Japanese and <b>thorough</b> comparisons between Japanese and English	identification of patterns in Japanese and <b>informed</b> comparisons between Japanese and English	identification of patterns in Japanese and comparisons between Japanese and English	identification of patterns in Japanese and <b>partial</b> comparisons between Japanese and English	<b>statement/s about</b> similarities <b>or</b> differences between Japanese and English

	A	B	C	D	E
	understanding that the Japanese language is connected with culture and <u>thorough</u> identification of how this is reflected in their own language(s) and culture(s).	understanding that the Japanese language is connected with culture and <u>informed</u> identification of how this is reflected in their own language(s) and culture(s).	understanding that the Japanese language is connected with culture and identification of how this is reflected in their own language(s) and culture(s).	<u>partial</u> understanding that language is connected with culture.	<u>statement/s about</u> language and culture.

**Key** shading emphasises the qualities that discriminate between the A–E descriptors

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