

Years 7–8 (7–10 sequence) 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 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 7–8 (7–10 sequence) Australian Curriculum: Japanese achievement standard

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Japanese for 7–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/japanese-7-10-sequence/year-7?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 7–8 (7–10 sequence) Japanese standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in Japanese	purposeful use of Japanese language to interact and collaborate with others and share information and plan activities in familiar contexts	effective use of Japanese language to interact and collaborate with others and share information and plan activities in familiar contexts	use of Japanese language to interact and collaborate with others and share information and plan activities in familiar contexts	variable use of Japanese language to interact with others and share information in familiar contexts	isolated use of Japanese language to share information
	considered response to others' contributions recognising familiar gestures, questions and instructions in exchanges	informed response to others' contributions recognising familiar gestures, questions and instructions in exchanges	response to others' contributions recognising familiar gestures, questions and instructions in exchanges	variable response to others' contributions	fragmented response to others' contributions

	A	B	C	D	E
	location of and <u>considered</u> response to information in texts, using non-verbal, visual and contextual cues to help make meaning	location of and <u>informed</u> response to information in texts, using non-verbal, visual and contextual cues to help make meaning	location of and response to information in texts, using non-verbal, visual and contextual cues to help make meaning	location of and <u>variable</u> response to information in texts, using non-verbal, visual and contextual cues to help make meaning	<u>statement/s about</u> information in texts
	<u>considered</u> response in Japanese or English, demonstrating understanding of context, purpose and audience in texts	<u>informed</u> response in Japanese or English, demonstrating understanding of context, purpose and audience in texts	response in Japanese or English, demonstrating understanding of context, purpose and audience in texts	<u>variable</u> response in Japanese or English, through demonstration of understanding of context, purpose and audience in texts	<u>fragmented</u> response in Japanese or English
	demonstration of understanding of how some language reflects cultural practices and <u>purposeful</u> use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and <u>effective</u> use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and use of familiar language, and modelled sentence and grammatical structures to create texts	<u>variable</u> use of familiar language and modelled sentences to create texts	<u>isolated</u> use of modelled sentences to create texts
	<u>purposeful</u> use of familiar katakana and kanji, and hiragana	<u>effective</u> use of familiar katakana and kanji, and hiragana, with support	use of familiar katakana and kanji, and hiragana, with support	<u>variable</u> use of familiar katakana and kanji, and hiragana, with support	<u>isolated</u> use of familiar katakana <u>or</u> kanji, and hiragana, with support

	A	B	C	D	E
Understanding language and culture	<ul style="list-style-type: none"> • considered approximation of Japanese sound patterns, intonation and rhythms • thorough recognition of the relationship between spoken and written forms 	<ul style="list-style-type: none"> • effective approximation of Japanese sound patterns, intonation and rhythms • effective recognition of the relationship between spoken and written forms 	<ul style="list-style-type: none"> • approximation of Japanese sound patterns, intonation and rhythms • recognition of the relationship between spoken and written forms 	<ul style="list-style-type: none"> • variable approximation of Japanese sound patterns, intonation and rhythms • partial recognition of the relationship between spoken and written forms 	<ul style="list-style-type: none"> • isolated approximation of Japanese sounds • isolated recognition of the relationship between spoken and written forms
	considered demonstration of understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication	informed demonstration of understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication	demonstration of understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication	variable demonstration of understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication	isolated demonstration of understanding that Japanese has conventions and rules for scripts, non-verbal, spoken or written communication
	thorough commentary on aspects of Japanese and English language structures and features, using metalanguage	informed commentary on aspects of Japanese and English language structures and features, using metalanguage	commentary on aspects of Japanese and English language structures and features, using metalanguage	variable commentary on aspects of Japanese and English language structures and features	statement/s about aspects of Japanese or English language structures or features
	considered demonstration of awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	informed demonstration of awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that language is connected with culture or identity.	statement/s about language, culture or identity.

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



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