

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

By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.

Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

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

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/japanese-f-10-sequence/year-8?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 (P–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 initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	effective use of Japanese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	use of Japanese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	variable use of Japanese language to initiate and participate in interactions in familiar contexts	isolated use of Japanese language to initiate or participate in interactions
	purposeful use of Japanese to collaborate, problem-solve and adjust their language in response to others	effective use of Japanese to collaborate, problem-solve and adjust their language in response to others	use of Japanese to collaborate, problem-solve and adjust their language in response to others	variable use of Japanese to collaborate, problem-solve and adjust their language in response to others	isolated use of Japanese to collaborate, problem-solve or adjust their language in response to others

	A	B	C	D	E
	<u>considered</u> interpretation of information, ideas and opinions in texts	<u>informed</u> interpretation of information, ideas and opinions in texts	interpretation of information, ideas and opinions in texts	<u>variable</u> interpretation of information, ideas and opinions in texts	<u>statement/s about</u> information, ideas <u>or</u> opinions in texts
	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>purposefully</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>effectively</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	<u>partial</u> demonstration of understanding of similarities and differences between languages, in familiar <u>or</u> unfamiliar cultural contexts	<u>isolated</u> demonstration of understanding of similarities <u>or</u> differences between languages
	<u>considered</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>effective</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>variable</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>isolated</u> use of vocabulary, sentence structures, expressions <u>or</u> levels of formality
	<u>considered</u> selection and use of combinations of kana and familiar kanji appropriate to context	<u>effective</u> selection and use of combinations of kana and familiar kanji appropriate to context	selection and use of combinations of kana and familiar kanji appropriate to context	<u>variable</u> selection and use of combinations of kana and familiar kanji appropriate to context	<u>isolated</u> use of kana <u>or</u> familiar kanji appropriate to context
Understanding language and culture	<u>thorough</u> application of the conventions of spoken Japanese and phrasing patterns to develop fluency	<u>informed</u> application of the conventions of spoken Japanese and phrasing patterns to develop fluency	application of the conventions of spoken Japanese and phrasing patterns to develop fluency	<u>variable</u> application of the conventions of spoken Japanese and phrasing patterns to develop fluency	<u>isolated use of</u> the conventions of spoken Japanese
	<u>considered</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning	<u>informed</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning	demonstration of understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning	<u>variable</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning	<u>isolated</u> demonstration of understanding that spoken, written <u>or</u> multimodal texts use different conventions, structures <u>or</u> features to convey meaning

	A	B	C	D	E
	<u>thorough</u> commentary on structures and features of Japanese text, using metalanguage	<u>informed</u> commentary on structures and features of Japanese text, using metalanguage	commentary on structures and features of Japanese text, using metalanguage	<u>variable</u> commentary on structures and features of Japanese text	<u>statement/s about</u> structures <u>or</u> features of Japanese text
	reflection on how the Japanese language, culture and identity are interconnected and <u>thorough</u> comparison of this with their own language(s), culture(s) and identity.	reflection on how the Japanese language, culture and identity are interconnected and <u>informed</u> comparison of this with their own language(s), culture(s) and identity.	reflection on how the Japanese language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity.	reflection on how the Japanese language, culture and identity are interconnected and <u>partial</u> comparison of this with their own language(s), culture(s) <u>or</u> identity.	<u>statement/s about</u> language, culture or identity.

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



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