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| Years 9–10 (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.

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| Years 9–10 (7–10 sequence) Australian Curriculum: Japanese achievement standard |
| By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.  Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating. |
| 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.html/learning-areas/japanese-7-10-sequence/year-9_year-10?detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0> |

## Years 9–10 (7–10 sequence) Japanese standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: | | | | |
| Communicating meaning in Japanese | purposeful use of Japanese language to initiate and sustain exchanges and compare ideas and experiences about their own and others’ personal world | effective use of Japanese language to initiate and sustain exchanges and compare ideas and experiences about their own and others’ personal world | use of Japanese language to initiate and sustain exchanges and compare ideas and experiences about their own and others’ personal world | variable use of Japanese language to initiate and sustain exchanges and compare ideas and experiences about their own and others’ personal world | isolated use of Japanese language to exchange ideas or experiences |
| purposeful communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events | effective communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events | communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events | variable use of non-verbal, spoken and written language to collaborate, plan and reflect on activities and events | isolated use of non-verbal, spoken or written language to collaborate, plan or reflect on activities or events |
| demonstration of understanding of different perspectives and considered interpretation and analysis of information and ideas in texts | demonstration of understanding of different perspectives and informed interpretation and analysis of information and ideas in texts | demonstration of understanding of different perspectives and interpretation and analysis of information and ideas in texts | variable interpretation and analysis of information and ideas in texts | statement/s about information or ideas in texts |
| * considered synthesis of information and response in Japanese or English * purposeful adjustment of language to convey meaning and to suit context, purpose and audience | * informed synthesis of information and response in Japanese or English * effective adjustment of language to convey meaning and to suit context, purpose and audience | * synthesis of information and response in Japanese or English * adjustment of language to convey meaning and to suit context, purpose and audience | * partial synthesis of information and response in Japanese or English * variable adjustment of language to convey meaning and to suit context, purpose and audience | statement/s of information in Japanese or English |
| purposeful use of structures and features of spoken and written Japanese to create texts | effective use of structures and features of spoken and written Japanese to create texts | use of structures and features of spoken and written Japanese to create texts | variable use of structures and features of spoken and written Japanese to create texts | isolated use of structures or features of spoken or written Japanese to create texts |
| purposeful use of a combination of kana and of a range of familiar kanji appropriate to context | effective use of a combination of kana and of a range of familiar kanji appropriate to context | use of a combination of kana and of a range of familiar kanji appropriate to context | variable use of a combination of kana and of a range of familiar kanji appropriate to context | isolated use of kana or familiar kanji appropriate to context |
| Understanding language and culture | thorough application of features of the Japanese sound system to enhance fluency | informed application of features of the Japanese sound system to enhance fluency | application of features of the Japanese sound system to enhance fluency | variable application of features of the Japanese sound system to enhance fluency | isolated use of features of the Japanese sound system |
| considered demonstration of understanding of the sound system in spoken exchanges and scripts for written texts | informed demonstration of understanding of the sound system in spoken exchanges and scripts for written texts | demonstration of understanding of the sound system in spoken exchanges and scripts for written texts | variable demonstration of understanding of the sound system in spoken exchanges and scripts for written texts | isolated demonstration of understanding of the sound system in spoken exchanges or scripts for written texts |
| considered selection and use of sentence and grammatical structures to interact, make meaning and create texts | effective selection and use of sentence and grammatical structures to interact, make meaning and create texts | selection and use of sentence and grammatical structures to interact, make meaning and create texts | variable selection and use of sentence and grammatical structures to interact, make meaning and create texts | isolated use of sentence or grammatical structures to create texts |
| thorough identification of multiple readings of familiar kanji in different compounds | informed identification of multiple readings of familiar kanji in different compounds | identification of multiple readings of familiar kanji in different compounds | variable identification of multiple readings of familiar kanji in different compounds | isolated identification of familiar kanji |
| thorough support of discussion of structures and features of texts, using metalanguage | informed support of discussion of structures and features of texts, using metalanguage | support of discussion of structures and features of texts, using metalanguage | variable support of discussion of structures and features of texts | statement/s about structures or features of texts |
| reflection on their own language use and cultural identity, and drawing on their experience of learning Japanese, to thoroughly discuss how this learning influences their ideas and ways of communicating. | reflection on their own language use and cultural identity, and drawing on their experience of learning Japanese, to effectively discuss how this learning influences their ideas and ways of communicating. | reflection on their own language use and cultural identity, and drawing on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating. | reflection on their own language use and cultural identity, and drawing on their experience of learning Japanese, to partially discuss how this learning influences their ideas or ways of communicating. | statement/s about their own language use, cultural identity or experience of learning Japanese. |

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

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