

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.



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
	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

	A	B	C	D	E
	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
	<ul style="list-style-type: none"> • considered synthesis of information and response in Japanese or English • purposeful adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • informed synthesis of information and response in Japanese or English • effective adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • synthesis of information and response in Japanese or English • adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • 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

	A	B	C	D	E
	<u>considered</u> selection and use of sentence and grammatical structures to interact, make meaning and create texts	<u>effective</u> 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	<u>variable</u> selection and use of sentence and grammatical structures to interact, make meaning and create texts	<u>isolated</u> use of sentence <u>or</u> grammatical structures to create texts
	<u>thorough</u> identification of multiple readings of familiar kanji in different compounds	<u>informed</u> identification of multiple readings of familiar kanji in different compounds	identification of multiple readings of familiar kanji in different compounds	<u>variable</u> identification of multiple readings of familiar kanji in different compounds	<u>isolated</u> identification of familiar kanji
	<u>thorough</u> support of discussion of structures and features of texts, using metalanguage	<u>informed</u> support of discussion of structures and features of texts, using metalanguage	support of discussion of structures and features of texts, using metalanguage	<u>variable</u> support of discussion of structures and features of texts	<u>statement/s about</u> structures <u>or</u> features of texts
	reflection on their own language use and cultural identity, and drawing on their experience of learning Japanese, to <u>thoroughly</u> 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 <u>effectively</u> 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 <u>partially</u> discuss how this learning influences their ideas <u>or</u> ways of communicating.	<u>statement/s about</u> their own language use, cultural identity <u>or</u> experience of learning Japanese.

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



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