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|  | Prep to Year 2 standard elaborations — Australian Curriculum: Japanese |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. In Japanese, the SEs have been developed using the Foundation to Year 10 sequence for the second language learner and background language learner. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the Prep[[1]](#footnote-2) to Year 2 achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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| Prep to Year 2 Australian Curriculum: Japanese achievement standard |
| By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さうなら、また、あした[AS1](#SE1" \o "SE link 2, Alt+Left to return), thanking and apologising, and giving and receiving, for example, どうぞ、どうも [AS2](#SE2" \o "SE link 2, Alt+Left to return). They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts [AS3](#SE3" \o "SE link 3, Alt+Left to return). When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people [AS4](#SE4" \o "SE link 4, Alt+Left to return), and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいてください。みてください 。[AS5](#SE5" \o "SE link 5, Alt+Left to return), and respond to questions, for example, だれ/なに/どこ [AS6](#SE6) with single words and set phrases and by selecting images or objects, for example, いぬ ですか。ねこ ですか 。[AS7](#SE7" \o "SE link 7, Alt+Left to return). They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい りんご、おおきい、まるい [AS8](#SE8). They indicate ownership by using, for example, だれのですか。わたし/ぼくのです。[AS9](#SE9" \o "SE link 9, Alt+Left to return) They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single kanji, such as 人、木、山、川、月、日、一、ニ、三、the 46 hiragana symbols, and some hiragana words such as くち、ねこ、あお、しかく [AS10](#SE10). They demonstrate understanding of hiragana as well as kanji by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours [AS11](#SE11" \o "SE link 11, Alt+Left to return).Students identify the three different scripts in Japanese, hiragana, kanji and katakana. They understand that hiragana represents the basic units of Japanese sound and apply that knowledge in their communication. They know that kanji represents meaning as well as sounds, and that katakana is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、 and in simple sentences, such as おりがみ が すきです。ぞう は おおきい です。[AS12](#SE12" \o "SE link 12, Alt+Left to return). They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people [AS13](#SE13" \o "SE link 13, Alt+Left to return). They identify Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’ [AS14](#SE14" \o "SE link 14, Alt+Left to return). They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン [AS15](#SE15). They identify similarities and differences between Japanese and their own languages and cultures. |
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| **Key**  | [AS1](#SE1) Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Japanese for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/japanese](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/japanese) |

## Prep to Year 2 Japanese standard elaborations

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | The folio of a student’s work has the following characteristics: |
| Communicating | considered interaction with the teacher and peers through play- and action-related language | effective interaction with the teacher and peers through play- and action-related language | interaction with the teacher and peers through play- and action-related language | guided interaction with the teacher and peers through play- and action-related language | directed interaction with the teacher and peers through play- and action-related language |
| considered use of formulaic expressions and appropriate gestures in everyday interactions  | effective use of formulaic expressions and appropriate gestures in everyday interactions  | use of formulaic expressions and appropriate gestures in everyday interactions ([AS1](#AS1" \o "AS1, Alt+Left to return ), [AS2](#AS2" \o "AS2, Alt+Left to return )) | partial use of formulaic expressions and appropriate gestures in everyday interactions  | directed use of formulaic expressions and appropriate gestures in everyday interactions |
| considered use of visual, non-verbal and contextual support to make meaning of simple texts | effective use of visual, non-verbal and contextual support to make meaning of simple texts | use of visual, non-verbal and contextual support to make meaning of simple texts ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial use of visual, non-verbal and contextual support to make meaning of simple texts | directed use of visual, non-verbal and contextual support to make meaning of simple texts |
| considered identification of key words and ready demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts | effective identification of key words and effective demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts | identification of key words and demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial identification of key words and guided demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts | directed identification of key words and directed demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts |
| considered responses to:* instructions through actions
* questions by using single words and set phrases and by selecting images or objects
 | effective responses to:* instructions through actions
* questions by using single words and set phrases and by selecting images or objects
 | responses to:* instructions through actions ([AS5](#AS5" \o "AS5, Alt+Left to return ))
* questions by using single words and set phrases and by selecting images or objects ([AS6](#AS6" \o "AS6, Alt+Left to return ), [AS7](#AS7" \o "AS7, Alt+Left to return ))
 | partial responses to:* instructions through actions
* questions by using single words by selecting images or objects
 | fragmented responses to:* instructions through actions
* questions by using single words by selecting images or objects
 |
| Communicating | presentation of information about themselves, family, friends and favourite things at word and simple sentence level, with considered use of formulaic and modelled language | presentation of information about themselves, family, friends and favourite things at word and simple sentence level, with effective use of formulaic and modelled language | presentation of information about themselves, family, friends and favourite things at word and simple sentence level, with use of formulaic and modelled language | presentation of information about themselves, family, friends and favourite things at word and simple sentence level, with partial use of formulaic and modelled language | presentation of information about themselves, family, friends and favourite things at word level and simple sentence, with fragmented use of formulaic and modelled language |
| considered description of people and objects using adjectives to indicate colour, shape and size | informed description of people and objects using adjectives to indicate colour, shape and size | description of people and objects using adjectives to indicate colour, shape and size ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial description of people and objects using adjectives to indicate colour, shape and size | fragmented description of people and objects using adjectives  |
| accurate indication of ownership | effective indication of ownership | indication of ownership ([AS9](#AS9" \o "AS9, Alt+Left to return )) | guided indication of ownership | directed indication of ownership |
| accurate mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing | effective mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing | mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing | guided mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing | directed mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing |
| recognising and beginning to accurately write single kanji, the 46 hiragana symbols, and some hiragana words | recognising and beginning to effectively write single kanji, the 46 hiragana symbols, and some hiragana words  | recognising and beginning to write single kanji, the 46 hiragana symbols, and some hiragana words ([AS10](#AS10" \o "AS10, Alt+Left to return )) | recognising and beginning to write aspects of single kanji, the 46 hiragana symbols | recognising and beginning to write isolated elements of single kanji, the 46 hiragana symbols |
| demonstration of ready understanding hiragana as well as kanji by actions such as matching, labelling and sorting | demonstration of effective understanding hiragana as well as kanji by actions such as matching, labelling and sorting | demonstration of understanding of hiragana as well as kanji by actions such as matching, labelling and sorting | demonstration of partial understanding of hiragana as well as kanji by actions such as matching, labelling and sorting | demonstration of understanding isolated elements of hiragana as well as kanji by actions such as matching, labelling and sorting |
| fluent translation and interpretation of examples of everyday Japanese language use and cultural behaviours and some formulaic expressions and behaviours | informed translation and effective interpretation of examples of everyday Japanese language use and cultural behaviours and some formulaic expressions and behaviours | translation and interpretation of examples of everyday Japanese language use and cultural behaviours and some formulaic expressions and behaviours ([AS11](#AS11" \o "AS11, Alt+Left to return )) | partial translation and interpretation of examples of everyday Japanese language use and cultural behaviours and some formulaic expressions and behaviours | directed translation and interpretation of examples of everyday Japanese language use and cultural behaviours and some formulaic expressions and behaviours  |
| Understanding | considered identification of the three different scripts in Japanese, hiragana, kanji and katakana | informed identification of the three different scripts in Japanese, hiragana, kanji and katakana | identification of the three different scripts in Japanese, hiragana, kanji and katakana | partial identification of the three different scripts in Japanese, hiragana, kanji and katakana | fragmented identification of the three different scripts in Japanese, hiragana, kanji and katakana |
| understanding that hiragana represents the basic units of Japanese sound and readily application of that knowledge in their communication | understanding that hiragana represents the basic units of Japanese sound and effective application of that knowledge in their communication | understanding that hiragana represents the basic units of Japanese sound and application of that knowledge in their communication | partial understanding that hiragana represents the basic units of Japanese sound and partial application of that knowledge in their communication | fragmented understanding that *hiragana* represents the basic units of Japanese sound and directed use in their communication |
| confident knowledge that:kanji represents meaning as well as soundskatakana is used for borrowed wordsstroke order in writing characters is important | informed knowledge that:kanji represents meaning as well as soundskatakana is used for borrowed wordsstroke order in writing characters is important | knowledge that:kanji represents meaning as well as soundskatakana is used for borrowed wordsstroke order in writing characters is important | partial knowledge that:kanji represents meaning as well as soundskatakana is used for borrowed wordsstroke order in writing characters is important | fragmented knowledge that:kanji represents meaning as well as soundskatakana is used for borrowed wordsstroke order in writing characters is important |
| considered identification of patterns in Japanese words and phrases and comparisons between Japanese and English and simple sentences | informed identification of patterns in Japanese words and phrases and comparisons between Japanese and English and simple sentences | identification of patterns in Japanese words and phrases and comparisons between Japanese and English and simple sentences ([AS12](#AS12" \o "AS12, Alt+Left to return )) | guided identification of patterns in Japanese words and phrases and comparisons between Japanese and English | directed identification of patterns in Japanese words and phrases |
| provision of considered examples of different ways of addressing friends, family and teachers or other adults | provision of effective examples of different ways of addressing friends, family and teachers or other adults | provision of examples of different ways of addressing friends, family and teachers or other adults | provision of partial examples of ways of addressing friends, family and teachers or other adults | directed provision of ways of addressing friends, family and teachers or other adults |
| fluent use of pronouns and titles/suffixes to address different people | effective use of pronouns and titles/suffixes to address different people | use of pronouns and titles/suffixes to address different people ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial use of pronouns and titles/suffixes to address different people | directed use of pronouns and titles/suffixes to address different people |
| considered identification of Japanese words that are often used in English-speaking contexts | informed identification of Japanese words that are often used in English-speaking contexts  | identification of Japanese words that are often used in English-speaking contexts ([AS14](#AS14" \o "AS14, Alt+Left to return ))  | partial identification of Japanese words that are often used in English-speaking contexts  | directed identification of Japanese words that are often used in English-speaking contexts  |
| Understanding | considered examples of Japanese words and phrases that have been borrowed from other languages | informed examples of Japanese words and phrases that have been borrowed from other languages | examples of Japanese words and phrases that have been borrowed from other languages ([AS15](#AS15" \o "AS15, Alt+Left to return )) | partial examples of Japanese words and phrases that have been borrowed from other languages | isolated elements of examples of Japanese words and phrases that have been borrowed from other languages |
| considered identification of similarities and differences between Japanese and their own languages and cultures | informed identification of similarities and differences between Japanese and their own languages and cultures | identification of similarities and differences between Japanese and their own languages and cultures | partial identification of similarities and differences between Japanese and their own languages and cultures | directed identification of similarities and differences between Japanese and their own languages and cultures |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](#AS1)) is a cross-reference to an example in the [achievement standard](#Achievement_standard) |
| **AP****MC****WW****EX****BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situationsmakes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situationsworks with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to themexploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to thembecoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep to Year 2 Japanese SEs

These terms clarify the descriptors in the Prep to Year 2 Japanese SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accuracy;accurate | consistent with a standard, rule, convention or known facts;in Languages, *accurate* is the production of structurally correct forms of the target language |
| apply; applying | use or employ in a particular situation |
| aspects | particular parts or features |
| basic | fundamental; simple, elementary |
| communicating | a mutual and reciprocal exchange of meaning;in Languages, communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes:* listening and speaking in relation to relevant domains of language use and text types
* reading and writing in relation to relevant domains of language use and text types
* communicating strategies
* translating and interpreting
* reflecting on intercultural language use;

students demonstrate communicating by:* describing the performance in the target language, both oral and written
* showing evidence of written and spoken Italian to communicate with teachers, peers and others in a range of settings and for a range of purposes
 |
| ****confident**** | having strong belief or full assurance; sure;in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; this includes:* elaborating or explaining the decisions made in response to the assessment provided
* manipulating the language when translating to maintain the intent of the target language
 |
| ****considered**** | thought about deliberately with a purpose;in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| contextual cues | include intonation, gestures and facial features |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:* people see, think, interpret the world and experience
* make assumptions about self and others
* understand and represent individual and community identity
 |
| demonstrate;demonstration | give a practical exhibition or explanation |
| description;describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a way that produces a desired or intended result;in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:* effective use of a range of vocabulary and grammar
* the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted
* subtleties may be overlooked
* cultural meanings are evident in responses but may not be fully developed;

students demonstrate effective usage in the four major language skills:* listening — the speaker’s attitude, purpose and intentions are recognised
* reading — the purpose of the text and the writer’s perspective and intention are recognised
* writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent
* speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
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| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;in Languages, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain;explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent | able to speak, write, translate and interpret [readily](#readily) |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. * story starter: ‘Once upon a time’
* greeting in Australian English: ‘G’day, how are you going?’
 |
| fragmented | disjointed or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification;identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;in Languages, informedrefers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:* a range of vocabulary and grammar used effectively
* the meaning of familiar language is accurately demonstrated
* subtleties may be overlooked
* cultural meaning is evident in responses but may not be fully developed;

students demonstrate informed usage in the four major language skills:* listening — the speaker’s attitude, purpose and intentions are recognised
* reading — the purpose of the text and the writer’s perspective and intention are recognised
* writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent
* speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
 |
| interpret;interpretation | explaining the meaning of information or actions;in the context of second language learning, interpret refers to two distinct processes:* the act of translation from one language to another
* the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
 |
| metalanguage | a vocabulary used to discuss language conventions and use, e.g. language used to talk about:* grammatical terms, such as sentence, clause, conjunction
* the social and cultural nature of language, such as face, reciprocating, register
 |
| partial | attempted; incomplete evidence provided |
| range | covers the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible |
| read;reading | process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts |
| readily;ready | promptly; quickly; easily; in a ready manner; willingly; fluent;this includes being effective and informed |
| recognise;recognition | to be aware of or acknowledge |
| responses;respond | to react to a person or text |
| speak | convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world |
| text | an identified stretch of language, used as a means for communication or the focus of learning and investigation;text forms and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media |
| translation | a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words |
| understand;understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with;in Languages, understanding refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:* knowledge of the language system
* variability in language use
* reflection on language and culture
 |
| use;using | to operate or put into effect |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-2)