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* 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), 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 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.

For all Queensland schools

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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、さようなら、また、あした [AS1], thanking and apologising, and giving and receiving, for example, どうぞ、どうも [AS2]. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts [AS3]. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people [AS4], 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], and respond to questions, for example, だれ/なに/どこ [AS6] 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]. 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]. They indicate ownership by using, for example, だれのですか。わたし/ぼくのです。 [AS9] 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、二、三、the 46 hiragana symbols, and some hiragana words such as くち、ねこ、あお、しかく [AS10]. 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].

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]. 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]. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate' [AS14]. 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]. They identify similarities and differences between Japanese and their own languages and cultures.

Key	[AS1] 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

Prep to Year 2 Japanese standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	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, AS2)	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)	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)	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) • questions by using single words and set phrases and by selecting images or objects (AS6, AS7)	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

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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)	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)	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)	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)	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

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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 sounds • katakana is used for borrowed words • stroke order in writing characters is important	informed knowledge that: • kanji represents meaning as well as sounds • katakana is used for borrowed words • stroke order in writing characters is important	knowledge that: • kanji represents meaning as well as sounds • katakana is used for borrowed words • stroke order in writing characters is important	partial knowledge that: • kanji represents meaning as well as sounds • katakana is used for borrowed words • stroke order in writing characters is important	fragmented knowledge that: • kanji represents meaning as well as sounds • katakana is used for borrowed words • stroke 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)	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)	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)	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

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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)	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

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors; (AS1) is a cross-reference to an example in the achievement standard
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes 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 situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming 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.

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) 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

Term	Description
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
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
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?'

Term	Description
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, *informed* refers 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

Term	Description
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