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|  | Years 3 and 4 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 achievement standard represents the **C 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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| Years 3 and 4 Australian Curriculum: Japanese achievement standard |
| By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア に なって ください。大きい こえ で いって ください。[AS1](#SE1" \o "SE link 1, Alt+Left to return ). They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって [AS2](#SE2" \o "SE link 2, Alt+Left to return). They use language spontaneously in simple familiar communicative exchanges, for example,やったー！だいじょうぶ？[AS3](#SE3" \o "SE link 2, Alt+Left to return). They respond to simple questions using short spoken statements, for example, いつ です か。なに が すき です か [AS4](#SE4). They use counter classifiers in response to questions such as なん、なん、なんじ、なんさい [AS5](#SE5). Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips [AS6](#SE6" \o "SE link 6, Alt+Left to return). They use cues such as context, visual images and familiar vocabulary to assist comprehension [AS7](#SE7"  \o "SE link 7, Alt+Left to return). They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists [AS8](#SE8"  \o "SE link 8, Alt+Left to return). They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and ません [AS9](#SE9). They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしょう), as well as high-frequency kanji such as 月、日、先生 [AS10](#SE10"  \o "SE link 10, Alt+Left to return). They apply word order (subject–object–verb) in simple sentences [AS11](#SE11"  \o "SE link 11, Alt+Left to return). They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language [AS12](#SE12"  \o "SE link 12, Alt+Left to return). They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily [AS13](#SE13"  \o "SE link 13, Alt+Left to return). Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に [AS14](#SE14" \o "SE link 14, Alt+Left to return); the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり [AS15](#SE15). They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/おなまえ、はし/おはし [AS16](#SE16). They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning [AS17](#SE17). Students identify ways in which Japanese language reflects ways of behaving and thinking. |
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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) |

## Years 3 and 4 Japanese standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Communicating | ready interaction with the teacher and peers in regular classroom routines and structured interactions | effective interaction with the teacher and peers in regular classroom routines and structured interactions | interaction with the teacher and peers in regular classroom routines and structured interactions | guided interaction with the teacher and peers in regular classroom routines and structured interactions | directed interaction with the teacher and peers in regular classroom routines and structured interactions |
| understanding of and considered responses to instructions related to classroom organisation and activities | understanding of and effective responses to instructions related to classroom organisation and activities | understanding of and responses to instructions related to classroom organisation and activities ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial understanding and guided responses to instructions related to classroom organisation and activities  | directed responses to instructions related to classroom organisation and activities  |
| ready use of formulaic and rehearsed language to exchange information about personal worlds and in familiar interactions  | effective use of formulaic and rehearsed language to exchange information about personal worlds and in familiar and interactions  | use of formulaic and rehearsed language to exchange information about personal worlds and in familiar interactions ([AS2](#AS2" \o "AS2, Alt+Left to return )) | basic use of formulaic and rehearsed language to exchange information about personal worlds and in familiar interactions  | fragmented use of formulaic and rehearsed language to exchange information |
| fluent use of language spontaneously in simple familiar communicative exchanges | effective use of language spontaneously in simple familiar communicative exchanges | use of language spontaneously in simple familiar communicative exchanges ([AS3](#AS3" \o "AS3, Alt+Left to return )) | basic use of language in simple familiar communicative exchanges | fragmented use of language in simple familiar communicative exchanges |
| accurate responses to simple questions using short spoken statements | effective responses to simple questions using short spoken statements | responses to simple questions using short spoken statements ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial responses to simple questions using short spoken statements | fragmented responses to simple questions using short spoken statements |
| ready use of counter classifiers in response to questions | effective use of counter classifiers in response to questions | use of counter classifiers in response to questions ([AS5](#AS5" \o "AS5, Alt+Left to return )) | partial use of counter classifiers in response to questions | use of isolated elements of counter classifiers in response to questions |
| considered identification of specific items of information when listening to or viewing texts | effective identification of specific items of information when listening to or viewing texts | identification of specific items of information when listening to or viewing texts ([AS6](#AS6" \o "AS6, Alt+Left to return )) | identification of basic items of information when listening to or viewing texts | identification of isolated elements of items of information when listening to or viewing texts |
| Communicating | purposeful use of cues to assist comprehension | effective use of cues to assist comprehension | use of cues to assist comprehension ([AS7](#AS7" \o "AS7, Alt+Left to return )) | guided use of cues to assist comprehension | directed use of isolated elements of cues to assist comprehension |
| considered creation of short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources  | informed creation of short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources  | creation of short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial creation of short spoken texts related to their personal world with the support of modelled language, scaffolded examples and resources  | fragmented creation of short spoken texts related to their personal world with the support of modelled language, scaffolded examples and resources  |
| considered description of people and events using adjectives, time-related vocabulary and appropriate verb forms | informed description of people and events using adjectives, time-related vocabulary and appropriate verb forms  | description of people and events using adjectives, time-related vocabulary and appropriate verb forms ([AS9](#AS9" \o "AS9, Alt+Left to return )) | partial description of people and events using adjectives, time-related vocabulary and verb forms | fragmented description of people and events  |
| fluent reading and accurate writing of the 46 hiragana as formulaic language, as well as high‑frequency kanji | effective reading and writing of the 46 hiragana as formulaic language, as well as high‑frequency kanji | reading and writing of the 46 hiragana as formulaic language, as well as high‑frequency kanji ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial reading and writing of the 46 hiragana as formulaic language, as well as high‑frequency kanji | fragmented reading and writing of the 46 hiragana as formulaic language, as well as isolated elements of high‑frequency kanji |
| purposeful application of word order in simple sentences | effective application of word order in simple sentences | application of word order in simple sentences ([AS11](#AS11" \o "AS11, Alt+Left to return )) | partial application of word order in simple sentences | fragmented application of word order |
| fluent comprehension of short written texts that use familiar and repetitive language | effective comprehension of short written texts that use familiar and repetitive language | comprehension of short written texts that use familiar and repetitive language ([AS12](#AS12" \o "AS12, Alt+Left to return )) | partial comprehension of short written texts that use familiar and repetitive language | fragmented comprehension of short written texts that use familiar and repetitive language |
| ready translation of simple and complex texts with considered use of classroom resources, noticing that some words and expressions do not translate easily | effective translation of simple and complex texts with informed use of classroom resources, noticing that some words and expressions do not translate easily | translation of simple texts using classroom resources, noticing that some words and expressions do not translate easily ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial translation of simple texts with guided use of classroom resources, noticing that some words and expressions do not translate easily | fragmented translation of simple texts with directed use of classroom resources, noticing that some words and expressions do not translate easily |
| Communicating | considered identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s)  | informed identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s) | identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s) | identification of basic examples of cultural differences between ways of communicating in Japanese and in their own language(s) | directed identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s) |
| Understanding | identification of both vowel and vowel–consonant sounds of hiraganaconsidered use of the hiragana chart to support their reading and writing, recognising its systematic nature | identification of both vowel and vowel–consonant sounds of hiraganainformed use of the hiragana chart to support their reading and writing, recognising its systematic nature | identification of both vowel and vowel–consonant sounds of hiraganause of the hiragana chart to support their reading and writing, recognising its systematic nature | identification of both vowel and vowel–consonant sounds of hiraganaguided use of the hiragana chart to support their reading and writing, recognising its systematic nature | identification of both vowel and vowel–consonant sounds of hiraganadirected use of the hiragana chart to support their reading and writing, recognising its systematic nature |
| accurate identification of ways in which rhythm is used to fluently chunk phrases within a sentence | effective identification ways in which rhythm is used to effectively chunk phrases within a sentence  | identification of ways in which rhythm is used to chunk phrases within a sentence  | guided identification of ways in which rhythm is used to partially chunk phrases within a sentence  | directed identification of ways in which rhythm is used to chunk isolated elements of phrases within a sentence  |
| purposeful demonstration of awareness of the predictable nature of pronunciation | informed demonstration of awareness of the predictable nature of pronunciation | demonstration of awareness of the predictable nature of pronunciation  | guided demonstration of awareness of the predictable nature of pronunciation | directed demonstration of awareness of isolated elements of the predictable nature of pronunciation  |
| considered knowledge of:* the role of particles
* the rules for simple verb tense conjugations

how to create questions using the sentence-ending particle か | informed knowledge of:* the role of particles
* the rules for simple verb tense conjugations

how to create questions using the sentence-ending particle か | knowledge of:* the role of particles ([AS14](#AS14" \o "AS14, Alt+Left to return ))
* the rules for simple verb tense conjugations

how to create questions using the sentence-ending particle か | partial knowledge of:* the role of particles
* the rules for simple verb tense conjugations

how to create questions using the sentence-ending particle か | knowledge of isolated elements of:* the role of particles
* the rules for simple verb tense conjugations

questions using the sentence-ending particle か |
| understanding and ready use of the rules and phonetic changes that apply to counter classifiers | understanding and effective use of the rules and phonetic changes that apply to counter classifiers | understanding and use of the rules and phonetic changes that apply to counter classifiers ([AS15](#AS15" \o "AS15, Alt+Left to return )) | understanding and guided use of the rules and phonetic changes that apply to counter classifiers | use of given rules and phonetic changes that apply to counter classifiers |
| Understanding | considered identification of language variations that occur according to the age and relationship of participants, and according to the situation  | informed identification of language variations that occur according to the age and relationship of participants, and according to the situation | identification of language variations that occur according to the age and relationship of participants, and according to the situation ([AS16](#AS16" \o "AS16, Alt+Left to return )) | partial identification of language variations that occur according to the age and relationship of participants, and according to the situation | use of given language variations that occur according to the age and relationship of participants, and according to the situation |
| understanding of the importance in Japanese of non-verbal communication to purposefully replace words and to communicate meaning | understanding of the importance in Japanese of non-verbal communication to effectively replace words and to communicate meaning | understanding of the importance in Japanese of non-verbal communication to replace words and to communicate meaning ([AS17](#AS17" \o "AS17, Alt+Left to return )) | understanding of the importance in Japanese of non-verbal communication to partially replace words and to communicate meaning | understanding of the importance in Japanese of non-verbal communication to replace isolated elements to communicate |
| considered identification of ways in which Japanese language reflects ways of behaving and thinking | informed identification of ways in which Japanese language reflects ways of behaving and thinking | identification of ways in which Japanese language reflects ways of behaving and thinking | partial identification of ways in which Japanese language reflects ways of behaving and thinking  | use of given ways in which Japanese language reflects ways of behaving and thinking  |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](#AS1)) indicates that examples are provided in the [achievement standard](#Achievement_standard) |

## 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 Years 3 and 4 Japanese SEs

These terms clarify the descriptors in the Years 3 and 4 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;effectively | 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 |
| 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 |
| given | known or provided |
| 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
 |
| isolated 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 meaningin Languages this 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 |
| 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 |
| purposeful;purposefully | intentional; done by design; focused and clearly linked to the goals of the task |
| 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 |