

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](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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. 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. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？ AS3. 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.

They use counter classifiers in response to questions such as なん^{にん}人、なん^{がつ}月、なんじ、なんさい AS5. 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. They use cues such as context, visual images and familiar vocabulary to assist comprehension AS7. 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. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましよう、ました and ません AS9. 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、でしよう), as well as high-frequency kanji such as 月、日、先生 AS10. They apply word order (subject–object–verb) in simple sentences AS11. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language AS12. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily AS13. 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; 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. 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. 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. Students identify ways in which Japanese language reflects ways of behaving and thinking.

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

Years 3 and 4 Japanese standard elaborations

	A	B	C	D	E
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)	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 interactions	use of formulaic and rehearsed language to exchange information about personal worlds and in familiar interactions (AS2)	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)	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)	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)	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)	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

	A	B	C	D	E
Communicating	<u>purposeful</u> use of cues to assist comprehension	<u>effective</u> use of cues to assist comprehension	use of cues to assist comprehension (AS7)	<u>guided</u> use of cues to assist comprehension	<u>directed</u> use of <u>isolated elements</u> of cues to assist comprehension
	<u>considered</u> creation of short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources	<u>informed</u> 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)	<u>partial</u> creation of short spoken texts related to their personal world with the support of modelled language, scaffolded examples and resources	<u>fragmented</u> creation of short spoken texts related to their personal world with the support of modelled language, scaffolded examples and resources
	<u>considered</u> description of people and events using adjectives, time-related vocabulary and appropriate verb forms	<u>informed</u> 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)	<u>partial</u> description of people and events using adjectives, time-related vocabulary and verb forms	<u>fragmented</u> description of people and events
	<u>fluent</u> reading and <u>accurate</u> writing of the 46 hiragana as formulaic language, as well as high-frequency kanji	<u>effective</u> 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)	<u>partial</u> reading and writing of the 46 hiragana as formulaic language, as well as high-frequency kanji	<u>fragmented</u> reading and writing of the 46 hiragana as formulaic language, as well as <u>isolated elements</u> of high-frequency kanji
	<u>purposeful</u> application of word order in simple sentences	<u>effective</u> application of word order in simple sentences	application of word order in simple sentences (AS11)	<u>partial</u> application of word order in simple sentences	<u>fragmented</u> application of word order
	<u>fluent</u> comprehension of short written texts that use familiar and repetitive language	<u>effective</u> comprehension of short written texts that use familiar and repetitive language	comprehension of short written texts that use familiar and repetitive language (AS12)	<u>partial</u> comprehension of short written texts that use familiar and repetitive language	<u>fragmented</u> comprehension of short written texts that use familiar and repetitive language
	<u>ready</u> translation of simple and <u>complex</u> texts with <u>considered</u> use of classroom resources, noticing that some words and expressions do not translate easily	<u>effective</u> translation of simple and <u>complex</u> texts with <u>informed</u> 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)	<u>partial</u> translation of simple texts with <u>guided</u> use of classroom resources, noticing that some words and expressions do not translate easily	<u>fragmented</u> translation of simple texts with <u>directed</u> use of classroom resources, noticing that some words and expressions do not translate easily

	A	B	C	D	E
Communicating	<u>considered</u> identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s)	<u>informed</u> 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 <u>basic</u> examples of cultural differences between ways of communicating in Japanese and in their own language(s)	<u>directed</u> identification of examples of cultural differences between ways of communicating in Japanese and in their own language(s)
Understanding	<ul style="list-style-type: none"> • identification of both vowel and vowel–consonant sounds of hiragana • <u>considered</u> use of the hiragana chart to support their reading and writing, recognising its systematic nature 	<ul style="list-style-type: none"> • identification of both vowel and vowel–consonant sounds of hiragana • <u>informed</u> use of the hiragana chart to support their reading and writing, recognising its systematic nature 	<ul style="list-style-type: none"> • identification of both vowel and vowel–consonant sounds of hiragana • use of the hiragana chart to support their reading and writing, recognising its systematic nature 	<ul style="list-style-type: none"> • identification of both vowel and vowel–consonant sounds of hiragana • <u>guided</u> use of the hiragana chart to support their reading and writing, recognising its systematic nature 	<ul style="list-style-type: none"> • identification of both vowel and vowel–consonant sounds of hiragana • <u>directed</u> use of the hiragana chart to support their reading and writing, recognising its systematic nature
	<u>accurate</u> identification of ways in which rhythm is used to <u>fluently</u> chunk phrases within a sentence	<u>effective</u> identification ways in which rhythm is used to <u>effectively</u> chunk phrases within a sentence	identification of ways in which rhythm is used to chunk phrases within a sentence	<u>guided</u> identification of ways in which rhythm is used to <u>partially</u> chunk phrases within a sentence	<u>directed</u> identification of ways in which rhythm is used to chunk <u>isolated elements of</u> phrases within a sentence
	<u>purposeful</u> demonstration of awareness of the predictable nature of pronunciation	<u>informed</u> demonstration of awareness of the predictable nature of pronunciation	demonstration of awareness of the predictable nature of pronunciation	<u>guided</u> demonstration of awareness of the predictable nature of pronunciation	<u>directed</u> demonstration of awareness of <u>isolated elements of</u> the predictable nature of pronunciation
	<u>considered</u> knowledge of: <ul style="list-style-type: none"> • the role of particles • the rules for simple verb tense conjugations • how to create questions using the sentence-ending particle か 	<u>informed</u> knowledge of: <ul style="list-style-type: none"> • the role of particles • the rules for simple verb tense conjugations • how to create questions using the sentence-ending particle か 	knowledge of: <ul style="list-style-type: none"> • the role of particles (AS14) • the rules for simple verb tense conjugations • how to create questions using the sentence-ending particle か 	<u>partial</u> knowledge of: <ul style="list-style-type: none"> • the role of particles • the rules for simple verb tense conjugations • how to create questions using the sentence-ending particle か 	knowledge of <u>isolated elements of</u> : <ul style="list-style-type: none"> • the role of particles • the rules for simple verb tense conjugations • questions using the sentence-ending particle か
	understanding and <u>ready</u> use of the rules and phonetic changes that apply to counter classifiers	understanding and <u>effective</u> 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)	understanding and <u>guided</u> use of the rules and phonetic changes that apply to counter classifiers	use of <u>given</u> rules and phonetic changes that apply to counter classifiers

	A	B	C	D	E
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)	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)	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

Key **shading** emphasises the **qualities that discriminate between the AP-BA descriptors**; (AS1) indicates that examples are provided in the **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.

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) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> 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, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• 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 <i>communicating</i> by: <ul style="list-style-type: none">• 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, <i>confident</i> 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: <ul style="list-style-type: none">• 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, <i>considered</i> 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: <ul style="list-style-type: none"> • 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, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> • 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 <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> • 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, <i>elements</i> 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
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> • story starter: ‘Once upon a time’ • greeting in Australian English: ‘G’day, how are you going?’
fragmented	disjointed or isolated
given	known or provided

Term	Description
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	<p>having relevant knowledge; being conversant with the topic; in <i>Languages</i>, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> • 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; <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • 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	<p>explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes:</p> <ul style="list-style-type: none"> • 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 meaning in <i>Languages</i> 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	<p>a vocabulary used to discuss language conventions and use, e.g. language used to talk about:</p> <ul style="list-style-type: none"> • 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	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> 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</p>
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

Term	Description
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	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><i>text forms</i> 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;</p> <p><i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>
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	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with;</p> <p>in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:</p> <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect