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|  | Years 5 and 6 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 5 and 6 Australian Curriculum: Japanese achievement standard | |
| By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき[AS1](#SE1). They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから[AS2](#SE2). They show concern for and interest in others by making enquiries such as だいじょうぶ？[AS3](#SE3), and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends [AS4](#SE4), and high-frequency kanji, for example, , 小さい、 [AS5](#SE5). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい 人 です。[AS6](#SE6). They create connected texts of a few sentences, such as descriptions, dialogues or skits [AS7](#SE7). They structure sentences using particles, for example, へ、で、を、が [AS8](#SE8) and prepositions, for example, のに [AS9](#SE9), and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。noun です/でした。and present/past/negative verb forms, for example, のみます、たべます、ました、いきません [AS10](#SE10). They use counter classifiers in response to questions such as いくら です か。なんびき？なんこ？[AS11](#SE11). Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures [AS12](#SE12).  Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です[AS13](#SE13). They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき[AS14](#SE14). They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ [AS15](#SE15), and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず です ね。いいえ。[AS16](#SE16). | |
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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 5 and 6 Japanese standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | considered use of formulaic and modelled language in classroom interactions to:   * fluently carry out transactions * fluently share or convey information about daily routines, activities and events, using time expressions | effective use of formulaic and modelled language in classroom interactions to:   * effectively carry out transactions * effectively share or convey information about daily routines, activities and events, using time expressions | use of formulaic and modelled language in classroom interactions to:   * carry out transactions * to share or convey information about daily routines, activities and events, using time expressions ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial use of formulaic and modelled language in classroom interactions to:   * carry out basic transactions * share or convey aspects of information about daily routines, activities and events, using time expressions | fragmented use of formulaic and modelled language in classroom interactions to:   * carry out basic transactions * make statements about daily routines, activities and events, using time expressions |
| readily asking and purposefully responding to questions in familiar and unfamiliar contexts using complete sentences and appropriate pronunciation, rhythm and intonation | effective asking and informed responding to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation | asking and responding to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation | asking and partially responding to questions in familiar contexts | guided asking and responding to isolated elements of questions in familiar contexts |
| accurately:   * asking for clarification and assistance * negotiating turn-taking   following instructions | effectively:   * asking for clarification and assistance * negotiating turn-taking   following instructions | * asking for clarification and assistance * negotiating turn-taking   following instructions | basic:   * asking for clarification and assistance * negotiating turn-taking   following instructions | isolated elements of:   * asking for clarification and assistance   following instructions |
| fluent extension of answers by using conjunctions | effective extension of answers by using conjunctions | extension of answers by using conjunctions ([AS2](#AS2" \o "AS2, Alt+Left to return )) | basic extension of answers by using aspects of conjunctions | fragmented extension of answers by using aspects of conjunctions |
| Communicating | showing concern for and interest in others by making enquiries  apologising and expressing thanks through the considered use of appropriate gestures | showing concern for and interest in others by making enquiries  apologising and expressing thanks through the effective use of appropriate gestures | showing concern for and interest in others by making enquiries ([AS3](#AS3" \o "AS3, Alt+Left to return ))  apologising and expressing thanks using appropriate gestures | showing concern for and interest in others by making enquiries  apologising and expressing thanks through the partial use of gestures | showing concern for and interest in others  apologising and expressing thanks through the fragmented use of gestures |
| fluent reading and accurate writing of all hiragana and high-frequency kanji | effective reading and writing of all hiragana and high-frequency kanji | reading and writing of all hiragana and high-frequency kanji ([AS4](#AS4" \o "AS4, Alt+Left to return ), [AS5](#AS5" \o "AS5, Alt+Left to return )) | partial reading and writing of hiragana and high-frequency kanji | fragmented reading and writing of hiragana and high-frequency kanji |
| purposeful [location](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics | informed [location](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics | [location](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics | partial [location](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) of information and some supporting details in spoken, written and multimodal texts on familiar topics | fragmented [location](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) of information and some supporting details in spoken, written and multimodal texts on familiar topics |
| fluent expression of reactions to imaginative texts | effective expression of reactions to imaginative texts | expression of reactions to imaginative texts ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial expression of reactions to imaginative texts | fragmented expression of reactions to imaginative texts |
| considered creation of connected texts of a few sentences | informed creation of connected texts of a few sentences | creation of connected texts of a few sentences ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial creation of connected texts of a few sentences | fragmented creation of text of a sentence |
| fluent structuring of sentences using particles and prepositions  purposefully [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)ing the rules of punctuation when writing | effective structuring of sentences using particles and prepositions  effectively [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)ing the rules of punctuation when writing | structuring of sentences using particles and prepositions ([AS8](#AS8" \o "AS8, Alt+Left to return ), [AS9](#AS9" \o "AS9, Alt+Left to return ))  [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)ing the rules of punctuation when writing | partial structuring of sentences using particles and prepositions  [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)ing aspects of the rules of punctuation when writing | fragmented structuring of sentences using particles and prepositions  [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply)ing isolated elements of the rules of punctuation when writing |
| considered [description](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and recount of events and experiences in time | effective [description](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and recount of events and experiences in time | [description](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and recount of events and experiences in time ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial [description](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and recount of events and experiences in time | fragmented [description](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and recount of events and experiences in time |
| fluent 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 ([AS11](#AS11" \o "AS11, Alt+Left to return )) | partial use of counter classifiers in response to questions | use of isolated elements of counter classifiers in response to questions |
| Communicating | fluent translation of familiar and complex texts, recognising formulaic expressions and culturally specific textual features and language use | effective translation of familiar and complex texts, recognising formulaic expressions and culturally specific textual features and language use | translation of familiar texts, recognising formulaic expressions and culturally specific textual features and language use | partial translation of familiar texts, recognising aspects of formulaic expressions and culturally textual features and language use | fragmented translation of familiar texts, recognising isolated elements of formulaic expressions and culturally textual features and language use |
| considered commenting on similarities and differences in ways of expressing values in Japanese compared to other languages and cultures | informed commenting on similarities and differences in ways of expressing values in Japanese compared to other languages and cultures | commenting on similarities and differences in ways of expressing values in Japanese compared to other languages and cultures ([AS12](#AS12" \o "AS12, Alt+Left to return )) | commenting on aspects of similarities and differences in ways of expressing values in Japanese compared to other languages and cultures | commenting on isolated elements of similarities and differences in ways of expressing values in Japanese compared to other languages and cultures |
| Understanding | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and considered use of the hiragana chart to fluently pronounce contracted and blended sounds and exceptions to phonetic rules | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and informed use of the hiragana chart to effectively pronounce contracted and blended sounds and exceptions to phonetic rules | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and use of the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and guided use of the hiragana chart to pronounce aspects of contracted and blended sounds and exceptions to phonetic rules | guided use of the hiragana chart to pronounce isolated elements of contracted and blended sounds and exceptions to phonetic rules |
| [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and fluent [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of the rules and phonetic changes related to counter classifiers | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and effective [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of the rules and phonetic changes related to counter classifiers | [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of the rules and phonetic changes related to counter classifiers ([AS14](#AS14" \o "AS14, Alt+Left to return )) | partial [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)ing and basic [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of the rules and phonetic changes related to counter classifiers | fragmented [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of the rules and phonetic changes related to counter classifiers |
| accurate [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of knowledge of stroke order to form characters | effective [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of knowledge of stroke order to form characters | [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of knowledge of stroke order to form characters | partial [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of knowledge of stroke order to form characters | fragmented [application](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) of knowledge of stroke order to form characters |
| gives considered examples of ways in which languages both change over time and are influenced by other languages and cultures | gives informed examples of ways in which languages both change over time and are influenced by other languages and cultures | gives examples of ways in which languages both change over time and are influenced by other languages and cultures | gives partial examples of ways in which languages both change over time and are influenced by other languages and cultures | gives fragmented examples of ways in which languages both change over time and are influenced by other languages and cultures |
| Understanding | [considered identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of:   * words from other languages used in Japanese * how the pronunciation, form and meaning of borrowed words can change when used in Japanese | informed [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of:   * words from other languages used in Japanese   how the pronunciation, form and meaning of borrowed words can change when used in Japanese | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of:   * words from other languages used in Japanese ([AS15](#AS15" \o "AS15, Alt+Left to return ))   how the pronunciation, form and meaning of borrowed words can change when used in Japanese | partial [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of:   * words from other languages used in Japanese   how the pronunciation, form and meaning of borrowed words can change when used in Japanese | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of isolated elements of:   * words from other languages used in Japanese   how the pronunciation, form and meaning of borrowed words can change when used in Japanese |
| [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of behaviours and values associated with Japanese society and fluently incorporating these into language use | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of behaviours and values associated with Japanese society and effectively incorporating these into language use | identification of behaviours and values associated with Japanese society and incorporating these into language use ([AS16](#AS16" \o "AS16, Alt+Left to return )) | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of behaviours and values associated with Japanese society and incorporating aspects of these into language use | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of behaviours and values associated with Japanese society and incorporating isolated elements of these into language use |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](file:///\\file01\Data\D_CIS\B_Curriculum_Support\U_Publishing\QCAA\web\_pending\170370-374%20SEs%20Japanese\170371_ac_japanese_yr3-4_se_v3_gh.docx#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 5 and 6 Japanese SEs

These terms clarify the descriptors in the Years 5 and 6 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 |
| ****complexity; complex**** | a degree to which language use is complex as opposed to simple |
| ****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 |
| 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; fluently | 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?’ |
| 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 |
| 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 *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 |
| locate | to discover the place or location of |
| 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 |
| 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 |