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

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. 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. They show concern for and interest in others by making enquiries such as だいじょうぶ？ AS3, 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, and high-frequency kanji, for example, 犬（いぬ）, 小さい、雨（あめ） AS5. 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. They create connected texts of a few sentences, such as descriptions, dialogues or skits AS7. They structure sentences using particles, for example, へ、で、を、が AS8 and prepositions, for example, の 上（うえ） に AS9, 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、見（み）ました、いきません AS10. They use counter classifiers in response to questions such as いくら です か。なんびき？なんこ？ AS11. 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.

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. 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.

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, 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.

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 5 and 6 Japanese standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<u>considered</u> use of formulaic and modelled language in classroom interactions to: • <u>fluently</u> carry out transactions • <u>fluently</u> share or convey information about daily routines, activities and events, using time expressions	<u>effective</u> use of formulaic and modelled language in classroom interactions to: • <u>effectively</u> carry out transactions • <u>effectively</u> 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)	<u>partial</u> use of formulaic and modelled language in classroom interactions to: • carry out basic transactions • share or convey <u>aspects of</u> information about daily routines, activities and events, using time expressions	<u>fragmented</u> use of formulaic and modelled language in classroom interactions to: • carry out basic transactions • <u>make statements</u> about daily routines, activities and events, using time expressions
	<u>readily</u> asking and <u>purposefully</u> responding to questions in familiar and unfamiliar contexts using complete sentences and appropriate pronunciation, rhythm and intonation	<u>effective</u> asking and <u>informed</u> 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 <u>partially</u> responding to questions in familiar contexts	<u>guided</u> asking and responding to <u>isolated elements of</u> questions in familiar contexts
	<u>accurately</u>: • asking for clarification and assistance • negotiating turn-taking • following instructions	<u>effectively</u>: • asking for clarification and assistance • negotiating turn-taking • following instructions	• asking for clarification and assistance • negotiating turn-taking • following instructions	<u>basic</u>: • asking for clarification and assistance • negotiating turn-taking • following instructions	<u>isolated elements of</u>: • asking for clarification and assistance • following instructions
	<u>fluent</u> extension of answers by using conjunctions	<u>effective</u> extension of answers by using conjunctions	extension of answers by using conjunctions (AS2)	<u>basic</u> extension of answers by using <u>aspects of</u> conjunctions	<u>fragmented</u> extension of answers by using <u>aspects of</u> conjunctions

	A	B	C	D	E
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) • 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, AS5)	partial reading and writing of hiragana and high-frequency kanji	fragmented reading and writing of hiragana and high-frequency kanji
	purposeful location of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics	informed location of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics	location of specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics	partial location of information and some supporting details in spoken, written and multimodal texts on familiar topics	fragmented location 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)	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)	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 applying the rules of punctuation when writing	• effective structuring of sentences using particles and prepositions • effectively applying the rules of punctuation when writing	• structuring of sentences using particles and prepositions (AS8, AS9) • applying the rules of punctuation when writing	• partial structuring of sentences using particles and prepositions • applying aspects of the rules of punctuation when writing	• fragmented structuring of sentences using particles and prepositions • applying isolated elements of the rules of punctuation when writing
	considered description and recount of events and experiences in time	effective description and recount of events and experiences in time	description and recount of events and experiences in time (AS10)	partial description and recount of events and experiences in time	fragmented description 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)	partial use of counter classifiers in response to questions	use of isolated elements of counter classifiers in response to questions

		A	B	C	D	E
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)	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		understanding and considered use of the hiragana chart to fluently pronounce contracted and blended sounds and exceptions to phonetic rules	understanding and informed use of the hiragana chart to effectively pronounce contracted and blended sounds and exceptions to phonetic rules	understanding and use of the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules (AS13)	partial understanding 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
		understanding and fluent application of the rules and phonetic changes related to counter classifiers	understanding and effective application of the rules and phonetic changes related to counter classifiers	understanding and application of the rules and phonetic changes related to counter classifiers (AS14)	partial understanding and basic application of the rules and phonetic changes related to counter classifiers	fragmented application of the rules and phonetic changes related to counter classifiers
		accurate application of knowledge of stroke order to form characters	effective application of knowledge of stroke order to form characters	application of knowledge of stroke order to form characters	partial application of knowledge of stroke order to form characters	fragmented application 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

	A	B	C	D	E
Understanding	considered identification 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 of: • words from other languages used in Japanese • how the pronunciation, form and meaning of borrowed words can change when used in Japanese	identification of: • words from other languages used in Japanese (AS15) • how the pronunciation, form and meaning of borrowed words can change when used in Japanese	partial identification of: • words from other languages used in Japanese • how the pronunciation, form and meaning of borrowed words can change when used in Japanese	identification 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 of behaviours and values associated with Japanese society and fluently incorporating these into language use	identification 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)	identification of behaviours and values associated with Japanese society and incorporating aspects of these into language use	identification of behaviours and values associated with Japanese society and incorporating isolated elements of these into language use

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 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) 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

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; 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?'

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
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

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	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