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|  | Years 7 and 8 standard elaborations — Australian Curriculum: Japanese  Years 7 to 10 sequence |

### 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**.

Australian Curriculum languages have two entry points: Prep[[1]](#footnote-2) and Year 7, and SEs are provided for the two sets of achievement standards:

* Prep to Year 10 sequence
* Years 7 to 10 sequence.

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. 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 7 and 8 Australian Curriculum: Japanese achievement standard Years 7 to 10 sequence | |
| By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。[AS1](#SE1" \o "SE link 1, Alt+Left to return ). They comprehend and respond to familiar questions, such asだれ、、 どこ、 いつ、 よう、 どんな、[AS2](#SE2" \o "SE link 2, Alt+Left to return ) and instructions, such as たって　ください。三人の　グループに　なって　ください。、[AS3](#SE3" \o "SE link 3, Alt+Left to return ) using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は　何　ですか。十四ページ　ですね。[AS4](#SE4). They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs, such as人、 、 、 きい、 さい、 だち、 きます、 べます[AS5](#SE5). Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を　しますか 。ゲームを　します。[AS6](#SE6"\o "SE link 6, Alt+Left to return )), common counter classifiers (for example, ～人、 ～ひき、 ～さい[AS7](#SE7" \o "SE link 7, Alt+Left to return )), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines [AS8](#SE8"\o "SE link 8, Alt+Left to return ). They structure sentences using correct word order, and link information using conjunctions such as そしてandそれから[AS9](#SE9). They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。[AS10](#SE10" \o "SE link 10, Alt+Left to return ). They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address [AS11](#SE11" \o "SE link 11, Alt+Left to return ), and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact [AS12](#SE12).  Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words [AS13](#SE13" \o "SE link 13, Alt+Left to return ). They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、[AS14](#SE14" \o "SE link 14, Alt+Left to return ) and conjugation of present, past, positive and negative forms of verbs. They understand and use いand なadjectives, and apply the rules of counter classifiers such as ～人、～、 ～ひき/びき/ぴき[AS15](#SE15" \o "SE link 15, Alt+Left to return ). They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず　ですね。いいえ。、[AS16](#SE16" \o "SE link 16, Alt+Left to return ) softening responses with expressions such asちょっと or あんまり、[AS17](#SE17" \o "SE link 17, Alt+Left to return ) and using indirect forms of refusal or disagreement. | |
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| **Key** | [AS1](#SE1), ASx 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 7 and 8 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 interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds | informed interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds | interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds | basic interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds | fragmented interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds |
| considered use of gestures and formulaic expressions | informed use of gestures and formulaic expressions | appropriate use of gestures and formulaic expressions ([AS1](#AS1" \o "AS1, Alt+Left to return )) | basic use of gestures and formulaic expressions | fragmented use of gestures and formulaic expressions |
| considered comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language | effective comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language | comprehension and response to familiar questions ([AS2](#AS2" \o "AS2, Alt+Left to return )) and instructions ([AS3](#AS3" \o "AS3, Alt+Left to return )), using rehearsed and some spontaneous language | basic comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language | fragmented comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language |
| considered asking for assistance and clarification | effective asking for assistance and clarification | asking for assistance and clarification ([AS4](#AS4" \o "AS4, Alt+Left to return )) | basic asking for assistance and clarification | fragmented asking for assistance and clarification |
| accurate pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation | effective pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation | pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation | basic pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation | fragmented pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation |
| purposeful reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs | effective reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs | reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs ([AS5](#AS5" \o "AS4, Alt+Left to return )) | partial reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs | fragmented reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high‑frequency nouns, adjectives and verbs |
| Communicating | considered identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities | effective identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities | identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities | basic identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities | fragmented identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities |
| considered use of non‑verbal, visual and contextual cues to assist in making meaning | effective use of non‑verbal, visual and contextual cues to assist in making meaning | use of non‑verbal, visual and contextual cues to assist in making meaning | use of aspects of non‑verbal, visual and contextual cues to assist in making meaning | fragmented use of non‑verbal, visual and contextual cues to assist in making meaning |
| purposeful use of rehearsed language related to their personal world to convey information in both written and spoken texts | effective use of rehearsed language related to their personal world to convey information in both written and spoken texts | use of rehearsed language related to their personal world to convey information in both written and spoken texts | basic use of rehearsed language related to their personal world to convey information in both written and spoken texts | fragmented use of rehearsed language related to their personal world to convey information in both written and spoken texts |
| production of considered short sentences involving:   * nouns and verbs * common counter classifiers   adjective, noun and verb predicates | production of effective short sentences involving:   * nouns and verbs * common counter classifiers * adjective, noun and verb predicates | production of short sentences involving:   * nouns and verbs ([AS6](#AS6" \o "AS6, Alt+Left to return )) * common counter classifiers ([AS7](#AS7" \o "AS7, Alt+Left to return )) * adjective, noun and verb predicates | production of basic short sentences involving:   * nouns and verbs * common counter classifiers * adjective, noun and verb predicates | production of fragmented short sentences involving:   * nouns and verbs * common counter classifiers * adjective, noun and verb predicates |
| * accurate application of correct stroke order to all characters * considered use of appropriate punctuation and textual features in texts | * effective application of correct stroke order to all characters * informed use of appropriate punctuation and textual features in texts | * application of correct stroke order to all characters * use of appropriate punctuation and textual features in texts ([AS8](#AS8" \o "AS8, Alt+Left to return )) | * partial application of correct stroke order to all characters * partial use of appropriate punctuation and textual features in texts | * fragmented application of correct stroke order to all characters * fragmented use of appropriate punctuation and textual features in texts |
| Communicating | * considered structuring of sentences using correct word order * purposeful linking of information using conjunctions | * informed structuring of sentences using correct word order * effective linking of information using conjunctions | * structuring of sentences using correct word order * linking of information using conjunctions ([AS9](#AS9" \o "AS9, Alt+Left to return )) | * partial structuring of sentences structured using correct word order * partial linking of information using conjunctions | * fragmented structuring of sentences using correct word order * fragmented linking of information using conjunctions |
| considered translation and interpretation of short spoken texts, with purposeful explanation of Japanese gestures and expressions that do not readily translate into English | effective translation and interpretation of short spoken texts, with informed explanation of Japanese gestures and expressions that do not readily translate into English | translation and interpretation of short spoken texts, with explanation of Japanese gestures and expressions that do not readily translate into English ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial translation and interpretation of short spoken texts, with partial explanation of Japanese gestures and expressions that do not readily translate into English | fragmented translation and interpretation of short spoken texts, with fragmented explanation of Japanese gestures and expressions that do not readily translate into English |
| * considered adjustment of their language to suit different contexts and situations * considered responses in culturally appropriate ways to interactions with other Japanese speakers | * informed adjustment of their language to suit different contexts and situations * informed responses in culturally appropriate ways to interactions with other Japanese speakers | * adjustment of their language to suit different contexts and situations ([AS11](#AS11" \o "AS11, Alt+Left to return )) * responses in culturally appropriate ways to interactions with other Japanese speakers ([AS12](#AS12" \o "AS12, Alt+Left to return )) | * adjustment of aspects of their language to suit different contexts and situations * partial responses in culturally appropriate ways to interactions with other Japanese speakers | * fragmented adjustment of their language to suit different contexts and situations * fragmented responses in culturally appropriate ways to interactions with other Japanese speakers |
| Understanding | considered recognition of the nature and roles of the three Japanese scripts | informed recognition of the nature and roles of the three Japanese scripts | recognition of the nature and roles of the three Japanese scripts ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial recognition of the nature and roles of the three Japanese scripts | fragmented recognition of the nature and roles of the three Japanese scripts |
| considered use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature | effective use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature | use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature | partial use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature | fragmented use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature |
| Understanding | knowledge that hiragana and katakana are pronounced identically, and considered knowledge that the pronunciation of borrowed words is determined by the Japanese sound system | knowledge that hiragana and katakana are pronounced identically, and informed knowledge that the pronunciation of borrowed words is determined by the Japanese sound system | knowledge that hiragana and katakana are pronounced identically, and knowledge that the pronunciation of borrowed words is determined by the Japanese sound system | knowledge that hiragana and katakana are pronounced identically, and partial knowledge that the pronunciation of borrowed words is determined by the Japanese sound system | knowledge that hiragana and katakana are pronounced identically, and fragmented knowledge that the pronunciation of borrowed words is determined by the Japanese sound system |
| understanding and considered application of grammatical concepts such as the:   * use of particles * conjugation of present, past, positive and/or negative forms of verbs | understanding and effective application of grammatical concepts such as the:   * use of particles * conjugation of present, past, positive and/or negative forms of verbs | understanding and application of grammatical concepts such as the:   * use of particles ([AS14](#AS14" \o "AS14, Alt+Left to return )) * conjugation of present, past, positive and negative forms of verbs | understanding and partial application of grammatical concepts such as the:   * use of particles * conjugation of present, past, positive and/or negative forms of verbs | understanding and fragmented application of grammatical concepts such as the:   * use of particles * conjugation of present, past, positive and/or negative forms of verbs |
| understanding and use of いand なadjectives, with accurate application of the rules of counter classifiers | understanding and use of いand なadjectives, with effective application of the rules of counter classifiers | understanding and use of いand なadjectives, with application of the rules of counter classifiers ([AS15](#AS15" \o "AS15, Alt+Left to return )) | understanding and use of いand なadjectives, with partial application of the rules of counter classifiers | understanding and use of いand なadjectives, with fragmented application of the rules of counter classifiers |
| purposeful explanation of how:   * language and behaviour change according to participants, context and relationship * politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions | effective explanation of how:   * language and behaviour change according to participants, context and relationship * politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions | explanation of how:   * language and behaviour change according to participants, context and relationship * politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions | partial explanation of how:   * language and behaviour change according to participants, context and relationship * politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions | fragmented explanation of how:   * language and behaviour change according to participants, context and relationship * politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions |
| Understanding | understanding that languages and cultures change over time, and considered provision of examples of how languages borrow words from one another | understanding that languages and cultures change over time, and informed provision of examples of how languages borrow words from one another | understanding that languages and cultures change over time, and provision of examples of how languages borrow words from one another | understanding that languages and cultures change over time, and partial provision of examples of how languages borrow words from one another | understanding that languages and cultures change over time, and fragmented provision of examples of how languages borrow words from one another |
| making of connections and considered comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving | making of connections and informed comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving | making of connections and comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving | making of connections and partial comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving | making of connections and fragmented comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving |
| considered identification of how Japanese values such as humility and harmony are reflected in language, such as by:   * deflecting praise * softening responses with expressions * using indirect forms of refusal or disagreement | informed identification of how Japanese values such as humility and harmony are reflected in language, such as by:   * deflecting praise * softening responses with expressions * using indirect forms of refusal or disagreement | identification of how Japanese values such as humility and harmony are reflected in language, such as by:   * deflecting praise ([AS16](#AS16" \o "AS16, Alt+Left to return )) * softening responses with expressions ([AS17](#AS17" \o "AS17, Alt+Left to return )) * using indirect forms of refusal or disagreement | partial identification of how Japanese values such as humility and harmony are reflected in language, such as by:   * deflecting praise * softening responses with expressions * using indirect forms of refusal or disagreement | fragmented identification of how Japanese values such as humility and harmony are reflected in language, such as by:   * deflecting praise * softening responses with expressions * using indirect forms of refusal or disagreement |
|  |  | | | | |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross‑reference to an example 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 7 and 8 Japanese SEs

These terms clarify the descriptors in the Years 7 and 8 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 |
| complex sentence | a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets:   * ‘I took my umbrella [because it was raining]’ * ‘The man [who came to dinner] is my brother.’ |
| ****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; they can:   * elaborate or explain the decisions made in response to the assessment provided * manipulate 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 | 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 |
| element | 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, element refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent | able to speak, write, translate and interpret readily |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.   * story starter: ‘Once upon a time’ * greeting in Australian English: ‘G’day, how are you going?’ |
| fragmented | disjointed |
| 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 |
| 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 |
| prediction;  predict;  predictable | an informed presumption about something that might happen;  predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative;  predicting at sentence level includes identifying what word is likely to come next in a sentence |
| purposeful; purposefully | intentional; done by design; focused and clearly linked to the goals of the task |
| range | 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 |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-2)