

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

* 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.



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.

They comprehend and respond to familiar questions, such as ^{なに}だれ、何、^{なん}どこ、いつ、^び何よう日、^{AS2}どんな 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 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. 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、^{せんせい}先生、^{にほん}日本、^{おお}大きい、^{ちい}小さい、^{とも}友だち、^い行きます、^た食べますAS5. 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), common counter classifiers (for example, ～人、～ひき、～さいAS7), 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 timelinesAS8. They structure sentences using correct word order, and link information using conjunctions such as そして and それからAS9. 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. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of addressAS11, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contactAS12.

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 wordsAS13. 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 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、～^{がつ}月、～ひき/びき/びきAS15. 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 softening responses with expressions such as ちよっと or あんまり、AS17 and using indirect forms of refusal or disagreement.

Key AS1, 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

Years 7 and 8 Japanese standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<u>considered</u> interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds	<u>informed</u> 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	<u>basic</u> interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds	<u>fragmented</u> interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds
	<u>considered</u> use of gestures and formulaic expressions	<u>informed</u> use of gestures and formulaic expressions	appropriate use of gestures and formulaic expressions (AS1)	<u>basic</u> use of gestures and formulaic expressions	<u>fragmented</u> use of gestures and formulaic expressions
	<u>considered</u> comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language	<u>effective</u> comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language	comprehension and response to familiar questions (AS2) and instructions (AS3), using rehearsed and some spontaneous language	<u>basic</u> comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language	<u>fragmented</u> comprehension and response to familiar questions and instructions, using rehearsed and some spontaneous language
	<u>considered</u> asking for assistance and clarification	<u>effective</u> asking for assistance and clarification	asking for assistance and clarification (AS4)	<u>basic</u> asking for assistance and clarification	<u>fragmented</u> asking for assistance and clarification
	<u>accurate</u> pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation	<u>effective</u> 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	<u>basic</u> pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation	<u>fragmented</u> pronunciation of voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation
	<u>purposeful</u> 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	<u>effective</u> 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)	<u>partial</u> 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	<u>fragmented</u> 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

	A	B	C	D	E
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: <ul style="list-style-type: none"> nouns and verbs common counter classifiers adjective, noun and verb predicates	production of effective short sentences involving: <ul style="list-style-type: none"> nouns and verbs common counter classifiers adjective, noun and verb predicates 	production of short sentences involving: <ul style="list-style-type: none"> nouns and verbs (AS6) common counter classifiers (AS7) adjective, noun and verb predicates 	production of basic short sentences involving: <ul style="list-style-type: none"> nouns and verbs common counter classifiers adjective, noun and verb predicates 	production of fragmented short sentences involving: <ul style="list-style-type: none"> nouns and verbs common counter classifiers adjective, noun and verb predicates
	<ul style="list-style-type: none"> accurate application of correct stroke order to all characters considered use of appropriate punctuation and textual features in texts 	<ul style="list-style-type: none"> effective application of correct stroke order to all characters informed use of appropriate punctuation and textual features in texts 	<ul style="list-style-type: none"> application of correct stroke order to all characters use of appropriate punctuation and textual features in texts (AS8) 	<ul style="list-style-type: none"> partial application of correct stroke order to all characters partial use of appropriate punctuation and textual features in texts 	<ul style="list-style-type: none"> fragmented application of correct stroke order to all characters fragmented use of appropriate punctuation and textual features in texts

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • considered structuring of sentences using correct word order • purposeful linking of information using conjunctions 	<ul style="list-style-type: none"> • informed structuring of sentences using correct word order • effective linking of information using conjunctions 	<ul style="list-style-type: none"> • structuring of sentences using correct word order • linking of information using conjunctions (AS9) 	<ul style="list-style-type: none"> • partial structuring of sentences structured using correct word order • partial linking of information using conjunctions 	<ul style="list-style-type: none"> • fragmented structuring of sentences using correct word order • fragmented linking of information using conjunctions
	<p>considered translation and interpretation of short spoken texts, with purposeful explanation of Japanese gestures and expressions that do not readily translate into English</p>	<p>effective translation and interpretation of short spoken texts, with informed explanation of Japanese gestures and expressions that do not readily translate into English</p>	<p>translation and interpretation of short spoken texts, with explanation of Japanese gestures and expressions that do not readily translate into English (AS10)</p>	<p>partial translation and interpretation of short spoken texts, with partial explanation of Japanese gestures and expressions that do not readily translate into English</p>	<p>fragmented translation and interpretation of short spoken texts, with fragmented explanation of Japanese gestures and expressions that do not readily translate into English</p>
	<ul style="list-style-type: none"> • considered adjustment of their language to suit different contexts and situations • considered responses in culturally appropriate ways to interactions with other Japanese speakers 	<ul style="list-style-type: none"> • informed adjustment of their language to suit different contexts and situations • informed responses in culturally appropriate ways to interactions with other Japanese speakers 	<ul style="list-style-type: none"> • adjustment of their language to suit different contexts and situations (AS11) • responses in culturally appropriate ways to interactions with other Japanese speakers (AS12) 	<ul style="list-style-type: none"> • adjustment of aspects of their language to suit different contexts and situations • partial responses in culturally appropriate ways to interactions with other Japanese speakers 	<ul style="list-style-type: none"> • fragmented adjustment of their language to suit different contexts and situations • fragmented responses in culturally appropriate ways to interactions with other Japanese speakers
Understanding	<p>considered recognition of the nature and roles of the three Japanese scripts</p>	<p>informed recognition of the nature and roles of the three Japanese scripts</p>	<p>recognition of the nature and roles of the three Japanese scripts (AS13)</p>	<p>partial recognition of the nature and roles of the three Japanese scripts</p>	<p>fragmented recognition of the nature and roles of the three Japanese scripts</p>
	<p>considered use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</p>	<p>effective use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</p>	<p>use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</p>	<p>partial use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</p>	<p>fragmented use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</p>

	A	B	C	D	E
Understanding	knowledge that hiragana and katakana are pronounced identically, and <u>considered</u> knowledge that the pronunciation of borrowed words is determined by the Japanese sound system	knowledge that hiragana and katakana are pronounced identically, and <u>informed</u> 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 <u>partial</u> knowledge that the pronunciation of borrowed words is determined by the Japanese sound system	knowledge that hiragana and katakana are pronounced identically, and <u>fragmented</u> knowledge that the pronunciation of borrowed words is determined by the Japanese sound system
	understanding and <u>considered</u> application of grammatical concepts such as the: <ul style="list-style-type: none"> • use of particles • conjugation of present, past, positive and/or negative forms of verbs 	understanding and <u>effective</u> application of grammatical concepts such as the: <ul style="list-style-type: none"> • use of particles • conjugation of present, past, positive and/or negative forms of verbs 	understanding and application of grammatical concepts such as the: <ul style="list-style-type: none"> • use of particles (AS14) • conjugation of present, past, positive and negative forms of verbs 	understanding and <u>partial</u> application of grammatical concepts such as the: <ul style="list-style-type: none"> • use of particles • conjugation of present, past, positive and/or negative forms of verbs 	understanding and <u>fragmented</u> application of grammatical concepts such as the: <ul style="list-style-type: none"> • use of particles • conjugation of present, past, positive and/or negative forms of verbs
	understanding and use of い and な adjectives, with <u>accurate</u> application of the rules of counter classifiers	understanding and use of い and な adjectives, with <u>effective</u> application of the rules of counter classifiers	understanding and use of い and な adjectives, with application of the rules of counter classifiers (AS15)	understanding and use of い and な adjectives, with <u>partial</u> application of the rules of counter classifiers	understanding and use of い and な adjectives, with <u>fragmented</u> application of the rules of counter classifiers
	<u>purposeful</u> explanation of how: <ul style="list-style-type: none"> • 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 	<u>effective</u> explanation of how: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	<u>partial</u> explanation of how: <ul style="list-style-type: none"> • 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 	<u>fragmented</u> explanation of how: <ul style="list-style-type: none"> • 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

	A	B	C	D	E
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • deflecting praise (AS16) • softening responses with expressions (AS17) • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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), (ASx) is a cross-reference to an example 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 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) 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
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: <ul style="list-style-type: none"> • 'I took my umbrella [because it was raining]' • 'The man [who came to dinner] is my brother.'

Term	Description
confident	<p>having strong belief or full assurance; sure;</p> <p>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; they can:</p> <ul style="list-style-type: none"> • 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	<p>thought about deliberately with a purpose;</p> <p>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</p>
contextual cues	include intonation, gestures and facial features
culture	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <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	<p>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:</p> <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; <p>students demonstrate <i>effective 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
element	<p>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;</p> <p>in Languages, <i>element</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</p>
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

Term	Description
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
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, <i>informed</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"> • 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 <i>informed 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
interpret; interpretation	explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes: <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
metalinguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: <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
prediction; predict; predictable	an informed presumption about something that might happen; <i>predicting</i> 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; <i>predicting</i> 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

Term	Description
read; reading	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
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; <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; <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
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, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <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