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

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. In Japanese, the SEs have been developed using the Foundation to Year 10 sequence for the second language learner and background language learner. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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| Years 7 and 8 Australian Curriculum: Japanese achievement standard | |
| By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、で、いつ、 どこで、[AS1](#SE1) using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは フットボールが 好きです。でも、母は フットボールが 好きじゃないです。[AS2](#SE2). Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words [AS3](#SE3). Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions [AS4](#SE4). They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私 [AS5](#SE5). They read some compound words such as 日本語 [AS6](#SE6). They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements [AS7](#SE7). They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、 何本、何分 [AS8](#SE8). They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、) and direction, for example, みぎ、ひだり、前、うしろ [AS9](#SE9). They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、including for example に to indicate timeframes [AS10](#SE10). Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.  Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use い and な adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぷん [AS11](#SE11). They identify and reproduce features of familiar text types such as emails, descriptions and dialogues [AS12](#SE12). They identify words (for example, お母さんand 母), phrases (for example,  どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ～さん and ～さま) and titles (for example, ～先生) that indicate different levels of formality [AS13](#SE13). They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being [AS14](#SE14), and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, もうすこしがんばりましょう。[AS15](#SE15). They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives. | |
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| **Key** | [AS1](#SE1) Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Japanese for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/japanese](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/japanese) |

## Years 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 use of Japanese to interact with peers, the teacher and others to fluently exchange information, recount experiences and express opinions | effective use of Japanese to interact with peers, the teacher and others to effectively exchange information, recount experiences and express opinions | use of Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions | use of basic Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions | use of fragmented Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions |
| fluent use of verb ましょう for planning and making arrangements and offering suggestions | effective use of verb  ましょう for planning and making arrangements and offering suggestions | use of verb ましょう for planning and making arrangements and offering suggestions | partial use of verb ましょう for planning and making arrangements offering suggestions | fragmented use of verb  ましょう for planning and making arrangements and offering suggestions |
| fluent asking and considered responses to a range of questions using both rehearsed and some spontaneous language, giving opinions and making comparisons | effectively asking and informed responses to a range of questions using both rehearsed and some spontaneous language, giving opinions and making comparisons | asking and responses to a range of questions using both rehearsed and some spontaneous language, giving opinions and making comparisons ([AS1](#AS1" \o "AS1, Alt+Left to return ), [AS2](#AS2" \o "AS2, Alt+Left to return )) | partially asking and basic responses to a range of questions using rehearsed language | fragmented asking and fragmented responses to questions using rehearsed language |
| considered application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary | effective application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary | application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial application of rules of pronunciation to sentence types and vocabulary | fragmented application of rules of pronunciation |
| * fluent reading and accurate writing of hiragana * fluent reading of katakana   accurate writing of familiar and katakana words | * effective reading and writing of hiragana * effective reading of katakana   effective writing of familiar and katakana words | * reading and writing hiragana * reading katakana   writing familiar katakana words ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial reading and writing aspects of:   * hiragana   familiar katakana words | reading and writing isolated elements of:   * hiragana   familiar katakana words |
| Communicating | * fluent reading and writing of high-frequency kanji   fluent reading of some compound words | * effective reading and writing of high-frequency kanji   effective reading of some compound words | * reading and writing high‑frequency kanji ([AS5](#AS5" \o "AS5, Alt+Left to return ))   reading of some compound words ([AS6](#AS6" \o "AS6, Alt+Left to return )) | * partial reading and writing of high-frequency kanji   reading aspects of some compound words | * fragmented reading and writing of high-frequency kanji   reading isolated elements of some compound words |
| purposeful location and considered analysis and summary of information from a range of spoken, written and multimodal texts | effective location and informed analysis and summary of information from a range of spoken, written and multimodal texts | location, analysis and summary of information from a range of spoken, written and multimodal texts ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial location and summary of information from spoken, written and multimodal texts | fragmented summary of information from spoken, written and multimodal texts |
| purposeful planning and considered drafting and presentation of informative and imaginative texts with the support of modelled resources | effective planning and informed drafting and presentation of informative and imaginative texts with the support of modelled resources | planning, drafting and presentation of informative and imaginative texts with the support of modelled resources ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial planning, drafting and presentation of informative and imaginative texts using modelled resources | fragmented planning, drafting and presentation of informative and imaginative texts using modelled resources |
| 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 | partial use of counter classifiers in response to questions | use of isolated elements of counter classifiers in response to questions |
| building of cohesion in texts and elaboration on meaning through the considered use of grammatical elements | building of cohesion in texts and elaboration on meaning through the effective use of grammatical elements | building of cohesion in texts and elaboration on meaning through the use of grammatical elements ([AS9](#AS9" \o "AS9, Alt+Left to return )) | building texts and elaboration on meaning through the partial use of grammatical elements | building texts through the fragmented use of grammatical elements |
| fluent use of:   * a variety of verb tenses to express ideas and experiences   a range of particles | effective use of:   * a variety of verb tenses to express ideas and experiences   a range of particles | use of:   * a variety of verb tenses to express ideas and experiences   a range of particles ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial use of:   * a variety of verb tenses to express ideas and experiences   a range of particles | fragmented use of:   * verb tenses   particles |
| Communicating | fluent translation and considered interpretation of short texts from Japanese into English and vice versa, providing considered alternative expressions when equivalence is not possible | effective translation and effective interpretation of short texts from Japanese into English and vice versa, providing informed alternative expressions when equivalence is not possible | translation and interpretation of short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible | partial translation and interpretation of short texts from Japanese into English and vice versa | fragmented translation of short texts from Japanese into English and vice versa |
| considered description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not | effective description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not | description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not | partial description of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not | fragmented description of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not |
| Understanding | considered understanding that the pronunciation of:   * katakana is the same as that of hiragana   borrowed words is influenced by the Japanese sound system | effective understanding that the pronunciation of:   * katakana is the same as that of hiragana   borrowed words is influenced by the Japanese sound system | understanding that the pronunciation of:   * katakana is the same as that of hiragana   borrowed words is influenced by the Japanese sound system | partial understanding that the pronunciation of:   * katakana is the same as that of hiragana   borrowed words is influenced by the Japanese sound system | fragmented understanding that the pronunciation of:   * katakana is the same as that of hiragana   borrowed words is influenced by the Japanese sound system |
| fluent application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning | effective application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning | application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning | partial application of word order in their spoken and written language, varying the order of noun phrases | application of isolated elements of word order in their spoken and written language |
| understanding and fluent use of い and な adjectives when appropriate  considered application of the rules of phonetic change to counter classifiers | understanding and effective use of い and な adjectives when appropriate  informed application of the rules of phonetic change to counter classifiers | understanding and use of い and な adjectives when appropriate  application of the rules of phonetic change to counter classifiers ([AS11](#AS11" \o "AS11, Alt+Left to return )) | understanding and basic use of い and な adjectives  partial application of the rules of phonetic change to counter classifiers | understanding and fragmented use of  い and な adjectives  fragmented application of the rules of phonetic change to counter classifiers |
| Understanding | identification and purposeful reproduction of a of features of familiar text types | identification and effective reproduction of a of features of familiar text types | identification and reproduction of features of familiar text types ([AS12](#AS12" \o "AS12, Alt+Left to return )) | identification and partial reproduction of features of familiar text types | identification and fragmented reproduction of features of familiar text types |
| considered identification of words, phrases, prefixes, suffixes and titles that indicates different levels of formality | effective identification of words, phrases, prefixes, suffixes and titles that indicates different levels of formality | identification of words, phrases, prefixes, suffixes and titles that indicates different levels of formality ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial identification of words, phrases, prefixes, suffixes and titles that indicates different levels of formality | fragmented identification of words, phrases, prefixes, suffixes and titles that indicates different levels of formality |
| considered recognition of:   * values that are important in Japanese society * how these are reflected through language and behaviours | effective recognition of:   * values that are important in Japanese society * how these are reflected through language and behaviours | recognition of:   * values that are important in Japanese society * how these are reflected through language and behaviours ([AS14](#AS14" \o "AS14, Alt+Left to return ), [AS15](#AS15" \o "AS15, Alt+Left to return )) | partial recognition of:   * values that are important in Japanese society * how these are reflected through language and behaviours | fragmented recognition of:   * values that are important in Japanese society * how these are reflected through language and behaviours |
| considered explanation of:   * how cultural values and ideas are embedded in all languages   how communicative behaviour might be interpreted from other cultural perspectives | effective explanation of:   * how cultural values and ideas are embedded in all languages   how communicative behaviour might be interpreted from other cultural perspectives | explanation of:   * how cultural values and ideas are embedded in all languages   how communicative behaviour might be interpreted from other cultural perspectives | partial explanation of:   * how cultural values and ideas are embedded in all languages   how their communicative behaviour might be interpreted from other cultural perspectives | fragmented explanation of:   * how cultural values and ideas are embedded in all languages   how communicative behaviour might be interpreted from other cultural perspectives |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](#AS1)) indicates that examples are provided in the [achievement standard](#Achievement_standard) |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Years 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 |
| analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| 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 |
| ****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 |
| ****complexity: complex**** | a degree to which language use is complex as opposed to simple |
| ****considered**** | thought about deliberately with a purpose;  in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| contextual cues | include intonation, gestures and facial features |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:   * people see, think, interpret the world and experience * make assumptions about self and others * understand and represent individual and community identity |
| demonstrate; demonstration | give a practical exhibition or explanation |
| description; describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effective; effectively | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * effective use of a range of vocabulary and grammar * the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted * subtleties may be overlooked * cultural meanings are evident in responses but may not be fully developed;   students demonstrate effective usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;  in Languages, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent; fluently | able to speak, write, translate and interpret readily |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.   * story starter: ‘Once upon a time’ * greeting in Australian English: ‘G’day, how are you going?’ |
| fragmented | disjointed or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:   * a range of vocabulary and grammar used effectively * the meaning of familiar language is accurately demonstrated * subtleties may be overlooked * cultural meaning is evident in responses but may not be fully developed;   students demonstrate informed usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| interpret; interpretation | explaining the meaning of information or actions;  in the context of second language learning, interpret refers to two distinct processes:   * the act of translation from one language to another * the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others |
| 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 |
| 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 identify where something is found |
| partial | attempted; incomplete evidence provided |
| purposeful; purposefully | intentional; done by design; focused and clearly linked to the goals of the task |
| range | covers the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible |
| read; reading | 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 |
| reproduce | copy or make close imitation |
| 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 |
| summarise | give a brief statement of the main points |
| 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 |