

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

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, ^{なん}だれと、何で、いつ、どこで、**AS1** 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**. 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**. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions **AS4**. 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**. They read some compound words such as 日本語 **AS6**. 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**. 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**. 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、^{まえ}前) and direction, for example, みぎ、ひだり、前、うしろ **AS9**. 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**. 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、じゅっぶん **AS11**. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues **AS12**. 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**. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being **AS14**, 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**. 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.

Key	AS1 Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Japanese for Foundation–10</i> , 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	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, AS2)	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)	partial application of rules of pronunciation to sentence types and vocabulary	fragmented application of rules of pronunciation
	<ul style="list-style-type: none"> • fluent reading and accurate writing of hiragana • fluent reading of katakana • accurate writing of familiar and katakana words 	<ul style="list-style-type: none"> • effective reading and writing of hiragana • effective reading of katakana • effective writing of familiar and katakana words 	<ul style="list-style-type: none"> • reading and writing hiragana • reading katakana • writing familiar katakana words (AS4) 	partial reading and writing aspects of : <ul style="list-style-type: none"> • hiragana • familiar katakana words 	reading and writing isolated elements of : <ul style="list-style-type: none"> • hiragana • familiar katakana words

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> fluent reading and writing of high-frequency kanji fluent reading of some compound words 	<ul style="list-style-type: none"> effective reading and writing of high-frequency kanji effective reading of some compound words 	<ul style="list-style-type: none"> reading and writing high-frequency kanji (AS5) reading of some compound words (AS6) 	<ul style="list-style-type: none"> partial reading and writing of high-frequency kanji reading aspects of some compound words 	<ul style="list-style-type: none"> 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)	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)	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)	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: <ul style="list-style-type: none"> a variety of verb tenses to express ideas and experiences a range of particles 	effective use of: <ul style="list-style-type: none"> a variety of verb tenses to express ideas and experiences a range of particles 	use of: <ul style="list-style-type: none"> a variety of verb tenses to express ideas and experiences a range of particles (AS10) 	partial use of: <ul style="list-style-type: none"> a variety of verb tenses to express ideas and experiences a range of particles 	fragmented use of: <ul style="list-style-type: none"> verb tenses particles

	A	B	C	D	E
Communicating	<p>fluent translation and considered interpretation of short texts from Japanese into English and vice versa, providing considered alternative expressions when equivalence is not possible</p>	<p>effective translation and effective interpretation of short texts from Japanese into English and vice versa, providing informed alternative expressions when equivalence is not possible</p>	<p>translation and interpretation of short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible</p>	<p>partial translation and interpretation of short texts from Japanese into English and vice versa</p>	<p>fragmented translation of short texts from Japanese into English and vice versa</p>
	<p>considered description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not</p>	<p>effective description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not</p>	<p>description and explanation of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not</p>	<p>partial description of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not</p>	<p>fragmented description of reactions to intercultural experiences sharing why some elements fit easily with their sense of identity while others do not</p>
Understanding	<p>considered understanding that the pronunciation of:</p> <ul style="list-style-type: none"> katakana is the same as that of hiragana borrowed words is influenced by the Japanese sound system 	<p>effective understanding that the pronunciation of:</p> <ul style="list-style-type: none"> katakana is the same as that of hiragana borrowed words is influenced by the Japanese sound system 	<p>understanding that the pronunciation of:</p> <ul style="list-style-type: none"> katakana is the same as that of hiragana borrowed words is influenced by the Japanese sound system 	<p>partial understanding that the pronunciation of:</p> <ul style="list-style-type: none"> katakana is the same as that of hiragana borrowed words is influenced by the Japanese sound system 	<p>fragmented understanding that the pronunciation of:</p> <ul style="list-style-type: none"> katakana is the same as that of hiragana borrowed words is influenced by the Japanese sound system
	<p>fluent application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning</p>	<p>effective application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning</p>	<p>application of appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning</p>	<p>partial application of word order in their spoken and written language, varying the order of noun phrases</p>	<p>application of isolated elements of word order in their spoken and written language</p>
	<ul style="list-style-type: none"> understanding and fluent use of い and な adjectives when appropriate considered application of the rules of phonetic change to counter classifiers 	<ul style="list-style-type: none"> understanding and effective use of い and な adjectives when appropriate informed application of the rules of phonetic change to counter classifiers 	<ul style="list-style-type: none"> understanding and use of い and な adjectives when appropriate application of the rules of phonetic change to counter classifiers (AS11) 	<ul style="list-style-type: none"> understanding and basic use of い and な adjectives partial application of the rules of phonetic change to counter classifiers 	<ul style="list-style-type: none"> understanding and fragmented use of い and な adjectives fragmented application of the rules of phonetic change to counter classifiers

	A	B	C	D	E
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)	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)	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: <ul style="list-style-type: none"> values that are important in Japanese society how these are reflected through language and behaviours 	effective recognition of: <ul style="list-style-type: none"> values that are important in Japanese society how these are reflected through language and behaviours 	recognition of: <ul style="list-style-type: none"> values that are important in Japanese society how these are reflected through language and behaviours (AS14, AS15) 	partial recognition of: <ul style="list-style-type: none"> values that are important in Japanese society how these are reflected through language and behaviours 	fragmented recognition of: <ul style="list-style-type: none"> values that are important in Japanese society how these are reflected through language and behaviours
	considered explanation of: <ul style="list-style-type: none"> how cultural values and ideas are embedded in all languages how communicative behaviour might be interpreted from other cultural perspectives 	effective explanation of: <ul style="list-style-type: none"> how cultural values and ideas are embedded in all languages how communicative behaviour might be interpreted from other cultural perspectives 	explanation of: <ul style="list-style-type: none"> how cultural values and ideas are embedded in all languages how communicative behaviour might be interpreted from other cultural perspectives 	partial explanation of: <ul style="list-style-type: none"> how cultural values and ideas are embedded in all languages how their communicative behaviour might be interpreted from other cultural perspectives 	fragmented explanation of: <ul style="list-style-type: none"> how cultural values and ideas are embedded in all languages how communicative behaviour might be interpreted from other cultural perspectives
Key	shading emphasises the qualities that discriminate between the AP–BA descriptors ; (AS1) indicates that examples are provided in the achievement standard				

Notes

Australian Curriculum common dimensions

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

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

Terms used in Years 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
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, <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

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; this includes:</p> <ul style="list-style-type: none"> • 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	<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; effectively	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>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
elements	<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>elements</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>

Term	Description
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. <ul style="list-style-type: none"> • 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 <i>Languages</i> , <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
metalanguage	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
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 <i>Languages</i> 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

Term	Description
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; <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
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; <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