Years 9 and 10 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 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture [AS1]. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週うの土曜日にサッカーをしませんか。土曜日はちょっと…。 [AS2] Students ask and respond to questions, such as どのぐらい、いくつ、 [AS3] using spontaneous language. They provide explanations, opinions and reasons, for example, by using 〜と思います、 〜からです [AS4]. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (〜てはいけません、〜てもいいです、 〜ています [AS5]), and the plain form (〜たり〜たりします、 〜と 思います、〜つもり [AS6]). They extend or qualify their message by using adverbs such as とくに、 時々ときどき、 [AS7] and link ideas by using conjunctions, such as それに、 時々 [AS8]. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま，おかえり [AS9]. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems [AS10]. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or)、より、で (purpose/by) and に (location) [AS11]. They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary [AS12]. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as 内/外 [AS13]. Students explain how Japanese cultural values such as the importance of community, 内/外 、respect, and consideration for others [AS14] are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。 [AS15]

| 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 9 and 10 Japanese standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	purposeful use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences	effective use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences	use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences	partial use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences	fragmented use of written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences
	with support, considered sharing of information about broader topics of interest	with support, effective sharing of information about broader topics of interest	with support, sharing of information about broader topics of interest (AS1)	with support, partial sharing of information about broader topics of interest	with support, fragmented sharing of information about topics of interest
	purposeful use of set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities	effective use of set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities	use of set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities (AS2)	partial use of set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities	fragmented use of set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities
	asking of and responding to questions using purposeful spontaneous language	asking of and responding to questions using effective spontaneous language	asking of and responding to questions (AS3) using spontaneous language	asking of and responding to questions using basic spontaneous language	asking of and responding to questions using fragmented spontaneous language
	provision of considered explanations, opinions and reasons	provision of informed explanations, opinions and reasons	provision of explanations, opinions and reasons (AS4)	provision of partial explanations, opinions and reasons	provision of fragmented explanations, opinions and reasons
	maintaining and extending considered interactions by requesting repetition or clarification and by using あいづち	maintaining and extending effective interactions by requesting repetition or clarification and by using あいづち	maintaining and extending interactions by requesting repetition or clarification and by using あいづち	maintaining and extending of basic interactions by requesting repetition or clarification and by using あいづち	maintaining and extending of fragmented interactions by requesting repetition or clarification and by using あいづち

	A	B	C	D	E
Communicating	accurate application of appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち	effective application of appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち	application of appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち	partial application of appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち	fragmented application of appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち
	• accurate reading and writing of hiragana and known kanji • reading of katakana and accurate writing of familiar katakana words, including elongated vowels, double consonants and contractions	• effective reading and writing of hiragana and known kanji • reading of katakana and effective writing of familiar katakana words, including elongated vowels, double consonants and contractions	• reading and writing of hiragana and known kanji • reading of katakana and writing of familiar katakana words, including elongated vowels, double consonants and contractions	• partial reading and writing of hiragana and known kanji • reading of katakana and partial writing of familiar katakana words, including elongated vowels, double consonants and contractions	• fragmented reading and writing of hiragana and known kanji • reading of katakana and fragmented writing of familiar katakana words, including elongated vowels, double consonants and contractions
	analysis and purposeful extraction of information from a range of spoken and written texts and multimodal sources	analysis and effective extraction of information from a range of spoken and written texts and multimodal sources	analysis and extraction of information from a range of spoken and written texts and multimodal sources	analysis and partial extraction of information from a range of spoken and written texts and multimodal sources	analysis and fragmented extraction of information from a range of spoken and written texts and multimodal sources
	understanding of gist and considered prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge	understanding of gist and informed prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge	understanding of gist and prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge	understanding of gist and partial prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge	understanding of gist and fragmented prediction of the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge
	creation and purposeful presentation of informative and imaginative texts, taking into account audience and purpose, such as by using: • て form • plain form	creation and informed presentation of informative and imaginative texts, taking into account audience and purpose, such as by using: • て form • plain form	creation and presentation of informative and imaginative texts, taking into account audience and purpose, such as by using: • て form (AS5) • plain form (AS6)	creation and partial presentation of informative and imaginative texts, taking into account audience and purpose, such as by using: • て form • plain form	creation and fragmented presentation of informative and imaginative texts, taking into account audience and purpose, such as by using: • て form • plain form

		A	B	C	D	E
Communicating		extension or qualification of their message by <mark>purposeful</mark> use of adverbs and <mark>considered</mark> linking of ideas by using conjunctions	extension or qualification of their message by <mark>effective</mark> use of adverbs and <mark>informed</mark> linking of ideas by using conjunctions	extension or qualification of their message by use of adverbs (AS7) and linking of ideas by using conjunctions (AS8)	extension or qualification of their message by <mark>partial</mark> use of adverbs and <mark>partial</mark> linking of ideas by using conjunctions	extension or qualification of their message by <mark>fragmented</mark> use of adverbs and <mark>fragmented</mark> linking of ideas by using conjunctions
		<mark>accurate</mark> translation and interpretation of texts, with <mark>considered</mark> explanation of words and expressions: • that are difficult to translate • with embedded cultural meanings	<mark>effective</mark> translation and interpretation of texts, with <mark>informed</mark> explanation of words and expressions: • that are difficult to translate • with embedded cultural meanings	translation and interpretation of texts, with explanation of words and expressions: • that are difficult to translate • with embedded cultural meanings (AS9)	<mark>basic</mark> translation and interpretation of texts, with <mark>partial</mark> explanation of words and expressions: • that are difficult to translate • with embedded cultural meanings	<mark>fragmented</mark> translation and interpretation of texts, with <mark>fragmented</mark> explanation of words and expressions: • that are difficult to translate • with embedded cultural meanings
		• <mark>considered</mark> description of their reactions to intercultural experiences • <mark>considered</mark> reflection on how their own assumptions and identity influence and are influenced by their language use	• <mark>informed</mark> description of their reactions to intercultural experiences • <mark>informed</mark> reflection on how their own assumptions and identity influence and are influenced by their language use	• description of their reactions to intercultural experiences • reflection on how their own assumptions and identity influence and are influenced by their language use	• <mark>partial</mark> description of their reactions to intercultural experiences • <mark>partial</mark> reflection on how their own assumptions and identity influence and are influenced by their language use	• <mark>fragmented</mark> description of their reactions to intercultural experiences • <mark>fragmented</mark> reflection on how their own assumptions and identity influence and are influenced by their language use
Understanding		<mark>considered</mark> identification of the functions of different scripts within texts	<mark>informed</mark> identification of the functions of different scripts within texts	identification of the functions of different scripts within texts (AS10)	<mark>partial</mark> identification of the functions of different scripts within texts	<mark>fragmented</mark> identification of the functions of different scripts within texts
		• <mark>considered</mark> application of their understanding of kanji to identify word boundaries • <mark>considered</mark> knowledge of its role in assisting with the identification of linguistic elements	• <mark>informed</mark> application of their understanding of kanji to identify word boundaries • <mark>nformed</mark> knowledge of its role in assisting with the identification of linguistic elements	• application of their understanding of kanji to identify word boundaries • knowledge of its role in assisting with the identification of linguistic elements	• <mark>partial</mark> application of their understanding of kanji to identify word boundaries • <mark>partial</mark> knowledge of its role in assisting with the identification of linguistic elements	• <mark>fragmented</mark> application of their understanding of kanji to identify word boundaries • <mark>fragmented</mark> knowledge of its role in assisting with the identification of linguistic elements

	A	**B**	**C**	**D**	**E**
Understanding	• <u>considered</u> distinction between おくりがな and ふりがな • <u>accurate</u> recognition that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings	• <u>informed</u> distinction between おくりがな and ふりがな • <u>effective</u> recognition that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings	• distinction between おくりがな and ふりがな • recognition that kanji can be pronounced differently using 音 (on) or 訓(kun) readings	• <u>partial</u> distinction between おくりがな and ふりがな • <u>partial</u> recognition that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings	• <u>fragmented</u> distinction between おくりがな and ふりがな • <u>fragmented</u> recognition that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings

	• <u>accurate</u> understanding of:
	  – the function of verb stems
	  – て form and plain form verbs
	• <u>accurate</u> conjugation of a range of verb tenses and forms
		• <u>informed</u> understanding of:
		  – the function of verb stems
		  – て form and plain form verbs
		• <u>effective</u> conjugation of a range of verb tenses and forms
			• understanding of:
			  – the function of verb stems
			  – て form and plain form verbs
			• conjugation of a range of verb tenses and forms
				• <u>partial</u> understanding of:
				  – the function of verb stems
				  – て form and plain form verbs
				• <u>partial</u> conjugation of a range of verb tenses and forms
					• <u>fragmented</u> understanding of:
					  – the function of verb stems
					  – て form and plain form verbs
					• <u>fragmented</u> conjugation of verb tenses and forms

	<u>considered</u> application of their understanding of conjugation to produce negative and past adjectives	<u>informed</u> application of their understanding of conjugation to produce negative and past adjectives	application of their understanding of conjugation to produce negative and past adjectives	<u>partial</u> application of their understanding of conjugation to produce negative and past adjectives	<u>fragmented</u> application of their understanding of conjugation to produce negative and past adjectives
	identification and <u>accurate</u> use of a range of case particles	identification and <u>effective</u> use of a range of case particles	identification and use of a range of case particles (AS11)	identification and <u>partial</u> use of a range of case particles	identification and <u>fragmented</u> use of a range of case particles
	<u>purposeful</u> use of metalanguage to describe and compare language features and rules of sentence construction	<u>informed</u> use of metalanguage to describe and compare language features and rules of sentence construction	use of metalanguage to describe and compare language features and rules of sentence construction	<u>partial</u> use of metalanguage to describe and compare language features and rules of sentence construction	<u>fragmented</u> use of metalanguage to describe and compare language features and rules of sentence construction
	<u>considered</u> choice between using です/ます or plain form based on age, relationship, familiarity, context and text type	<u>informed</u> choice between using です/ます or plain form based on age, relationship, familiarity, context and text type	choice between using です/ます or plain form based on age, relationship, familiarity, context and text type (AS12)	<u>basic</u> choice between using です/ます or plain form based on age, relationship, familiarity, context and text type	<u>fragmented</u> choice between using です/ます or plain form based on age, relationship, familiarity, context and text type

	A	B	C	D	E
Understanding	• considered understanding that languages change over time through contact with other languages and cultures • considered identification of the particular impact of technology and media on contemporary forms of communication	• informed understanding that languages change over time through contact with other languages and cultures • informed identification of the particular impact of technology and media on contemporary forms of communication	• understanding that languages change over time through contact with other languages and cultures • identification of the particular impact of technology and media on contemporary forms of communication (AS13)	• partial understanding that languages change over time through contact with other languages and cultures • partial identification of the particular impact of technology and media on contemporary forms of communication	• elements of understanding that languages change over time through contact with other languages and cultures • elements of identification of the particular impact of technology and media on contemporary forms of communication
	considered explanation of how Japanese cultural values are embedded in language and behaviours	informed explanation of how Japanese cultural values are embedded in language and behaviours	explanation of how Japanese cultural values (AS14) are embedded in language and behaviours (AS15)	partial explanation of how Japanese cultural values are embedded in language and behaviours	fragmented explanation of how Japanese cultural values are embedded in language and behaviours

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 9 and 10 Japanese SEs

These terms clarify the descriptors in the Years 9 and 10 Japanese SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary (www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, *accurate* is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, *communicating* refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: • listening and speaking in relation to relevant domains of language use and text types • reading and writing in relation to relevant domains of language use and text types • communicating strategies • translating and interpreting • reflecting on intercultural language use; students demonstrate *communicating* by: • describing the performance in the target language, both oral and written • showing evidence of written and spoken Japanese to communicate with teachers, peers and others in a range of settings and for a range of purposes
compare	estimate, measure or note how things are similar or dissimilar
complex sentence	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: • 'I took my umbrella [because it was raining]' • 'The man [who came to dinner] is my brother.'

Term	Description
confident	having strong belief or full assurance; sure; in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
contextual cues	include intonation, gestures and facial features
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
directed	following the instructions of the facilitator
distinguish	recognise point/s of difference
effective	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties may be overlooked • cultural meanings are evident in responses but may not be fully developed; students demonstrate *effective usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
element	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; in Languages, *element* refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application

Term	Description
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate *informed usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
interpret; interpretation	explaining the meaning of information or actions; in the context of second language learning, *interpret* refers to two distinct processes: • the act of translation from one language to another • the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
metalanguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register
partial	attempted; incomplete evidence provided
prediction; predict	an informed presumption about something that might happen; *predicting* at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative; *predicting* at sentence level includes identifying what word is likely to come next in a sentence
purposeful; purposefully	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible

Term	Description
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; *reading* includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
readily; ready	promptly; quickly; easily; in a ready manner; willingly; fluent; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge
responses; respond	to react to a person or text
speak	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
text	an identified stretch of language, used as a means for communication or the focus of learning and investigation; *text forms* and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; *multimodal texts* combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
translation	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, *understanding* refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: • knowledge of the language system • variability in language use • reflection on language and culture
unfamiliar	not familiar; not acquainted or conversant not well known
use; using	to operate or put into effect