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|  | Years 9 and 10 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 9 and 10 Australian Curriculum: Japanese achievement standard |
| By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり[AS1](#SE1). Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、みます, nouns, for example, 新聞、、 and adjectives, for example, 早い、上手な、な [AS2](#SE2). Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals [AS3](#SE3). They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども [AS4](#SE4), and indicate frequency by using a range of intensifiers, for example, よく、たいてい [AS5](#SE5). Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン [AS6](#SE6). They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making [AS7](#SE7). They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs [AS8](#SE8). They distinguish, for example, between おくりがな and ふりがな[AS9](#SE9), and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする[AS10](#SE10). They explain how key Japanese cultural values such as community, / and humility, いいえ、まだです。[AS11](#SE11) and consideration of others are reflected in language and behaviours |
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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 9 and 10 Japanese standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Communicating | fluent use of Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language | effective use of Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language | use of Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language | use of aspects of Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language | fragmented use of Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language |
| fluent use of correct pronunciation, including that of borrowed words, and adoption of appropriate rhythm and phrasing to allow for others’ use of あいづち | effective use of correct pronunciation, including that of borrowed words, and adoption of appropriate rhythm and phrasing to allow for others’ use of あいづち | use of correct pronunciation, including that of borrowed words, and adoption of appropriate rhythm and phrasing to allow for others’ use of あいづち | use of aspects of pronunciation, including that of borrowed words, and adoption of appropriate rhythm and phrasing to allow for others’ use of あいづち | fragmented use of pronunciation including that of borrowed words, and adoption of rhythm and phrasing to allow for others’ use of あいづち |
| fluent asking and considered responses to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs | effective asking and informed responses to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs  | asking and responses to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partially asking and basic responses to questions, elaborating responses by providing reasons or explanations, using adjectives and adverbs  | fragmented asking and fragmented responses to questions, using adjectives and adverbs  |
| beginning to use plain form fluently to communicate with peers | beginning to use plain form effectively to communicate with peers | beginning to use plain form to communicate with peers | beginning to use plain form to partially communicate with peers | beginning to use isolated elements of plain form to communicate  |
| considered use of kanji to fluently read and accurately writing of verbs, nouns and adjectives | informed use of kanji to effectively read and write verbs, nouns and adjectives | use of kanji to read and write verbs, nouns and adjectives ([AS2](#AS2" \o "AS2, Alt+Left to return )) | guided use of kanji to partially read and write verbs, nouns and adjectives | guided use of kanji to read and write isolated elements of verbs, nouns and adjectives |
| Communicating | purposeful extraction, considered analysis and considered evaluation of information from extended and complex spoken, written and multimodal texts | effective extraction, informed analysis and informed evaluation of information from extended and complex spoken, written and multimodal texts | extraction, analysis and evaluation of information from extended spoken, written and multimodal texts ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial extraction, partial analysis and partial evaluation of information from spoken, written and multimodal texts | fragmented extraction and summary of information from spoken, written and multimodal texts |
| considered prediction of the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by purposefully drawing on their knowledge of textual characteristics and features | informed prediction of the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by effectively drawing on their knowledge of textual characteristics and features | prediction of the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features | partial prediction of the of meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji | fragmented prediction of the meaning of unfamiliar words and expressions from context and familiar kanji |
| production of informative and imaginative texts, appropriate to audience and purpose, fluently using the て form and plain form to express preferences, permission and prohibition and description of past experiences | production of informative and imaginative texts, appropriate to audience and purpose, effectively using the て form and plain form to express preferences, permission and prohibition and description of past experiences | production of informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and description of past experiences | production of texts, appropriate to audience and purpose, using aspects of the て form and plain form to express preferences or permission or prohibition and description of past experiences | production of texts using isolated elements of the て form and plain form  |
| * building of cohesion and complexity in written texts by the considered use of conjunctions

indication of frequency by using a range of intensifiers | * building of cohesion and complexity in written texts by the effective use of conjunctions

indication of frequency by using a range of intensifiers | * building of cohesion and complexity in written texts by using conjunctions ([AS4](#AS4" \o "AS4, Alt+Left to return ))

indication of frequency by using a range of intensifiers([AS5](#AS5" \o "AS5, Alt+Left to return )) | * building of cohesion in written texts by the use of aspects of conjunctions

indication of frequency by using intensifiers | * building written texts by the fragmented use of conjunctions

indication of frequency by using intensifiers |
| appropriate and purposeful discrimination of the use of kanji, hiragana and katakana | appropriate and informed discrimination of the use of kanji, hiragana and katakana | appropriate discrimination of the use of kanji, hiragana and katakana | partial discrimination of the use of kanji, hiragana and katakana | fragmented discrimination of the use of kanji, hiragana and katakana |
| Communicating | fluent translation and considered interpretation of texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings | effective translation and informed interpretation of texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings | translation and interpretation of texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial translation and basic interpretation of texts, explaining words and expressions or that have embedded cultural meanings | fragmented translation and interpretation of texts explaining words and expressions  |
| considered discussion of elements of interaction in Japanese | effective discussion of elements of interaction in Japanese | discussion of elements of interaction in Japanese ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial discussion of elements of interaction in Japanese | fragmented discussion of interaction in Japanese |
| making of purposeful connections and comparisons between own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication | making of effective connections and comparisons between own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication | making of connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication | making of partial connections between own and others’ culturally shaped perspectives, reflecting on intercultural communication | making of fragmented connections between own and others’ culturally shaped perspectives |
| Understanding | purposeful understanding of the functions of the different scripts within text | informed understanding of the functions of the different scripts within text | understanding of the functions of the different scripts within text ([AS8](#AS8" \o "AS8, Alt+Left to return )) | basic understanding of the functions of the different scripts within text | understanding of isolated elements of the functions of the different scripts within text |
| considered distinction and understanding of the concept of おん/くん readings | effective distinction and understanding of the concept of おん/くん readings | distinction and understanding of the concept of おん/くん readings ([AS9](#AS9" \o "AS9, Alt+Left to return )) | partial distinction and understanding of the concept of おん/くん readings | fragmented distinction and understanding of the concept of おん/くん readings |
| identification of multiple readings of kanji, and purposefully beginning to use kanji radicals as a tool for indicating meaning | identification of multiple readings of kanji, and effectively beginning to use kanji radicals as a tool for indicating meaning | identification of multiple readings of kanji, and beginning to use kanji radicals as a tool for indicating meaning | identification of readings of kanji, and partially beginning to use kanji radicals as a tool for indicating meaning | identification of readings of kanji, and beginning to use isolated elements of kanji radicals as a tool  |
| fluent use of the て form and plain form verbs as a basis for grammar conjugations | effective use of the て form and plain form verbs as a basis for grammar conjugations | use of the て form and plain form verbs as a basis for grammar conjugations | partial use of the て form and plain form verbs as a basis for grammar conjugations | fragmented use of the て form and plain form verbs as a basis for grammar conjugations |
| Understanding | purposeful use of metalanguage to describe and compare language features and rules of sentence construction | effective 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 | use of aspects of metalanguage to describe and compare language features and rules of sentence construction | fragmented use of metalanguage to describe and compare language features and rules of sentence construction |
| fluent choice of です/ます or plain form based on age, relationship, familiarity and context | effective choice of です/ます or plain form based on age, relationship, familiarity and context | choice of です/ます or plain form based on age, relationship, familiarity and context | partial choice of です/ます or plain form based on age, relationship, familiarity and context | fragmented choice of です/ます or plain form based on age, relationship, familiarity and context |
| considered identification of hybrid terms that combine Japanese and English | effective identification of hybrid terms that combine Japanese and English | identification of hybrid terms that combine Japanese and English ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial identification of hybrid terms that combine Japanese and English | fragmented identification of hybrid terms that combine Japanese and English |
| considered explanation of how key Japanese cultural values are reflected in language and behaviours | informed explanation of how key Japanese cultural values are reflected in language and behaviours | explanation of how key Japanese cultural values are reflected in language and behaviours ([AS11](#AS11" \o "AS11, Alt+Left to return )) | partial explanation of how key Japanese cultural values are reflected in language and behaviours | fragmented explanation of how key Japanese cultural values are reflected in language and behaviours |

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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 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](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
 |
| ****compare**** | estimate, measure or note how things are similar or dissimilar |
| ****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 |
| distinguish | recognise point/s of difference |
| discuss | talk or write about a topic, taking in to account different issues or ideas |
| 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 |
| evaluate | examine and judge the merit or significance of something |
| 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
 |
| 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 meaningin *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 |
| 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 |
| predict | suggest what might happen in the future or as a consequence of something |
| 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 |
| 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: be unfamiliar with a subject; not well known; a subject unfamiliar to me |
| use;using | to operate or put into effect |