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

For all Queensland schools

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]. 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、飲みます, nouns, for example, 新聞、会話、外国語 and adjectives, for example, 早い、上手な、下手な [AS2]. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals [AS3]. 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], and indicate frequency by using a range of intensifiers, for example,

よく、たいてい [AS5]. 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]. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making [AS7]. 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]. They distinguish, for example, between おくりがな and ふりがな [AS9], 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]. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ、まだです。 [AS11] and consideration of others are reflected in language and behaviours

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), *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	**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)	**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)	**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

	A	B	C	D	E
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)	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) • indication of frequency by using a range of intensifiers(AS5)	• 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

		A	B	C	D	E
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)	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)	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)	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)	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

	A	**B**	**C**	**D**	**E**
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)	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)	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

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 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
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

Term	Description
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

Term	Description
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, *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
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
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

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: be unfamiliar with a subject; not well known; a subject unfamiliar to me
use; **using**	to operate or put into effect