

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Japanese Year 7 Achievement Standard やった! 1 & 2**

General	Exceeds standards	Meets standards	Meets some standards	Standards not met
<p><b>Student can:</b></p> <ul style="list-style-type: none"> <li>★ pronounce sounds in Japanese accurately, using correct accent and intonation</li> <li>★ demonstrate a basic understanding of Japan and the Japanese people</li> <li>★ follow spoken classroom instructions</li> <li>★ use everyday greetings and set expressions</li> <li>★ introduce themselves in Japanese</li> <li>★ interact with others in collaborative and classroom activities</li> <li>★ ask and respond to familiar questions using modelled language</li> <li>★ view and extract specific information and identify key points from different sources such as images, charts, diagrams, video clips, anime and photos</li> <li>★ read and translate simple texts, such as articles, emails, signs and notices</li> <li>★ use basic vocabulary and grammar structures to create simple sentences and texts like lists, captions, invitations, songs, letters, displays and reports</li> <li>★ develop and present short role-plays, multi-modal presentations, announcements or interviews as an individual and in groups about familiar topics</li> <li>★ read and write the script <b>hiragana</b> and some <b>kanji</b></li> <li>★ understand that socio-cultural aspects of languages differ from country to country and can provide examples like levels of politeness, gestures and body - language (including bowing)</li> </ul>				

Specific	Exceeds standards	Meets standards	Meets some standards	Standards not met
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>★interact with each other, the teacher and language assistants in the classroom through the exchange of greetings and general information about topics covered</li> <li>★use gestures and set expressions appropriately, for example, いただきます</li> <li>★comprehend and respond to familiar questions, such as なに and instructions, such as たってください</li> <li>★ask for help or clarification, for example, もういちど</li> <li>★read and write texts in <b>hiragana</b>, with some <b>kanji</b> for numbers and high frequency nouns, adjectives and verbs, using correct stroke order and spelling rules; 日本、大きい、小さい、行きます、食べます.</li> <li>★ identify key points of information in short written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities and use rehearsed language to convey information</li> <li>★adjust language to suit different contexts and situations, for example, the use of appropriate titles and forms of address including family words</li> <li>★understand the use of particles, for example, の、に、で、と、も、が、は、を、か</li> <li>★understand the conjugation of present, and negative forms of verbs</li> <li>★understand and use い adjectives</li> </ul> <p>From VCAA website</p>				

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何なに、どこ、いつ、何なんよう日び、どんな、 and instructions, such as たってください。三人のグループになってください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は何ですか。十四ページですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生せんせい、日本にほん、大おおきい、小ちいさい、友ともだち、行いきます、食たべます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから。 They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 . They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact. Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed

words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～月がつ、～ひき/びき/ぴき. They explain how language and behavior change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。いいえ。、 softening responses with expressions such as ちょっと or あんまり、 and using indirect forms of refusal or disagreement.

From ACARA Website