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Australian Curriculum: Languages

Japanese (revised draft)

Validation version for public viewing



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DRAFT AUSTRALIAN CURRICULUM: LANGUAGES — JAPANESE

Japanese context statement

The place of Japanese culture and language in Australia and in the world

Japanese is the official language of Japan, Australia's northern neighbour in the Asian region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for over 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation in the Asian region and a significant contributor to economic, political, and diplomatic relations in the region.

The place of the Japanese language in Australian education

Japanese has been taught in Australia for over 100 years and is widely taught as a second language in Australian schools. The 1960s saw significant growth in the learning of Japanese, with the establishment of many university programs which produced graduate language teachers who worked alongside native-speaking teachers to establish school-based programs. Increased trade and tourism activity between Japan and Australia in the following decades strengthened interest in Japanese language learning, and government funding such as the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy in the 1990s and the National Asian Languages and Studies in Schools Program (NALSSP) in 2008 -2012 contributed to growth and further development in both the primary and secondary sectors. . The strong relationship between Australia and Japan has led to many collaborative projects in education and intercultural exchange. The Japanese government and private foundations support the teaching and learning of Japanese in Australia through funding professional learning and resource development centres and through involvement in educational exchanges.

The near-parallel time zones and the geographical proximity of Japan to Australia facilitate easy access, interaction and communication between the two countries. Student exchanges, community engagement such as sister school and city relationships and connections developed through other curriculum areas such as art, design and literature provide opportunities for Australian learners of Japanese to interact with Japanese people and to engage in cultural experience. Increasing numbers of students benefit from exchanges and in-country experience. Technology provides many additional opportunities for interaction and exchange with Japanese-speaking people and cultures.

The nature of Japanese language learning

Japanese is the language used by the Japanese for education, business and media communication. There are regional dialect variations that are used in spoken interactions.

Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of hiragana characters.

Japanese uses three scripts for writing: hiragana, the basic phonetic script representing the sounds of Japanese; katakana, the companion phonetic script representing the sounds of Japanese that is largely used for loanwords; and kanji, Chinese characters which represent meaning rather than sound (ideographs).The three scripts are used interdependently. Hiragana is the first script typically learned, with katakana and kanji first introduced in context then taught systematically, contributing to script knowledge and competence. The many loanwords from other languages expressed through katakana reflect the impact of globalisation, technology and popular culture on Japanese language and culture.

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details usually placed before the main items. Pronouns can be omitted and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involve using classifiers which reflect the nature of the item. Particles are used to mark sentence elements and to indicate the nature of verbs.

An element of the language that may be unfamiliar to some Australian learners is the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and issues of respect and status. These are differently shaped in spoken and written language. Conversational Japanese can be less formal than written Japanese, using shortened sentences, abbreviated plain forms and some omitted particles.

Another feature of Japanese culture reflected in language use is the importance accorded to expressing humility and to maintaining harmony. Refusing or deflecting praise of self or family, self-deference and avoidance of direct disagreement or refusal are common characteristics of communicative interactions.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

The diversity of learners of Japanese

While learners of Japanese in Australian schools vary in terms of language backgrounds, cultural experience and prior learning experience, they are predominantly second language learners. Classes may include students with a background in Japanese or in a script-based Asian language. Some students will have had exposure to Japanese language and culture through social interactions, travel or exchange experiences.

The Australian Curriculum: Languages for Japanese is pitched for the majority of the cohort of learners of Japanese for whom Japanese is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning sequences for these learners, Foundation to Year 10 Sequence and Years 7 to 10 (Year 7 Entry) Sequence.

Teachers will use the curriculum to cater for the range of different learner backgrounds described above by making appropriate adjustments to differentiate learning experiences for these students.

DRAFT AUSTRALIAN CURRICULUM: LANGUAGES

JAPANESE FOUNDATION TO YEAR 10 SEQUENCE

Japanese (F–10 Sequence) curriculum

Foundation to Year 2

Band description

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Typically they have little to no experience of Japanese language and culture.

Japanese language learning and use

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. They experiment with simple responses to prompts and cues.

They are introduced to the scripts through a first focus on high-frequency *kanji*, focusing on their ideographic nature before learning the associated Japanese sounds. They learn *hiragana* using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese *kana*. As they learn to read *hiragana* they draw on first language literacy skills such as predicting or linking unfamiliar elements with familiar ones.

Reading skills begin with recognition of single *kanji* or *hiragana* and progress to reading whole words and familiar phrases. Writing skills progress from labelling pictures with single *kanji* and tracing and copying words in *hiragana* to scaffolded writing of words and short phrases.

As they progress to using Japanese for functions such as asking and answering questions, responding to classroom instructions, singing songs, and taking turns in games and simple shared tasks, children begin to notice that language behaves differently in different situations and that Japanese speakers communicate in some ways that are different to their own. They practise and repeat formulaic expressions and gestures such as bowing that differ in Japanese from ways of communicating in English. Creative play provides opportunities for exploring these differences and for using Japanese for purposeful interaction.

Contexts of interaction

Children use Japanese to interact with each other and with the teacher, with some access to wider school and community members. Information and communication technologies (ICT) resources provide additional access to Japanese language and cultural experiences.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books and teacher-produced materials such as games, captions and flashcards.

Features of Japanese language use

Learners become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. They learn to pronounce individual sounds and sound combinations. They understand basic word order in simple sentences, indicate affirmative or negative responses, respond to requests and notice different levels of formality when addressing friends, family and teachers. They discuss similarities and differences that they notice between Japanese and their first language(s) and culture(s), such as adjective-noun patterns, adding か to ask a question and ways of showing respect.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While children are encouraged to use Japanese whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, for explanation and discussion. This allows learners to talk about differences and similarities they notice between Japanese and their own language(s) and culture(s), to ask questions and to express their reactions to the experience of learning and using an additional language.

Japanese (F–10 Sequence) Communicating

| Foundation to Year 2 content descriptions | Elaborations |
|--|---|
| <p>Socialising</p> <p>Exchange greetings and introduce and share information about self with teachers and peers using simple language and gestures</p> <p>[Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing]</p> | <ul style="list-style-type: none">learning how to greet others at different times of the day using appropriate gestures and forms of address, for example, せんせい、おはようございます、さようなら、おはよう、じゃあねusing culturally appropriate titles, forms of address and levels of politeness in everyday interactions with teachers and peers, for example, Smith せんせい、ありがとうございます Tom くん、ありがとう Alisa さん、おめでとう。introducing self-using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、name です。どうぞよろしく。using formulaic Japanese phrases for everyday interactions such as giving and receiving, thanking, apologising and offering wishes or congratulations, for example, どうぞ、(どうも) ありがとう、すみません、がんばって |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| | <ul style="list-style-type: none"> indicating likes and dislikes, using modelled statements such as いぬがすきです。わにがすきじゃないです。 describing friends, favourite things and objects using visual supports, for example これはねずみです、ちいさいです、かわいいです、はいいろです、すいかです、おいしいです、ちいさい目です responding to questions and indicating ownership, for example だれのですか。わたしのです、Ollieくん/Sarahさんのです、わたしのえんぴつ（です） using formulaic expressions to convey emotions such as すごい、え～！、かわいい、やった！ |
| <p>Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning</p> <p>[Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting]</p> | <ul style="list-style-type: none"> singing and responding to action songs such as むすんでひらいて、ひげじいさん、きらきらぼし、おおきなくりのきのしたで or tongue twisters (早口言葉) such as なまむぎなまごめなまたまご、あかパジャマ playing じゃんけんぽん and using it in interactions such as turn-taking participating in games, tasks and activities that involve guessing, matching and choosing objects such as Bingo, Snap or Go Fish, using modelled questions and responses for example うさぎですか。はい/いいえ。はい、うさぎです。いいえ、うさぎじゃないです。 using formulaic phrases related to playing games, for example, つぎ、はい！、かった、まけた、さんねん、あたり、はずれ using rehearsed language to collaborate in craft activities, such as のりをください。はい、どうぞ。 |
| <p>Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour</p> <p>[Key concepts: routines, rules, interactions; Key processes participating, responding, requesting, apologising]</p> | <ul style="list-style-type: none"> participating as a group in classroom routines such as opening and closing lessons (for example, せんせいおはようございます。さようなら。), using appropriate gestures understanding and responding to questions using まる/ばつ (○×) and はい/いいえ understanding and responding to classroom instructions to play games, complete work or get ready for class, for example, たってください、すわってください、かいてください、みてください、よんでください、きいてください requesting classroom objects, for example Noun をください、えんぴつがありますか、はい、どうぞ giving each other reminders using appropriate gestures such as しずかに、すわって |

| Foundation to Year 2 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> participating in routine exchanges such as responding to the class roll and apologising for arriving late はい、います。～さんは、いません。やすみです。おくれてすみません。 |
| <p>Informing</p> <p>Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p> <p>[Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning]</p> | <ul style="list-style-type: none"> listening for key words in stories, rhymes or songs, using visual cues such as gestures and facial expressions to assist understanding recognising simple <i>kanji</i>, <i>hiragana</i> or words in familiar contexts such as labels and titles demonstrating early Japanese literacy skills by selecting the correct <i>hiragana</i> or <i>kanji</i> through labelling, matching, clicking and dragging, drawing, mime and actions listening and/or viewing texts to obtain information such as colour あか, あお, しろ, くろ, きいろ, size おおきい, ちいさい and shape まる, さんかく, しかく, using it in guided activities such as drawing, building or collecting listening to information about Japan, demonstrating understanding by responding to questions such as 日本ですか。しんかんせんですか。すしですか。はい/いいえ。for example by pointing to places on a map (Japan, Tokyo, Mt Fuji) or at pictures of different types of food |
| <p>Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials</p> <p>[Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing]</p> | <ul style="list-style-type: none"> labelling or naming personal items, classroom objects and shared resources, for example, ほん, きょうしつ, つくえ, いす, まど using simple sentence structures, familiar vocabulary, concrete materials and appropriate gestures to provide information about self and immediate environment, for example, ぼくのえんぴつです, いぬがすきです。 presenting information verbally related to significant objects, using for example わたし/ぼくの noun です。Adjective です。これは noun です。 expressing factual information about qualities such as colour あか, あお, しろ, くろ, きいろ, number 一^{いち} ~ 百^{ひゃく}, size おおきい, ちいさい and shape まる, さんかく, しかく making simple spoken statements about friends, family or favourite characters, for example, げんき, やさしい, おもしろい, つよい, しずか using images or support materials |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Creating</p> <p>Participate in shared reading, play-acting and responding to imaginative experiences through singing, chanting, miming, drawing, action and movement</p> <p>[Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing]</p> | <ul style="list-style-type: none"> performing songs such as あたまかたひざあし, むすんでひらいて, rhymes, chants or simple stories that include repeated phrases and rhythms and non-verbal forms of expression such as clapping, gestures and facial expressions using simple language structures and supporting drawings or actions to describe and respond to characters or imaginary experiences, for example, おばけ/おに/かっぱ/たぬき/ようかいです。 participating in shared reading of imaginative texts, sharing opinions and responding to prompt questions such as だれですか。ちいさいですか。おおきいですか。かわいいですか。 making simple statements about favourite characters in stories or songs, for example, やさしい, かわいい, こわい, つよい responding to Japanese versions of familiar children’s stories and folktales, comparing expressions at key points in the story with English-language versions, and re-enacting with puppets, props or actions |
| <p>Participate in shared performances and presentations of stories, songs, chants and rhymes</p> <p>[Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing]</p> | <ul style="list-style-type: none"> re-enacting or retelling simple stories or interactions with puppets, props, actions or gestures, using modelled language such as おむすびころりん, ももたろう creating digital texts based around familiar contexts and characters using pictures and captions creating/recreating simple songs, poems and rhymes using non-verbal forms of support such as clapping, gestures and facial expressions |
| <p>Translating</p> <p>Translate words and familiar phrases used in everyday situations, noticing how some words are shared between Japanese and English</p> <p>[Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting]</p> | <ul style="list-style-type: none"> explaining to others the meanings and use of simple expressions such as greetings that are used for different times and occasions, for example おはようございます。いただきます。 using classroom resources such as word banks, visual dictionaries, word lists and pictures to translate the meaning of single words and commonplace expressions identifying Japanese expressions and practices that do not translate exactly into English, for example, きもの, おべんとう, せんせい, ~さん, ~くん, using two hands for giving and receiving and まる/ぱつ (○×) finding examples of Japanese words used in English, explaining what they mean (for example, <i>sushi, karate, origami</i>) identifying and translating key words in children’s stories or songs, providing English translations or explanations of meaning, for example, むかしむかし, おわり |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Create simple bilingual texts in the classroom environment such as captions, labels and wall charts</p> <p>[Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting]</p> | <ul style="list-style-type: none"> performing simple presentations for the school community that involve both Japanese and English language elements, such as a contribution to an assembly performance for Grandparents Day creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese words and expressions that have particular cultural meaning writing parallel captions in Japanese and English for a photographic display of a class event such as a sports carnival or pets' day creating sets of word cards in English and Japanese and playing matching games such as <i>Memory</i> or <i>Snap</i> |
| <p>Reflecting</p> <p>Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression</p> <p>[Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering]</p> | <ul style="list-style-type: none"> comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example by using titles such as <i>Sensei</i>, bowing and accepting objects with both hands comparing aspects of Australian and Japanese children's lifestyles, such as ways of playing games (じゃんけん), eating food (using chopsticks and formulaic language) or addressing family members and friends experimenting with using Japanese in spontaneous interactions, for example, いたい, すごい, ペコペコ, がんばれ, noticing any changes in the use of voice or body language and talking about how this feels |
| <p>Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups</p> <p>[Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying]</p> | <ul style="list-style-type: none"> making simple statements about themselves, such as their name and age, for example, ぼくは(name)です, 9さいです identifying themselves as part of a family, class or peer group ぼくはおとうとです, おねえさんは 15さいです, for example by representing these relationships through drawing pictures or a family tree or by adding captions to photos noticing and comparing their own use of words or expressions from different languages when communicating in English |

Japanese (F–10 Sequence) Understanding

| Foundation to Year 2 content descriptions | Elaborations |
|---|--|
| <p>Systems of language</p> <p>Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts</p> <p>[Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising]</p> | <ul style="list-style-type: none"> recognising the concept of the basic unit of sound in Japanese ('mora' モーラ or 拍), for example いいえ has 3 'moras' understanding that the independent nasal sound 'n' (ん) has a 'mora' of its own, for example こんにちは understanding that when pronouncing Japanese it is important to keep the length of each 'mora' even noticing that statements and questions have different intonation patterns |
| <p>Recognise and copy some hiragana and a few high frequency kanji</p> <p>[Key concepts: script, <i>kana</i>, <i>kanji</i>, phonemic awareness, meaning; Key processes: recognising, tracing, copying]</p> | <ul style="list-style-type: none"> understanding that the Japanese language uses three different scripts depending on word origins and on the context of language use understanding that one <i>kana</i> represents a basic unit of Japanese sound understanding that each individual <i>kanji</i> represents meaning as well as sounds (such as 日, ひ sun, にち day), whereas one <i>kana</i> or one letter of the alphabet in English does not represent individual meaning recognising some <i>kanji</i>, for example numbers and <small>しょうけいもじ</small> 象形文字 (pictographs) such as 山, 川, 口, 目, 上 recognising the 46 basic <i>hiragana</i> using supports such as mnemonic clues tracing and copying <i>kanji</i> and <i>kana</i> tracing and copying their own name in <i>katakana/hiragana</i> identifying known <i>hiragana</i> within a word and using that to predict the meaning noticing that Japanese can be written vertically or horizontally |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar</p> <p>[Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating]</p> | <ul style="list-style-type: none"> • knowing common forms of greetings, for example おはようございます, おはよう and noticing the different levels of formality • identifying gender specific pronouns わたし and ぼく • understanding the use of common suffixes such as さん, くん or titles such as せんせい to address and refer to other people, for example ルークくん and スミスせんせい • understanding basic word order in simple sentences such as noun が すき です, —and adjective + noun です—(おおきい いぬ です—) • understanding how to specify items using the possessive particle の for example, わたし の かぞく, ~ さんの ほん, おばあさんの いえ • referring to numbers of things using cardinal numbers: 0-100, 一, 二, 三 • learning to describe the colour (あお です—), size (おおきい です—) and shape (まる です—) of things • understanding different question words such as だれ, なに, どこ and the sentence-ending particle か • recognising and responding to a request using a verb ください, for example きいてく ださい and すわ ってください • indicating affirmative and negative responses using はい and いいえ • using some culturally specific parallel phrases related to giving and receiving, for example どうぞ and ありがとう • learning to use common onomatopoeia such as ぺこぺこ and わんわん • building vocabulary to describe and label familiar and immediate objects and environments |

| Foundation to Year 2 content descriptions | Elaborations |
|--|--|
| <p>Understand that language is organised as ‘text’ and that different types of text such as story books, songs, chants, labels or rhymes have different features</p> <p>[Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing]</p> | <ul style="list-style-type: none"> • understanding texts as different forms of communication that are spoken, written, digital or visual, recognising that they can be very short for example, たって or much longer, for example, たってください • recognising that different types of text have different features, for example, repetition and rhythm in action songs and chants • beginning to use a metalanguage to talk about texts, identifying and naming familiar types of text (for example, <i>story, list, song, rhyme, tongue twister</i>) and describing features (for example, stories usually have a story starter, (むかしむかし), songs usually have rhyming and the repetition of words) • noticing how texts such as story books are sequenced and organised, for example by identifying the main title and the connections between pictures and texts |
| <p>Language variation and change</p> <p>Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people</p> <p>[Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing]</p> | <ul style="list-style-type: none"> • exploring how different kinds of language are used in Japanese to reflect different relationships, for example, parent–child exchanges (おはよう, 行ってらっしゃい, ってきます, ただいま, おかえり), communication with peers (なに?), and teacher–child interactions (なんですか) • understanding that language varies according to the context and situation (for example, こんにちは and もしもし) • understanding that language forms such as greetings vary according to the time of day or to the occasion (おはよう, ← こんにちは, ← こんばんは) • understanding that language used in particular interactions can vary between cultural contexts (for example, the use of titles in Japanese さん, ← せんせい compared to the informal use of names in Australian English) |

| Foundation to Year 2 content descriptions | Elaborations |
|--|---|
| <p>Recognise that Japanese and English borrow words, and expressions from each other and from other languages</p> <p>[Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying]</p> | <ul style="list-style-type: none"> noticing that languages borrow words from each other and that both Japanese and Australian English include many words and expressions from other languages recognising that Japanese uses many loan words from English and other languages, such as ペン, テレビ, ピンク, and that these are pronounced differently by Japanese speakers recognising that loan words in Japanese are written in <i>katakana</i> and sound like a familiar word in English, for example レモン, ピザ, アイスクリーム creating a class record of Japanese words that are used in English and other languages, such as <i>judo</i>, <i>origami</i>, <i>sushi</i>, <i>manga</i>, comparing how these words are pronounced in the two languages |
| <p>Role of language and culture</p> <p>Understand that language and culture are closely connected</p> <p>[Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning]</p> | <ul style="list-style-type: none"> exploring the meaning of ‘culture’, how it involves visible elements such as ways of eating or symbols such as flags and also invisible elements, such as how people live, what they value, and how they think about others and themselves understanding that learning and using Japanese involves becoming familiar with some different ways of communicating, for example, いただきます, ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar noticing similarities and differences between classroom interactions in Japanese and English, for example referring to the teacher just using せんせい understanding that culture and cultural behaviours are woven into languages and cannot be separated from them (for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing) |

Foundation to Year 2 Achievement Standard

By the end of Year 2 students interact with teachers and peers through play and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます, おはよう, こんにちは, さようなら, また、あした, thanking and apologising, and giving and receiving, for example, どうぞ, どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names of objects, people or numbers, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいてください, みてください and to questions, for example, だれ, なに, どこ with single words and set phrases and by pointing to images or selecting objects, for example, いぬですか, ねこですか. They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape, and size, for example, あかいりんご, おおきい, まるい. They indicate ownership, for example by using だれの ですか. わたし/ぼくのです. They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single kanji, such as 人, 木, 山, 川, 月, 日, 一, 二, 三, the 46 hiragana symbols and some hiragana words such as うち, ねこ, あお, しかく. They demonstrate understanding of hiragana as well as kanji by actions such as matching, labelling, and sorting. They explain examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students recognise that there are three different scripts in Japanese, *hiragana*, *katakana*, and *kanji*. They understand that *hiragana* represents the basic unit of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings such as, Smith せんせい and in simple sentences, such as おりがみが すきです, ぞうは 大きいです. They provide examples of different ways of addressing friends, family and teachers/other adults. They use pronouns, such as わたし/ぼく, and use titles/suffixes, such as せんせい/さん/くん to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, *sushi*, *origami* and *karate*. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク, テレビ, パン. They identify similarities and differences between Japanese and their own languages and cultures.

Years 3 and 4

Band description

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including of the Japanese class. They are further developing literacy capabilities in English, and while this highlights differences between writing in alphabetic and character based languages, it also assists to some degree in learning Japanese. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Japanese language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes. Learners listen and respond by actions to build active listening and comprehension skills. They participate in classroom routines and tasks and use some spontaneous language to describe feelings related to classroom activities. They participate in games and activities and engage with texts through teacher generated questions and prompting. They give short oral presentations related to their personal worlds, including simple descriptions. With support they write labels, captions and short sentences. Language experience and input include authentic texts with some modification, familiar vocabulary and simple sentence structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple information and participating in shared tasks, performances and plays. They continue to build vocabulary which can be adapted for different purposes and to control simple grammatical forms. Children learn the use of diacritic marks to create voiced sounds. They learn to produce and pronounce characters with the support of flash cards, mnemonics, digital games and exercises. They read and write words written in *hiragana* and in high frequency *kanji* with support and scaffolding. There is a combined focus on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction

The context in which learners interact is primarily the language classroom and the school environment with some access to wider communities of other Japanese speakers and resources through digital technology.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (for example, picture books, stories, puppet plays, songs, and games) develop the expressive and cultural dimensions of language. Learners may have access to resources developed for Japanese children, such as children's story books, songs, television programs or interactive games, as a way of developing cultural knowledge.

Features of Japanese language use

Learners recognise the predictable nature of pronunciation in Japanese and apply their knowledge of sound-letter associations to spell new words. They recognise and use elements of grammar such as simple verb forms, adjectives, interrogatives and some particles to understand and create simple spoken and written texts. They use appropriate word order including time, counter classifiers and present, past and negative forms. Learning Japanese contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter elements of Japanese language they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating.

Level of support

This stage of learning involves extensive support. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Learners use the *hiragana* chart as a systematic framework to support reading and writing.

The role of English

Learners are supported to use Japanese as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (a *metalanguage*) for sharing ideas about language and culture systems and experience. Using both Japanese and English in the classroom develops awareness of what it means to be bilingual.

Japanese (F–10 Sequence) Communicating

| Years 3 and 4 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Interact with teachers and peers to exchange information about self, family, friends and favourite things, likes and dislikes, and to express praise, support and respect for others</p> <p>[Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing]</p> | <ul style="list-style-type: none">introducing self-using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、name です。9 さいです。おんがくがすきです。どうぞよろしく。exchanging information and building vocabulary about self, friends or family, using simple statements such as かぞくは 6 人です。おとうさんと おかあさんと おねえさんと ぼくともうとと あかちゃんです。いもうとは 5 さい です。おかあさんは やさしいです。asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞくは なんにん ですか。3 人です。いつ ですか。五月 (ごがつ) です。なんじですか。三じです。どこ ですか。showing interest in and respect for others, such as by expressing praise or encouragement, using formulaic expressions, for example だいじょうぶ? たいへん? むずかしい? すごい (です) ね。やさしいね。おもしろいね。じょうずです。かっこいいね。たのしかった?talking about activities and shared experiences, for example, Place に きました。Food を たべました。Drink を のみます。Activity/sports を しまししょう/しました。おいしかったです。 |

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Participate in guided tasks involving following instructions and co-operating with peers, such as sports and craft activities</p> <p>[Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting]</p> | <ul style="list-style-type: none"> participating in guided tasks involving instructions and peer co-operation, such as group/pair language activities, games and sports, for example, せんせい says, ふくわらい, じゃんけんぽん, (<i>What's the time Mr Wolf?</i>) following procedures for activities such as cooking, model-making or origami, understanding instructions such as はんぶん において, ここ において, あつめて participating in class routines, such as taking the roll (はい、います/いいえ、いません), naming the months and days of the week and describing the weather, きょうは月よう日です。はれです。 preparing, rehearsing and conducting presentations and performances, such as a Japanese item for assembly or a presentation about a significant event working collaboratively to adapt and perform action songs, for example by changing lyrics (替え歌) based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions |
| <p>Follow teacher instructions and directions by responding to questions and requests, and use simple statements and questions to ask permission and to show interest and appreciation</p> <p>[Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing]</p> | <ul style="list-style-type: none"> participating in classroom interactions, for example by responding with comments such as ～くん はい ません, ～～さんと～さんはやすみです, ～～もやすみです using appropriate formulaic expressions and gestures to contribute to interactions, such as しつれいします, おねがいします。 asking for help or clarification, for example, すみません, もういちど, and negotiating turn-taking, for example, ちょっとまって, ～さんのばん, どうぞ。 responding to teacher instructions such as ペアになってください, ～三人グループになってください, ～ならんでください, ～大きいこえで recognising and rehearsing interjections or fillers in conversations, for example, ええと, ～すみません, ～本ほんとう, ～そうですね。 |

| Years 3 and 4 content descriptions | Elaborations |
|--|--|
| <p>Informing</p> <p>Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects</p> <p>[Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising]</p> | <ul style="list-style-type: none"> finding examples of Japanese language at home or in the community to create a class collection or display, for example, food products, toys, gadgets, recipe books or menus viewing or listening to a simple community text such as a weather report, recognising key words such as はれ, くもり identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan (for example, reports of さくら, つゆ, こうよう) gathering information about each other's activities, for example by surveys on pets, sports, activities, likes, dislikes, families, using graphs to display results viewing/ reading simple texts such as advertisements, catalogues or menus to locate key points of information in relation to elements such as product, number, price, or target audience |
| <p>Present factual information relating to familiar home, community and cultural contexts, using graphic support such as photos, tables, lists and charts</p> <p>[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]</p> | <ul style="list-style-type: none"> describing family members and friends, identifying relationships such as, お母さん, using simple descriptive, modelled language and supporting resources, for example, これは、わたしのお父さんです。Ken です。お父さんはやきゅうがすきです。お父さんは、やさしいです。) creating a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, such as ぼく/わたしのふでばこ、ぼく/わたしのかばん labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time (for example, waking in the morning, with a clock displaying 七じ and the words おはようございます) |

| Years 3 and 4 content descriptions | Elaborations |
|--|---|
| <p>Creating</p> <p>Participate in interactive stories and performances, acting out responses and making simple statements to identify and compare favourite characters and elements</p> <p>[Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting]</p> | <ul style="list-style-type: none"> viewing excerpts from texts such as anime and children’s television programs, listening for key words and familiar phrases and interpreting cultural expressions and behaviours collecting favourite exclamations, words or expressions used in different imaginative and expressive texts, such as, へえー, うそー, あれ?, うーん, どうしよう, こまった, できた, やったあ, おめでとう, がんばって, すごい, いいよ, だめ, and using them in their own communicative exchanges drawing their own versions of characters encountered in imaginative texts, selecting simple descriptive modelled statements as captions to their pictures. sequencing elements of imaginative texts such as cartoons or simple narratives, for example by creating a storyboard using pictures and captions recognising character traits or behaviours in texts such as anime, manga and children’s stories that reflect Japanese culture and traditions |
| <p>Present short interactive performances such as puppet shows, raps or dialogues that use familiar formulaic expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and dramatisation</p> <p>[Key concepts: fantasy, imagination, dramatisation; Key processes: imagining, creating, experimenting, performing]</p> | <ul style="list-style-type: none"> creating imaginary characters or places such as an invented character, creature or animal, <i>みみがおおきいです。かわにいます。Objをたべます。とてもこわいです。Or おばけやしきです。たくさんおばけがいます。目がおおきいです。あしがありません。</i> incorporating onomatopoeic sounds such as <i>ときどき, ペコペコ, ぴかぴか</i>, <i>にこにこ</i> into written/performed texts to entertain and to enrich the texts taking on the role of a character from a story, manga or anime, responding to questions such as <i>すきなたべものはなんですか, ー Nounがすきですか, ーなんさいですかー</i> creating, performing and presenting imaginative texts such as skits, songs and raps |

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Translating</p> <p>Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features</p> <p>[Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing]</p> | <ul style="list-style-type: none"> explaining features of Japanese language protocols such as the use of formulaic expressions (いってきます, ーただいま), of counter classifiers, and the indication of politeness by using です explaining and modelling culture-specific practices and formulaic language, such as apologising for being late by entering, waiting at the entrance/door, bowing and using the expression おくれてすみません, しつれいします demonstrating and explaining hand gestures, facial expressions or body language that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response using visual dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions |
| <p>Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays or photo stories</p> <p>[Key concepts: bilingual text, expression, code-mixing; Key processes: translating, performing, creating, adapting]</p> | <ul style="list-style-type: none"> including some Japanese words, exclamations or phrases when interacting in English in simple games or exchanges that involve feelings or reactions, for example, いたい, あぶない, oh that was fun でも ました, Anne さん that was すごい! performing bilingual versions of familiar songs such as If You're Happy and You Know It ... , alternating between the two languages and switching key words in repeated phrases creating personal bilingual dictionaries that include visual clues and representations creating simple activities or action songs that include alternating or combining repeated words or phrases in Japanese and English, such as verbs, question words or months of the year, for example せんせい |

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Reflecting</p> <p>Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations</p> <p>[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]</p> | <ul style="list-style-type: none"> noticing how respect is shown to teachers and classmates through practices such as apologising for ‘interrupting’ when entering a room, (しつれいします, おくれてすみません。), expressing humility by not going first or putting the self forward (どうぞ), or not using さん for self practising ways of accepting compliments or praise in Japanese, for example by saying いいえ instead of ありがとう, comparing with what they would do in a similar situation in their own language(s) noticing differences between Japanese and Australian language used in certain social situations, for example, いただきます, ごちそうさまでした before and after meals, or leaving or returning home ただいま, おかえりなさい, including forms of address and the use of body language, intonation and expression considering how some aspects of Australian ways of communicating such as greetings, responding to thanks or using direct eye contact may be interpreted by people from a Japanese cultural background |
| <p>Noticing how ways of talking and behaving reflect identity and relationships</p> <p>[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing]</p> | <ul style="list-style-type: none"> creating a self-profile such as an avatar or montage to exchange with a potential Japanese friend, selecting key words and simple expressions from word banks and modelled statements that capture their sense of themselves, comparing their choices and how they think about their identity talking with each other about their family cultures, creating visual representations of their families, friendship groups and communities and listing key terms and expressions associated with each group noticing and comparing their own and each other’s ways of communicating, identifying any elements that reflect cultural differences or influences of other languages |

Japanese (F–10 Sequence) Understanding

| Years 3 and 4 content descriptions | Elaborations |
|--|---|
| <p>Systems of language</p> <p>Understand that hiragana symbols can be connected to represent words</p> <p>[Key concepts: consonant, vowel, <i>kana</i>, foot, mora, rhythm, pronunciation,; Key processes: recognising, differentiating, demonstrating]</p> | <ul style="list-style-type: none"> recognising that there are 19 distinct consonants in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o) understanding the system of basic Japanese sound combinations, i.e., a vowel can be attached to most consonants to produce a <i>kana</i> understanding that vowel length can differentiate words in Japanese, for example ‘e’ (え) for a picture and ‘ee’ (ええ) for yeah recognising the concept of the minimum unit of rhythm in Japanese (‘foot’ or フット) and that one ‘foot’ in Japanese consists of two ‘moras’, i.e., ごちそうさま is pronounced as a three-foot word (<i>gochi sou sama</i>) demonstrating understanding of the different pronunciation between English and Japanese versions of loan words, such as バナナ, ペット, サッカー |
| <p>Recognise the systematic order within the <i>hiragana</i> character set; commence <i>hiragana</i> script writing and recognise and write frequently used <i>kanji</i></p> <p>[Key concepts: character, <i>kana</i> and <i>kanji</i>, stroke order, font; Key processes: recognising, tracing, reading, writing]</p> | <ul style="list-style-type: none"> learning how to use the character chart as a systematic framework for reading and writing understanding that there is a stroke order for both <i>kana</i> and <i>kanji</i> recognising that written Japanese has various printed fonts and that handwritten forms of several characters differ from the printed versions in most fonts, for example, き, さ, ふ, ら, り learning to read and write words using <i>kana</i> |

| Years 3 and 4 content descriptions | Elaborations |
|---|--|
| <p>Understand and identify elements of basic grammar and sentence structure and interaction patterns</p> <p>[Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning]</p> | <ul style="list-style-type: none"> • developing a metalanguage for talking about language, using concepts such as parts of speech (noun, verb, and adjective) • understanding the rules of Japanese word order, subject + object + verb, the use of associated particles は, を, と, も, に and the use of が in formulaic expressions such as ～がすきです • describing actions using verb ます forms, for example, すしをたべます • understanding the rules for conjugating verbs such as ます, ましょう, ました, ません • understanding that Japanese uses <i>name</i> plus <i>suffix</i> instead of pronouns when referring to other people, for example ジョンくん, はなさん, スミスせんせい • indicating time and frequency using expressions such as まいにち, ときどき • describing people, animals, places and things using adjective-noun phrases, for example 大きい目, おいしいもも • understanding time words associated with days of the week, months of the year and seasons • building vocabulary that relates to familiar environments such as daily life and personal worlds that can be used for cross-curricular content learning • being introduced to the use of counters in Japanese, for example, , ～人, ～さい, ～月 • telling time using ～じ, はん and なんじですか • seeking information using question words such as なに, なん, いつ, どこ, だれ and the sentence-ending particle か, for example, なにがすきですか, なんさいですか, なんにんですか, いつですか |

| Years 3 and 4 content descriptions | Elaborations |
|--|---|
| <p>Recognise that texts such as stories, games and conversations have particular language features and text conventions</p> <p>[Key concepts: text, genre, language features, mode; Key processes: comparing, analysing, recognising]</p> | <ul style="list-style-type: none"> recognising features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs recognising differences between the layout and language features of different types of texts and fonts including たてがき, よこがき recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon recognising patterns in simple spoken or written texts in Japanese, for example in relation to the use of particles, verb endings and other frequently occurring features |
| <p>Language variation and change</p> <p>Understand that language varies according to the age and relationship of those using it, and to the situation in which it is being used.</p> <p>[Key concepts: register, context, variation; Key processes: observing, recognising, reflecting]</p> | <ul style="list-style-type: none"> observing that Japanese expressions can be made more or less formal with very slight changes, for example, おはようございます and おはよう, はし and おはし, なまえ and おなまえ to suit the relationship between speakers noticing differences in the ways that both Japanese and English speakers communicate with different people, for example with young children, with unfamiliar adults or with elderly people reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour recognising that familial terms such as おじいさん, おばあさん are often used in place of 'old man' or 'old lady' in both folktales and daily conversations, considering why this might be so |
| <p>Recognise that Japanese is the official language of Japan and one of the major languages of the Asia Pacific region</p> <p>[Key concepts: language status, standard language, multilingualism; Key processes: recognising, comparing, classifying]</p> | <ul style="list-style-type: none"> understanding the status of Japanese, as the official language of Japan, a major language in the Asia-Pacific region, a world language and an Australian community language understanding that there is a standardised form of Japanese, and that there are different dialects spoken in different regions in Japan comparing the language profile of Japan with the multilingual nature of Australian society that includes speakers of Aboriginal languages and Torres Strait Islander languages, Asian languages and other world languages |

| Years 3 and 4 content descriptions | Elaborations |
|---|--|
| <p>Role of language and culture</p> <p>Understand that the ways people use language reflect where and how they live and what is important to them</p> <p>[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]</p> | <ul style="list-style-type: none"> • understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) • exploring additional elements of ‘culture’, such as what is valued in different communities, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values for example, いただきます, いてらっしゃい, きをつけて • noticing how politeness and respect are conveyed in Japanese language and behaviour, for example how body language and gestures can replace language (bowing as an apology or a request to be excused) • learning to talk about culture and language by responding to prompt questions such as <i>What do you notice? Why do you think that ...? How is this similar/different ...?</i> • identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children (for example, using first names when addressing adults, colloquial expressions such as ‘no worries’ or ‘footy’, language associated with Indigenous cultures such as Dreaming) |

Years 3 and 4 Achievement Standard

By the end of Year 4 students interact with teachers and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペアになってください, 大きいこえでいってください. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging each other, such as がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やった, だいじょうぶ. They respond to simple questions such as いつですか, なにがすきですか using short spoken responses. They use counter classifiers in response to questions such as なん人, なん月, なんじ, なんさい. Students identify specific items of information, such as facts or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visuals and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます, ましょう, ました and ません. They read and write the 46 hiragana, including long vowels, such as おとうさん, おおきい, voiced sounds, such as かぞく, たべます and blended sounds as formulaic language for example, きょう, しょう, as well as high frequency *kanji* such as 月, 日, 先生. They apply word order in simple sentences, for example, subject-object-verb. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or wordlists, identifying the fact that some words and expressions do not translate easily. Students identify that there are cultural differences in ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel-consonant sounds of *hiragana*, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways that rhythm is used to chunk phrases within a sentence. Students use the *hiragana* chart to support their reading and writing, recognising its systematic nature. They recognise the predictable nature of pronunciation. They know the role of particles, for example, は, を, と, も, に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい, ひとり, ふたり. They recognise language variations that occur according to the age and relationship of participants, and to the situation in which it is being used, for example, なまえ/おなまえ, はし/おはし. They demonstrate their understanding of the importance of non-verbal communication in Japanese such as the use of gesture, for example, bowing to replace words and to communicate meaning. Students recognise that Japanese language reflects ways of behaving and thinking.

DRAFT

Years 5 and 6

Band description

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining a greater awareness of the world around them. Learners are noticing similarities and differences between Japanese language and culture and their own.

Japanese language learning and use

Learners use Japanese with peers and the teacher for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing, and responding to learning experiences and interacting with Japanese language resources. Their ability to communicate is developing in terms of fluency and accuracy. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing improve. They begin to use more Japanese spontaneously when interacting with each other, and use an increasing range of body language and gestures. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Japanese. Learners use digital media to support their learning in increasingly independent ways, such as exchanging resources and information with other Japanese speakers. In doing this, they may access additional music and media resources.

Contexts of interaction

Learners use Japanese with each other and with the teacher for an increasing range of purposes. They may have some access to other Japanese speakers and cultural experiences in wider contexts and communities through the use of ICT.

Texts and resources

Learners engage with a growing range of oral, written and multimodal texts, including published texts such as modified folk stories, songs, and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Japanese language and culture through texts created for young Japanese such as stories, music clips, *anime/manga* and video clips.

Features of Japanese language use

Learners notice the relationship between stress, pacing and meaning, and use appropriate intonation patterns to exclaim, make a statement or ask a question. They develop an increasing range of vocabulary and continue to build grammatical and textual knowledge. They use verbs, nouns and adjectives, a variety of particles, prepositions, counters and conjunctions. They differentiate between animate and inanimate objects and apply their knowledge of *こそあど* in context. They develop a metalanguage to describe patterns, rules and variations in language structures. As they use Japanese to interact in different situations, they develop understanding of how language and culture influence each other, and reflect on their own ways of communicating and using language. Learners begin to experience and reflect on the challenges and opportunities involved in moving between languages and different ways of making meaning.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks and activities. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection and resources such as word and character charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Japanese capability and their more general cognitive and social levels of development.

The role of English

While the use of Japanese in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

Japanese (F–10 Sequence) Communicating

| Years 5 and 6 content descriptions | Elaborations |
|---|---|
| <p>Socialising</p> <p>Interact with peers and teachers to describe aspects of daily life such as routines, pastimes, celebrations or special days, to express preferences, to show interest in and respect for others</p> <p>[Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing]</p> | <ul style="list-style-type: none"> communicating with peers and other Japanese speakers using strategies such as active listening skills, turn-taking cues, requests for clarification and language for agreeing or disagreeing, for example, <i>へー、そうですね、すみません、もういちどおねがいします、ちょっと...</i> showing interest, respect and concern for others by asking questions such as <i>だいじょうぶですか</i> exchanging simple correspondence such as greeting cards in print or digital form based on modelled language such as <i>おたんじょうびおめでとう(ございます)、あけましておめでとう(ございます)、母の日、おかあさん、ありがとう、～より、～へ</i> using formulaic language to exchange emails with young Japanese speakers to provide personal information such as <i>～さんへ、～より、じゃあまた、</i> their names, likes and dislikes, family members or leisure activities. |

| Years 5 and 6 content descriptions | Elaborations |
|---|---|
| | <ul style="list-style-type: none"> exchanging information with each other or with other Japanese-speaking students about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカーをしますか。いつしますか。土曜日にサッカーをします。サッカーがすきですか。ぼくもすきです。 recounting experiences with own families and friends, for example, 土よう日に友だちとうみにいきました, ーたん生日にケーキをたべました。 exchanging gifts using appropriate body language/gestures, such as giving and receiving with two hands and using expressions such as すみません, ーどうぞ, ーどうもありがとうございます |
| <p>Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event or rehearsing and presenting a school performance</p> <p>[Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting]</p> | <ul style="list-style-type: none"> planning and organising activities such as a class event, visit or performance, using language related to place, people, time and numbers and creating promotional materials, for example たいこのえんそう, 木よう日, 十一時, たいいくかん creating a skit, performance or action game to introduce a buddy class to aspects of Japanese language and culture, for example, introducing <i>hiragana</i>, individual words or expressions, or behaviours such as bowing appropriately or receiving a gift participating in simulated transactions such as purchasing goods or ordering food, using appropriate gestures, formulaic expressions and relevant question-answer exchanges such as いらっしやいませ, ーこれをください, ーいくらですか, ー3000円です, ーはい、どうぞ。 becoming familiar with the value of Japanese yen by carrying out real or simulated transactions and exchanges budgeting for virtual shopping expeditions, for example by consulting online catalogues and menus, comparing prices and values and discussing intended purchases using formulaic expressions such as ちよっと高いです, ーでも、おいしそうです。 |
| <p>Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting each other, thanking, apologising and expressing preferences</p> <p>[Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting]</p> | <ul style="list-style-type: none"> taking on different roles and responsibilities in the classroom (当番^{とうばん}), such as taking the roll, naming the day, describing the weather or acting as monitor, for example, 本をください, ノートをください, (どうも)ありがとう doing 日直^{にちちよく} taking turns to lead the class in routines such as opening and closing lessons (for example, きりつ, れい, ちゃくせき) using appropriate gestures indicating that something is either correct or incorrect using はい(そうです), ちがいます |

| Years 5 and 6 content descriptions | Elaborations |
|--|--|
| | <ul style="list-style-type: none"> using appropriate language, actions and gestures to participate in interactions such as interrupting or asking for clarification, for example, 先生、すみません、ちょっとわかりません、ゆっくり(おねがいします) |
| <p>Informing</p> <p>Gather, classify and compare information from a range of sources and related to concepts from other learning areas</p> <p>[Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying]</p> | <ul style="list-style-type: none"> surveying and compiling information about young people’s interests and preferences in different contexts, such as favourite activities, TV and computer programs, preferred means of transport or communication, leisure activities at different times of the year, presenting findings in formats such as flow charts, graphs, diagrams or oral presentations, for example, ぜんぶで 20 人です。6 人はゲームがすきです。 extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, home or school routines, discussing findings and comparing opinions, for example 日本人は、がっこうでそうじをします。オーストラリア人は、そうじをしません。 identifying points of information in texts such as advertisements, conversations, brochures or announcements, re-presenting them in different formats, such as charts, concept maps, skits or digital presentations viewing video clips or reading simple texts containing social interactions such as exchanges between parents and children or customers and shop assistants, capturing and recording new words and expressions for use in their own language production identifying words, expressions and behaviours associated with important Japanese cultural activities or events, comparing them with equivalent Australian expressions or behaviours, for example locating あけまして おめでとうございます on a New Year’s card (年賀状^{ねんがじょう}) |
| <p>Convey information on specific topics using formats such as oral/digital presentations, displays, diagrams, timelines and guided descriptions</p> <p>[Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing]</p> | <ul style="list-style-type: none"> planning and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals, using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example, ふじさんです。高いです。そして、ゆうめいです。かざんです。おさっぽろです。さっぽろはとてもさむいです。ゆきがふります。ふゆにゆきまつりがあります。) creating a profile in digital format of a context, situation or event suitable for a specified audience, such as a virtual tour of the school or classroom for an intending exchange student group or sister school creating a class book or digital display about topics that connect with other curriculum areas and are relevant to their own lives, such as sports, the environment, transport or health |

| Years 5 and 6 content descriptions | Elaborations |
|--|--|
| <p>Creating</p> <p>Listen to, read and view different imaginative texts such as anime, folk stories and manga, describing and giving opinions about characters and events and identifying cultural elements</p> <p>[Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing]</p> | <ul style="list-style-type: none"> discussing key messages in fictional and creative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in anime, comparing across cultural contexts and time recalling and/or illustrating main characters and events in stories, songs or anime, for example by responding to questions such as だれ, いつ, どこ responding to simple narratives such as folktales, anime, manga or films that evoke positive or negative emotions such as happiness, amusement or affection, fear or anger, connecting these with their own experiences by using stem statements such as わくわくします, だいすきです, こわいです, ときどきします, びっくりしました, へんですね |
| <p>Create and present or perform imaginative texts such as digital performances or stories to inform and entertain others</p> <p>[Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing]</p> | <ul style="list-style-type: none"> creating and performing a presentation for a particular audience, for example, a puppet show or play for a buddy class or a performance for the school or community designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group creating a rap or song that involves experimentation with rhyme and rhythm teaching younger children songs that involve repetitive phrases and actions, for example songs from popular anime films using familiar and modelled language to create imaginative digital texts, for example, a photo story, an eBook or an outline of an imagined avatar, これは たからじまです。大きいとりいと、小さいとりいがあります。じてん^{しゃ}車で、大きいとりいにいきます。大きいとりいの下に、はこがあります。はこの中に金があります。 producing and presenting picture books/Big Books/mini-books or short scripted scenarios for younger students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging |

| Years 5 and 6 content descriptions | Elaborations |
|---|---|
| <p>Translating</p> <p>Explain aspects of spoken, written and non-verbal communication in Japanese interactions which require interpretation and carry cultural meaning</p> <p>[Key concepts: meaning, culture, interpretation, equivalence; Key processes: explaining, interpreting, demonstrating, experimenting, reflecting]</p> | <ul style="list-style-type: none"> • providing explanations or interpretations of formulaic expressions such as おめでとう used in a range of situations and celebrations, for example, congratulations おめでとうございます and birthday wishes おたんじょうび おめでとう • collecting, using and explaining Japanese words and expressions that do not translate easily into English, such as おかえり, いらっしゃいませ, ごちそうさま, • demonstrating and explaining elements of non-verbal Japanese communication that require interpreting for non-Japanese speakers, such as hand gestures, eye contact and counting systems • experimenting with bilingual dictionaries and/or online translators, considering relative advantages or limitations |
| <p>Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks, menus</p> <p>[Key concepts: bilingualism, learning resources, translation; Key processes: classifying, glossing, annotating, composing]</p> | <ul style="list-style-type: none"> • creating shared bilingual learning resources such as word banks or glossaries of Japanese and English expressions used in everyday formal and informal interactions • performing a role-play or skit for an audience, using Japanese for the performance and English for supporting explanations • using dictionaries and electronic translation tools to compose bilingual texts such as captions, menus, posters or invitations, comparing results and identifying how bilingual texts support intercultural communication • creating bilingual texts for the classroom or school community, for example, invitations to attend class or school assembly performances, posters advertising Languages Day |

| Years 5 and 6 content descriptions | Elaborations |
|---|--|
| <p>Reflecting</p> <p>Reflecting on the experience of learning and using Japanese and identifying how language reflects cultural practices and norms</p> <p>[Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting]</p> | <ul style="list-style-type: none"> identifying frequently-used Japanese phrases and behaviours in commonplace social exchanges that reflect cultural traditions or values that appear different to their own, for example おてがみ ありがとうございます ございます, いらっしゃいませ comparing their own and each other's reactions to the experience of learning Japanese, considering whether their attitudes or understandings have changed in relation to cultural diversity and intercultural experience reflecting on how it feels to use Japanese language, gestures and body language, considering how their responses reflect their own attitudes and experience noticing aspects of communication and cultural expression represented in Japanese stories, songs or audio/visual media, responding to teacher prompts such as 'What do you see?' or 'What do you notice about ...?', 'Why do you think ...?', 'How is this similar/different to ...?' |
| <p>Discuss how it feels to speak and interact in a different language, what they understand by 'identity' and whether learning Japanese has any effect on their sense of self</p> <p>[Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring]</p> | <ul style="list-style-type: none"> identifying elements of identity that are important across all cultures (for example, family, community, location) creating texts that represent elements of their own identity (personal emblems/mottos, self profile, photo journal, or caricature/self-portrait), considering how these might be responded to by Japanese children of their age exploring the idea of stereotypes and how people think about others from different cultural backgrounds practising formulaic expressions such as those exchanged before and after meals or when giving or receiving gifts or food, for example, いただきます, ごちそうさまでした, reflecting on how it feels to use such exchanges considering whether learning and using Japanese impacts on their sense of identity or influences their behaviour in or out of the classroom, for example, when playing Japanese games online, eating in Japanese restaurants and reading signs or menus |

Japanese (F–10 Sequence) Understanding

| Years 5 and 6 content descriptions | Elaborations |
|---|---|
| <p>Systems of language</p> <p>Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning</p> <p>[Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling]</p> | <ul style="list-style-type: none"> • knowing how to pronounce all sounds in the <i>kana</i> chart including voiced sounds (てんてん and まる) and combined and long sounds-and double consonants for example ‘きって’ and ‘りょうり’ • understanding that the sounds of <i>hiragana</i> and <i>katakana</i> are identical even though the associated scripts are different • knowing that <i>hiragana</i> spelling of a particular particle does not match its pronunciation i.e., ‘wa’ for は , ‘e’ for へ , ‘o’ for を • noticing that certain combinations of two ‘moras’ always make one rhythm unit (‘foot’), for example, the copula です and the verb suffix ます |
| <p>Recognise some single and whole word <i>katakana</i> and develop the ability to use <i>hiragana</i> and <i>kanji</i> in a single text</p> <p>[Key concepts: scripts, characters, stroke order, punctuation; Key processes: reading, writing, recognising]</p> | <ul style="list-style-type: none"> • reading and writing all <i>hiragana</i> (including voiced, combined and long sounds and double consonants) using the <i>kana</i> chart • learning that <i>kanji</i> were brought from China and that <i>hiragana</i> was formed by simplifying the form of <i>kanji</i>, while <i>katakana</i> was formed using a part of <i>kanji</i> • learning to apply the basic principles of stroke order to write all <i>hiragana</i> and high frequency <i>kanji</i> such as 月, 日, 木, 人 • recognising frequently-used <i>katakana</i> words such as Australia オーストラリア • reading and writing words, phrases and sentences using <i>kana</i>, for example, わたしの本, これはかぞくです • understanding the use of basic Japanese punctuation marks such as a まる(。), てん(、) and <i>katakana</i> long vowel marks, for example in a student name such as ルーク • understanding the use of <i>furigana</i> as a reading aid |

| Years 5 and 6 content descriptions | Elaborations |
|--|---|
| <p>Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes</p> <p>[Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying]</p> | <ul style="list-style-type: none"> expanding a metalanguage for talking about language, using additional terms such as <i>pronoun</i> and <i>conjunction</i> understanding and identifying elements of sentence structures and the use of particles such as へ, で understanding the use of ～があります/います to refer to animate and inanimate objects describing locations of homes, people, animals and items, using basic structures such as Nは (place) にあります, Nは (place) にいます knowing how to use prepositions to describe the position of objects, for example, つくえの上に, いすの下に understanding the use ofこそあど series in concrete contexts, for example, これ, それ, あれ, どれ using the verb て form as a formulaic expression, as in giving instructions or seeking permission, for example 見てください, トイレにいてもいいですか knowing how to use common counters and classifiers such as ～こ, ～ひき/びき/ぴき, ～えん understanding Japanese numeric place order 一, 十, 百, 千, 万 understanding location words and expressions to indicate direction or means of transportation がっこうに くるまで いきます understanding different question words such as いくら, どれ using conjunctions such as そして, それから to link ideas |
| <p>Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, post cards or telephone conversations</p> <p>[Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting]</p> | <ul style="list-style-type: none"> recognising the order for writing the components of the date in Japanese: 年^{ねん}, 月, 日, よう日 understanding the significance of different ways of communicating such as opening and closing emails, letters or phone conversations for example, ～さんへ, ～より, もしもし considering how the composition of texts in different languages reflects cultural values, such as the ordering of information on Japanese ID cards or when kanji or Arabic numbers are used in Japanese text understanding conventions associated with using げんこうようし for example, the size of small characters, the position in the square and the placing of punctuation |

| Years 5 and 6 content descriptions | Elaborations |
|---|---|
| <p>Language variation and change</p> <p>Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal</p> <p>[Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing]</p> | <ul style="list-style-type: none"> noticing that language can be made casual or 'softer' by adding particular endings, such as <i>そうですね</i> using <i>すみません, ちょっと</i> observing how language use reflects respect and social distance, showing respect for authority figures, for example, <i>しつれいします, よろしくおねがいします</i>, expressing familiarity with friends by using first names rather than surnames noticing differences in interaction styles in some familiar situations in Japanese and Australian contexts, such as classrooms or shops |
| <p>Recognise that the Japanese language is influenced by other languages and cultures and that it in turn influences other languages and cultures</p> <p>[Key concepts: language contact, word borrowing, globalisation, technology, change; Key processes: identifying, classifying, reflecting]</p> | <ul style="list-style-type: none"> exploring how the Japanese language is influenced by other languages and cultures, for example in relation to food <i>パン, スパゲティ, クレープ, ハンバーガー</i>, music and sport <i>ミュージカル, ロック, ダンス, サッカー, バスケットボール</i> technology <i>パソコン, メール, インターネット</i> investigating the influence of Japanese language and culture on their own language and experience, for example by creating a glossary of Japanese words and expressions used in fields such as martial arts (judo, karate, sensei, sumo), food (sushi, tofu, wasabi) or communication/culture (haiku, anime, manga, sudoku) understanding that there are Japanese-speaking communities outside Japan, for example in Hawaii and South America, and that Japanese is widely taught in many countries around the world including Australia understanding that all languages change, that some are constantly growing and expanding and that others are disappearing (for example, many Indigenous languages) |

| Years 5 and 6 content descriptions | Elaborations |
|--|--|
| <p>Role of language and culture</p> <p>Make connections between cultural practices and values and language use such as vocabulary and formulaic expressions and consider how this affects intercultural communication</p> <p>[Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting]</p> | <ul style="list-style-type: none"> noticing ways in which Japanese language and behaviour reflect values and traditions (for example, reluctance to volunteer or compete for attention in class, responding to compliments (じょうずですね, いえ, prioritising the group rather than the individual) understanding that people ‘read’ intercultural experiences in different ways depending on their cultural perspective, recognising the validity of different perspectives and questioning notions of ‘right’ or ‘wrong’ ideas imagining potential challenges for a visiting Japanese student spending time in an Australian classroom, identifying phrases, expressions and behaviours that may need explaining and elements of interaction, such as the use of personal space or volume of voice, that may appear inappropriate reflecting on how different languages and cultures represented in the classroom influence ways of talking about or relating to social and physical environments (for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture) identifying and comparing traditional and contemporary cultural images used in Japanese and Australian advertising and tourist brochures, considering when they are used and what message they convey noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in different contexts and situations (for example, responding to offers of food or drink, turn-taking in conversations) |

Years 5 and 6 Achievement Standard

By the end of Year 6 students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time words such as *まい日*, *ときどき*. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn taking and follow instructions. They extend their answers by using conjunctions such as *そして*, *それから*. They show concern and interest in others by making enquiries such as *だいじょうぶ?*, apologising and expressing thanks using appropriate gestures. They read and write all hiragana including voiced sounds, long sounds, double consonants and blends, and high frequency kanji, for example *犬*, *小さい*, *雨*. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, for example by describing qualities of characters, such as *やさしい人です*. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, such as *へ*, *で*, *を*, *が* and prepositions, such as *の上に*, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective *です*, noun *です/でした* and present/past/negative verbs forms, for example, *のみます*, *たべます*, *見ました*, *いきません*. They use counter classifiers in response to questions such as *いくらですか*, *なんびき*, *なんこ*. Students translate familiar texts, recognising formulaic expressions and culturally-specific textual features and language use. They comment on similarities and differences in relation to ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as *を*, *へ*, *は*, and *です*. They understand and apply the rules and phonetic changes related to counter classifiers, such as *さんぜんえん*, *いっこ*, *はっぴき*. They apply their knowledge of stroke order to form characters. They give examples of ways that languages change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as *パソコン*, *メール*, *パスタ* and how the pronunciation, form and meaning of borrowed words changes when used in Japanese. Students identify behaviours and values associated with Japanese society and reflect these through language use, such as ways of deflecting praise, for example *じょうずですね*. *いいえ*.

Years 7 and 8

Band description

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Japanese language learning and use

Japanese is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts including songs/raps, and role-plays, with particular reference to their social, cultural and communicative interests. They share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative and informative texts and participate in collaborative tasks and games. They use vocabulary and grammar with increasing accuracy, drafting and re-drafting to improve and clarify meaning.

Students learn to use katakana and develop an understanding of the relationship between *hiragana*, *katakana* and *kanji* in texts. They read, view and interact with a growing range of texts for a variety of informational, transactional, and communicative purposes. They are developing stronger vocabulary and expressive resources, and creating more complex sentences using structures such as *まい日、友だちとバスでがっこうに行きます*.

Contexts of interaction

The primary context for learning and using Japanese remains the language classroom; however there may be increasing opportunities for interaction with peers in a range of Japanese-speaking communities through the use of technologies, partner-school arrangements and community connections. Learners have access to additional Japanese language resources through websites, video clips and other multimodal texts.

Features of Japanese language use

Learners expand their range of vocabulary beyond their immediate world and familiar experiences. They develop broader grammatical knowledge, using verbs and い/な adjectives including negative conjugations, various particles, counters, superlatives and conjunctions to describe and sequence events. With support they create a range of texts and participate in information sharing and performances. They recognise and apply characteristic features of text types such as self-introductions and letters and Japanese punctuation conventions. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values for example the use of prefix こそ/お to show respect. They make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. They monitor and reflect on their intercultural experience and capability as language learners, and identify their own personal and community practices that reflect cultural influences.

Texts and resources

Learners work with a variety of texts specifically designed for learning Japanese in schools including video clips, and online resources. They also access materials created for Japanese-speaking communities, such as films (subtitled), websites, and advertisements that provide opportunities to make connections between texts and cultural contexts, perspectives and experiences.

Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Learners are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and adjust language in response to their experiences in different contexts.

The role of English

While Japanese is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and discussion, analysis and reflection. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Japanese.

Japanese (F–10 Sequence) Communicating

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Socialising</p> <p>Interact with others to share interests and experiences, exchange information and express opinions and feelings</p> <p>[Key concepts: lifestyle, communication, experience, opinion ; Key processes: interacting, recounting, responding, elaborating]</p> | <ul style="list-style-type: none">engaging in face-to-face or online discussions with peers and with other Japanese-speaking contacts about shared interests and experiences, such as sport, food, study or music, for example からてをしますか、いいえ、でも好きですexpressing opinions such as サーフィンがかっこいいです、えいがはたのしいですrecounting experiences such as holidays, special events or celebrations through email or conversations, for example, どこでパーティーをしましたか、だれと行きましたかsharing and comparing information about teenage life, daily routines and responsibilities, for example, 私はうちからがっこうまであるきます。でも、友だちはバスで行きます、十時にねます、いつも父とそうじをしますintroducing themselves to other Japanese speakers, じこしょうかい, using appropriate formulaic expressions such as はじめまして, content, for example (school name) のデニスです, and culturally appropriate gesturesusing formulaic language spontaneously in interactions to express feelings such as, あー、つかれた、えー、むずかしい、たのしかった、できたusing cohesive devices such as conjunctions when sequencing or elaborating an account of experiences, for example, 土曜日にかいものに行きます。だから、はやくおきます。sustaining and extending conversations by seeking additional information or asking additional questions, for example, しゅみはなんですか |

| Years 7 and 8 content descriptions | Elaborations |
|--|---|
| <p>Engage in activities that involve collaboration, planning, organising, negotiating and transacting</p> <p>[Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing]</p> | <ul style="list-style-type: none"> participating in scenarios related to accepting and declining invitations, planning, making arrangements and negotiating details, using language related to place, time and activity, for example, 月よう日に日本のレストランに行きましょうか。月よう日は、ちょっと…。火よう日はどうですか。 budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values and discussing intended purchases, for example, ゲームが/を かいたいです。二千円あります。どれが一ばんやすいですか。 participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, for example この T シャツは L サイズですね。ちょっと大きいです。M サイズをください。 creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Japanese giving and following instructions to play games, follow recipes, carry out traditional Japanese activities such as calligraphy, origami or martial arts, using language forms and vocabulary associated with sequencing such as さいしょに、つぎに、それから、そして |
| <p>Interact in whole-class and small group activities, including seeking information from peers or the teacher, asking and responding to questions, making requests, asking for and providing clarification</p> <p>[Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting]</p> | <ul style="list-style-type: none"> using modelled structures in simple and compound sentences and cohesive devices such as だから、でも to state opinions, make suggestions or provide clarification asking and responding to questions such as テストはいつですか、きょうゲームをしますか、ロッカーに行ってもいいですか、何ページですか participating in class activities such as word, board, or digital games using phrases such as, 私のばん、みぎ、ひだり、ざんねん、つぎはだれ obtaining additional information from the teacher and peers by requesting repetition or clarification or by asking how to say something in Japanese, for example, 日本語で、何ですか expressing their response to learning and using Japanese, for example by detailing preferences, likes and dislikes in relation to aspects of the experience, for example, かんじはむずかしいですが、おもしろいです enquiring about and describing the location of classroom items and materials using prepositions, for example, ワークシートはどこにありますか。テーブルのうえにあります。 |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Informing</p> <p>Access, summarise and reorganise information obtained from a range of texts on a variety of topics, presenting it in different formats</p> <p>[Key concepts: research, data, media; Key processes: researching, collating, designing, presenting]</p> | <ul style="list-style-type: none"> gathering, classifying and summarising information from class surveys, realia, notices, timetables and announcements, presenting findings in formats such as digital presentations, posters, wall charts or oral summaries identifying key details, expressions and information in authentic or modified texts designed for learners of Japanese (for example, signs weather reports, print advertisements, menus, packaging, brochures or websites), using the information to create their own texts for specific purposes and audiences listening for key points of information and cultural references in short spoken or recorded texts such as phone messages, announcements or weather reports, and transposing them to note form for their own reference or to communicate to others collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events to edit and re-present as timelines or profiles on a shared data base drawing on content, language, images and presentation formats from a range of Japanese media resources to design posters or leaflets about environmental or youth-related issues |
| <p>Present information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts</p> <p>[Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing]</p> | <ul style="list-style-type: none"> using data collected from each other to analyse and communicate information about themselves, their interests and experiences to other Japanese speakers researching a Japanese cultural event, such as ゆきまつり, おしょう月, 花見, お月見 and creating an informative multimodal text that communicates key elements of that event for other learners of Japanese creating texts such as brochures, posters or website posts to inform others about upcoming events such as Languages Week, a Japanese-language performance or a school exchange visit creating a video or a photographic or journal record of activities such as a school camp, excursion, performance or sporting event as a contribution to a school or community event creating a virtual introduction to the school and neighbourhood for Japanese speaking visitors |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Creating</p> <p>Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences</p> <p>[Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising]</p> | <ul style="list-style-type: none"> • responding to imaginative texts such as songs, stories, films or video clips, for example by identifying favourite elements or characters and recording key vocabulary and expressions • reading and evaluating a story or <i>manga</i>, for example by rating each one and creating a short modelled review to present orally to the group or to post on a shared website • reading or viewing simple むかしばなし, identifying key messages and values and comparing them to familiar folk tales or stories associated with their own early literacy experience • comparing popular contemporary Japanese and Australian music by listening to and viewing music video clips, identifying similarities and differences in expression, themes and styles of performance • comparing how key messages and beliefs are communicated across cultures through the visual and creative arts, for example comparing the role and representation of animals or landscapes in Australian Dreaming stories, and Japanese mythology or folk tales |
| <p>Create a range of texts to entertain others that involve imaginary characters, places and experiences</p> <p>[Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing]</p> | <ul style="list-style-type: none"> • creating and enacting imagined experiences in intercultural contexts, using expressive language, gestures and support materials to create dramatic effect (for example, gesture games or theatre sports) • creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences • creating and performing texts that reflect cultural behaviours associated with Japanese contexts and communities that contrast with their own cultural experience • creating imaginative texts to entertain younger audiences, for example audio Big Books, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience • creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script • composing simple songs, jingles, posters and advertisements for real or imagined situations or products, such as an Australian product for the Japanese market |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Translating</p> <p>Translate short texts such as simple dialogues, phone conversations, or signs from Japanese to English and vice versa, noticing when it is difficult to transfer meaning from one language to the other</p> <p>[Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating]</p> | <ul style="list-style-type: none"> • creating captions to translate short segments of a video clip or アニメ , noticing when direct translation is not possible • identifying Japanese words and expressions that involve cultural meanings that are difficult to translate into English, such as もしもし, よろしくおねがいします • comparing translations of short Japanese texts such as signs, conversations or messages, identifying differences and similarities between their tone and style and that of equivalent texts in English • reflecting on challenges associated with transferring meaning from one language to another • translating short conversational exchanges between Australian or Japanese speakers, comparing content and style of communication and discussing how to translate culturally embedded terms |
| <p>Work collaboratively to design bilingual resources to convey information in the school community</p> <p>[Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining]</p> | <ul style="list-style-type: none"> • creating bilingual subtitles, captions or commentaries for texts such as brochures, slide shows or video clips that inform the school community of aspects of Japanese culture such as mealtime protocols, festivals, or social behaviours • producing bilingual texts in print or multimedia formats to promote school events such as multicultural activities, Japanese performances or Languages Week activities • composing menus or programs for Japanese-themed events, with key items and information in Japanese and explanatory footnotes or glossaries in English • creating bilingual texts that involve subtitles or captions to introduce non-Japanese learners to aspects of Japanese cultural expression, such as celebrations, the exchange of gifts and wishes, or aspects of hospitality • creating digital texts such as songs, dialogues or instructions, with options for displaying in either Japanese or English |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Reflecting</p> <p>Participate in intercultural interactions, identifying and comparing aspects of culture which affect communication and noticing how own culture impacts on language use</p> <p>[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing]</p> | <ul style="list-style-type: none"> recognising the link between language and culture by reflecting on frequently used expressions such as 申し訳ありません, おくれてすみません and ways in which values and culture are embedded in the language assembling an inventory of perceived benefits of learning Japanese and of developing an intercultural capacity, including access to different perspectives and experiences and insights into their own language and cultural experience experiencing authentic or virtual interaction with Japanese language and culture, for example, through face-to-face or online interactions with other Japanese speakers through exchanges, excursions, school visits or web-chatting making appropriate language choices in different cultural contexts with awareness of social situations, for example, using appropriate familial terms to refer to their own or to others' family members reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people |
| <p>Consider how their own biography, including family origins, traditions, interests and experiences, impact on their sense of identity and ways of communicating</p> <p>[Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing]</p> | <ul style="list-style-type: none"> reflecting on their own response to learning and participating in cultural behaviours such as bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment creating written or spoken texts such as identity maps, timelines, or a family tree with captions to describe significant life influences such as key people, events, educational experiences, community affiliations or travel experience, for example, おじいさんはイタリア人です。でも、おばあさんはイギリス人です。1950年にオーストラリアにきました。 reflecting on the experience of learning and using Japanese, considering whether previous attitudes or assumptions in relation to Japan or the Japanese language and culture have changed considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new experiences |

Japanese (F–10 Sequence) Understanding

| Years 7 and 8 content descriptions | Elaborations |
|--|---|
| <p>Systems of language</p> <p>Understand that katakana is used for ‘loan’ words, that these words must be pronounced within the combinations of available Japanese sounds</p> <p>[Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, , recognising]</p> | <ul style="list-style-type: none"> accurately pronouncing all combinations of <i>kana</i> including voiced and unvoiced elements, and all combined sounds (contractions and blends) recognising that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech using combinations of available <i>katakana</i> to experiment with Japanese pronunciation of unfamiliar loan words, for example ホワイトボード understanding that some new combinations of sounds have been devised to account for sounds for loan words, for example, ティ |
| <p>Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji</p> <p>[Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading]</p> | <ul style="list-style-type: none"> reading and writing all <i>katakana</i> (including voiced, contracted and blended sounds) using the <i>kana</i> chart understanding that many <i>kanji</i> are made up of more than one component and that radicals often represent meaning, for example, the radical 木 means something to do with ‘wood’ noticing that <i>kanji</i> can clearly differentiate the meanings of words which share the same pronunciation, such as 火 and 日 learning to write words and phrases using <i>kana</i> and <i>kanji</i>, for example 大きい車, 小さい木 using <i>furigana</i> to support the reading of unfamiliar <i>kanji</i> |
| <p>Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and to recognise the systematic nature of verb conjugation</p> <p>[Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing]</p> | <ul style="list-style-type: none"> further developing a metalanguage to describe and increase control of grammatical concepts and language elements, such as noun modifiers or speech styles organising learning resources such as verb and adjective charts and lists of vocabulary and sentence structures understanding the different functions of a range of particles, such as が, を, に (time, date, place, destination, for), と, で (location, action, means), へ, ～から ～まで (from ～as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example 6時にうちで兄とごはんを食べます。 using い and な adjectives in the present tense for example, おいしい, たのしい, しずかな, and negative forms, for example, 高くない, |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> • using adverbs as formulaic expressions such as 早く, おそく • understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles • understanding the role of sentence ending participles in conversation, such as ね for confirming or expecting a response and よ for emphasis • using both affirmative and negative forms in different tenses • creating cohesion and flow by using conjunctions, for example, だから, それで, それに • understanding how to indicate politeness using ご and お prefixes, for example お名前^{まえ}, 先生のごかぞく • using counter classifiers, ~時, ~分, ~つ, ~まい, ~本 • using superlatives, for example, 一番好きです |
| <p>Understand how and why different scripts are used in different types of text, such as announcements, tickets, advertisements, public sign, manga</p> <p>[Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing]</p> | <ul style="list-style-type: none"> • recognising key features and structures of familiar texts, such as lost child announcements, commercials or print advertisements, for example by identifying formulaic expressions, and comparing with expressions in similar texts in English • recognising the format of different Japanese texts and punctuation conventions in either たてがき and よこがき, understanding how this varies according to the context, purpose and intended audience • understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example だから, それで, それに • comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, exploring how the audience, purpose and context influence each language version |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Language variation and change</p> <p>Explain variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>[Key concepts: register, tenor, respect, Key processes: differentiating, explaining, comparing]</p> | <ul style="list-style-type: none"> explaining variation in language use between people of different ages and relationships, for example, 母, お母さん and 先生, さん, avoiding あなた when showing politeness, the frequent use of わたし to avoid foregrounding oneself, using くん, さん、 when speaking with close friends, family members or other young people, and using surnames ~さん, or 先生 for adults recognising and understanding that Japanese expressions can be made more or less formal with very slight changes, for example the presence or absence of formal endings, such as the difference between 先生、ありがとう, 先生、ありがとうございました, おやすみ, おやすみなさい analysing language used to express different levels of formality in a variety of texts such as conversations, letters, emails and text messages, noting differences between written and spoken texts finding examples of informal and contemporary forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when talking about popular culture (J-Rock, J-Pop, fast food) |
| <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p> <p>[Key concepts: language change, word-borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining]</p> | <ul style="list-style-type: none"> recognising the use of words ‘borrowed’ by Japanese from other languages such as English or French/Portuguese パン, ズボン noting how these are pronounced by Japanese speakers recognising that all languages carry histories of contact with other cultures, such as the adoption of kanji from Chinese into Japanese understanding that languages and cultures change continuously due to contact with each other and in response to new needs, ideas and developments in communications, design and technology, and considering why some types of words and expressions are most frequently borrowed, such as グローバル, パワーアップ, カラー identifying words that have similar meanings and pronunciation across different languages, reflecting on the origins and associated cultures of such words, and how they came to be part of Japanese and other languages for example パスタ, エネルギー discussing reasons for changes in the Japanese language, such as globalisation, exposure to other languages and cultures through media and travel, the blending of social media and digital communication forms and representations |

| Years 7 and 8 content descriptions | Elaborations |
|--|---|
| <p><i>Role of language and culture</i></p> <p>Understand that Japanese language and culture, like all languages and cultures, are inter-related, both shaping and reflecting each other</p> <p>[Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing</p> | <ul style="list-style-type: none"> explaining language associated with familiar routines that reflects cultural values, for example, きりつ, れい and しつれいします interpreting the significance of the different use of family kinship terms when referring to one's own or others' family, for example 父/お父さん, あね/おねえさん commenting on information contained in simple Japanese texts such as business cards, where the ordering of the information - company, title, surname, name) reflects the relative importance of company/collective, family and individual status じこしょうかい explaining language used in Japanese interactions that reflects humility or deference, for example, expressions used to refuse or deflect praise of self or family, or to defer to others considering how and why Japanese speakers use conversational strategies to avoid conflict, for example, by using indirect or softened language, for example もうすこしがんばりましょう comparing core cultural concepts reflected in Japanese language, such as 和 harmony , with similarly significant cultural concepts reflected in Australian language for example, mateship |

Years 7 and 8 Achievement Standard

By the end of Year 8 students use Japanese to interact with peers, teachers and others to exchange information, to recount experiences and to express opinions. They use *V* ましょう for planning and making arrangements and providing suggestions. They ask and respond to a range of questions, for example, *だれと*, *何で*, *いつ*, *どこで* using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, *でも* or *が*, *私はフットボールが好きです。でも、母はフットボールが好きじゃないです*. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high frequency kanji for verbs, such as *行きます*, *見ます*, *来ます*, nouns, such as *先生*, *父*, *母*, *月曜日*, adjectives, such as *早い* and the pronoun *私*. They read some compound words such as *日本語*. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, *いくつ*, *何まい*, *何本*, *何分*. They build cohesion and elaboration in their texts through the use of grammatical elements such as conjunctions, for example, *だから*, adverbs of frequency, for example, *いつも*, time, for example, *時*, *半*, *分*, *前* and direction, for example, *みぎ*, *ひだり*, *前*, *うしろ*. They use a variety of verb tenses to express ideas and experiences and a range of particles, such as *が*, *へ*, *から*, *まで*, including for example *に* to indicate time frames. Students translate and interpret short texts, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their own sense of identity while others do not.

Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the position of noun phrases without altering the meaning. They understand and use, *い* and *な* adjectives when appropriate and apply the rules of phonetic changes to counter classifiers, such as *ひとつ*, *さんぼん*, *じゅっぷん*. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words such as *お母さん* and *母*, phrases, such as *どうぞよろしく*, prefixes, such as *お* and *ご* suffixes, for example *さん*, *さま* and titles, such as *先生* that indicate different levels of formality. They recognise behaviours and values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, such as *もうすこしががんばりましょう*. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Years 9 and 10

Band description

The nature of the learners

At this level, students bring existing knowledge of Japanese language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.

Japanese language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently, with a degree of self-correction and repair, and use *あいづち* to facilitate communication. They reference the accuracy of their language use against a stronger frame of grammatical knowledge.

Learners at this level are able to read and write using *hiragana*, *katakana* and an increasing number of *kanji* in all texts. Their writing is more sophisticated through the use of connectives and conjunctions, and they engage with more complex language structures.

Contexts of interaction

Learners interact with peers, teachers and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experiences with Japanese language and culture through events such as school exchanges, festivals, interschool events or cultural performances.

Texts and resources

Learners use texts designed for language learning such as teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Japanese speakers, such as video clips or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Japanese language use

Learners use more complex language in oral, written and multimodal forms. They expand their knowledge and control of grammatical elements such as the ㇿ and plain form of verbs, for example, *ています*, *もいい*, *と思います*, and *たりたり* and conjugation patterns in both verbs and adjectives. Their language production includes elements of interpreting, creating, and performing. They engage in analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful

communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to ‘decentre’ from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback is combined with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

The role of English

Japanese is used in more extended and elaborate ways. English continues to be used for discussion, explanation and analysis. This allows learners to talk in depth and detail about the experience of learning Japanese and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as ‘stereotypes’, ‘difference’, ‘diversity’ and ‘values’. It allows for a degree of expressions and reflection that is beyond learners’ communicative capabilities in Japanese.

Japanese (F–10 Sequence) Communicating

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Engage in discussions and comparisons of young people’s interests, activities and lifestyles, sharing personal opinions and expressing views</p> <p>[Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating]</p> | <ul style="list-style-type: none"> engaging in face-to-face or online discussions with Japanese-speaking peers using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, such as スクール・フォーマルでおどったり、^{しゃしん}写真をとったりします。ですから、たくさん人が来るでしょう。 exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues such as the environment, education or youth culture, considering the relationship between culture and context, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。J-Pop と K-Pop はオーストラリアで^{にんき}人気があります。 initiating and sustaining conversation by using appropriate あいづち, inviting contributions or asking for clarification, using culturally appropriate patterns of language and interaction, for example すみません、あ、それはいいですね、どう思いますか、それは...ですか/ね discussing their responsibilities at home and at school and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, for example in relation to tasks such as cleaning classrooms after school |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class/visitor, going to a restaurant, preparing for a real/virtual event, trip or excursion</p> <p>[Key concepts: collaboration, intercultural experience, active-learning; Key processes: planning, co-operating, rehearsing, mediating]</p> | <ul style="list-style-type: none"> expressing preferences in relation to shared plans, for example, それはいいですね、そうしましょう, summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前で会いましょう。じゃあ、金曜日のごご三時半に、えきの前ですね。 planning and preparing for a real or virtual event, trip or excursion, such as a holiday or visit to Japan participating in scenarios related to travelling and living in Japan, for example, interacting with a host family, using public transport, shopping, sightseeing or eating out planning and making shared arrangements for Japanese visitors to the school or home-stay, for example by preparing print or digital informational materials, such as a video-introduction to Australian school and home life, preparing welcome speeches, or school tours planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, for example, すみません、としょかんはどこですか, using resources such as digital devices, street or rail maps planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a Japanese restaurant, exhibition, film festival or community event, preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours, for example, 六時半に学校の前で会って、バスで行きます。 |
| <p>Develop language to reflect on the experience of learning and using Japanese</p> <p>[Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating]</p> | <ul style="list-style-type: none"> using reflective language to discuss the experience of learning and using Japanese, for example ぶんぽうはちょっとむずしいと思います。 evaluating Japanese learning resources such as textbooks, websites or dictionaries, for example, じ書はとてべんりですが、オンラインじ書はもっとべんりです。 building and using a metalanguage to discuss language and language learning, for example, めいし, けいようし, どうし, ぶん engaging in peer and self-reflection activities, for example by providing evaluations or giving and receiving compliments using culturally appropriate language, for example ~くんは^{かいわ}会話が上手ですね。いいえ、まあまあです。 |
| <p>Informing</p> <p>Identify and analyse ideas presented in a range of texts, identifying context, purpose and intended audience</p> | <ul style="list-style-type: none"> identifying underlying values, cultural references and the purpose and intended audience of different types of community texts such as advertisements or posters summarising the gist and some specific details from media texts such as documentary features or community notices |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>[Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing]</p> | <ul style="list-style-type: none"> comparing and evaluating perspectives and intentions reflected in texts such as public information notices or street signs in Japanese and Australian contexts, identifying words, expressions or images that suggest cultural similarities or differences scanning websites of Japanese schools or clubs, comparing choices they would make in relation to offered activities if they were students in that context identifying culture-specific terms and representations in Japanese promotional materials such as travel brochures, symbols on maps, magazines features or online resources such as 小学校の新聞^{しんぶん} planning a virtual trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements such as transport, itineraries and selected events, for example, せんかんにのりたいたいですね、広島^{ひろしま}に行きましょうか^い analysing key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities in home, school and community contexts, comparing with their own views on similar questions |
| <p>Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation</p> <p>[Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting]</p> | <ul style="list-style-type: none"> creating a personal profile or résumé for a real or imagined part-time job, including basic information such as age, experience, interests and skills, for example, 人と話すことが好きです、1年間、スーパーではたきました、しゃしんにきょうみがあります creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, for example, promotional materials for recreational activities, advice in relation to healthy eating or environmental issues, reviews of new music releases researching and reporting on community attitudes, and challenges in relation to issues such as recycling, using presentation techniques such as Venn diagrams, digital bites, flow charts or captioned photographic displays composing individual and group contributions to different forms of social media, such as tweets, memes, blogs, shared websites or student newsletters |
| <p>Creating</p> <p>Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences</p> | <ul style="list-style-type: none"> identifying how imaginative texts such as たなばた use structure, language and mood to build action, convey emotion and reflect cultural values comparing lyrics and styles of Japanese and English language songs and performances, tracking similarities and differences in genres, themes and modes of emotional expression |

| Years 9 and 10 content descriptions | Elaborations |
|--|--|
| <p>[Key concepts: humour, emotion, effect, culture; Key processes: interpreting, evaluating, analysing, comparing]</p> | <ul style="list-style-type: none"> discussing how texts such as films, plays, songs, memes and <i>Manzai</i> use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility identifying and responding to key messages and values in traditional texts such as 花さかじいさん, かさじぞう and considering their relevance in modern times identifying and discussing how typical elements of <i>haiku</i> such as brevity and aesthetic effect engage readers/listeners and reflect cultural values |
| <p>Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons</p> <p>[Key concepts: imagination, stimulus, context, values; key processes: adapting, creating, interpreting, expressing, engaging, performing]</p> | <ul style="list-style-type: none"> adapting existing texts to change the emotional effect or to represent different cultural values or experiences, for example by changing the location, characters or era of a familiar story or cartoon composing and performing poems, songs, monologues or dialogues that reflect personal cultural values and experiences creating a <i>haiku</i> or rap to perform to their peers that provides commentary on a social issue that is important/relevant to them creating a digital persona or avatar that combines elements of observed Japanese styles of communicating with their usual ways of self-expression in their home-culture environment |
| <p>Translating</p> <p>Compare translations of different types of texts, including those obtained from digital translators, considering differences in interpretation and how language reflects elements of culture</p> <p>[Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing]</p> | <ul style="list-style-type: none"> comparing translations and interpretations of Japanese texts that contain cultural elements and references, for example, song lyrics, proverbs and advertisements comparing translations of language associated with significant events, rituals or practices in Japanese, finding evidence of the relationship between language and cultural values and experience, for example おじゃまします comparing each other's translations of newspaper headlines or email communications, noticing differences in interpretation or translation and considering reasons for such variations evaluating and reviewing online translators |
| <p>Create bilingual texts in Japanese and English for a range of communicative and informational purposes, incorporating oral, written and visual elements</p> | <ul style="list-style-type: none"> creating a bilingual digital data base that groups words, for example, words and expressions associated with themes, fields or contexts, such as food, travel, the environment or school producing bilingual texts such as travel advisories for exchange or study tour students, reflecting on the process of working in both languages creating oral commentaries that switch between English and Japanese for a bilingual audience at a sporting or performing arts event |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>[Key concepts: bilingual learning resources, bicultural contexts, concepts, culture; Key processes: classifying, translating, glossing, referencing, mediating]</p> | <ul style="list-style-type: none"> producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, New Year’s Eve or birthday celebrations |
| <p>Reflecting</p> <p>Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication</p> <p>[Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing]</p> | <ul style="list-style-type: none"> reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning evaluating the nature and effectiveness of their own language and actions when participating or interacting in Japanese reflecting on how additional language experience enriches first language understanding and capabilities, for example by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives reflecting on aspects of their own experiences of intercultural communication, such as ‘critical incidents’ in relation to breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions |
| <p>Reflect on cultural differences between Japanese and English-language communicative styles and on how these affect intercultural interactions</p> <p>[Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling]</p> | <ul style="list-style-type: none"> reflecting on elements of the experience of learning Japanese that have involved adaptations to different styles of communication that have been challenging, easy or memorable sharing with peers examples of successful interactions with other Japanese speakers, for example, when gestures or communication styles have been well received, clearly understood and have strengthened relationship creating a reflective self-profile or autobiography in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Japanese language and culture that have impacted on their sense of identity, understanding or attitudes composing a ‘cultural ID profile’ to exchange with other Japanese speakers, making decisions about what points of information should be included |

Japanese (F–10 Sequence) Understanding

| Years 9 and 10 content descriptions | Elaborations |
|--|---|
| <p>Systems of language</p> <p>Understand intonation and phrasing patterns in both casual and formal speech and recognise multiple readings of familiar kanji in different compounds</p> <p>[Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating]</p> | <ul style="list-style-type: none"> recognising the basic pattern of intonation in Japanese, marked by the formation of a down-turning curve, and applying it when speaking identifying the characteristic of rising intonation when asking questions in casual speech or ましょう form, for example 食べない？食べましょうか？ understanding how to make appropriate pauses in a sentence i.e., dividing up a sentence into cohesive chunks to allow for the use of あいづち understanding that changes occur in <i>kanji</i> readings according to the <i>kanji</i> or other word compounds 新しい, 新聞, 聞きます, オーストラリア人, 人 |
| <p>Recognise and understand familiar kanji and use this understanding to predict meaning of unknown vocabulary</p> <p>[Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding]</p> | <ul style="list-style-type: none"> understanding that <i>kanji</i> are used for nouns, stems of verbs, adjectives and some adverbs and that the addition of <i>hiragana</i> to the stem of verbs and adjectives is called <i>okurigana</i> recognising that many <i>kanji</i> have multiple readings and that there are two types of readings i.e., <i>on-yomi</i> (‘音’ (on) “sound”; Chinese style pronunciation) and <i>kun-yomi</i> (‘訓’ (kun) “explanation”; Japanese style pronunciation) developing strategies to guess the meaning of unknown words that contain unfamiliar <i>kanji</i>, utilising clues such as radicals writing some <i>kanji</i> compound words, for example がいこくご にほんりょうり 外国語, 日本料理 |

Understand how sophistication can be achieved by the use of a variety of verb and adjective conjugations

[Key concepts: metalanguage, plain form, ㄒ form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing]

- further developing a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries
- understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (Five-step verb), Group 2 (One-step verb) and Group 3 (Irregular verb)
- using character charts as a systematic framework for recognising patterns for verb conjugations, and applying the formation rules of each verb group
- using い and な adjectives in present and past tenses
 - おいしい→おいしかったです
 - たのしくない→たのしくなかったです
 - しずかな→しずかでした
- using adverbs and intensifiers -such as かなり, ぜんぜん, たいてい
- using verb て forms to connect events, for example 朝起きてジョギングをします。
- understanding and using different functions of V て form
- sequencing actions, for example 朝^{あさ}おきてジョギングをします
- increasing cohesion within paragraphs by using conjunctions, for example, ですから
- present continuous tense, for example, ラジオを聞いています
- requesting and giving permission and expressing prohibition V てもいいです, V てはいけません, V てはだめです
- using verb stems with grammatical features such as V かと, V やすい／にくいです, V に行きます
- exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる? 見る?

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> • expressing opinions, intentions and thoughts using the plain form, for example <ul style="list-style-type: none"> ○ Vつもりです ○ V/Aとおもいます ○ VたりVたりします • indicating the status of actions using adverbs such as まだ and もう • understanding the concept of <i>uchi-soto</i> (内と外) for making appropriate choices of register, for example 食べる? 食べますか? |
| <p>Identify, analyse and compare textual features and conventions that characterise social and informational media in Japanese and English</p> <p>[Key concepts: text conventions, language features, cohesion; Key processes: comparing, analysing, identifying]</p> | <ul style="list-style-type: none"> • identify the use of cohesive devices such as conjunctions to sequence and link ideas and actions in both Japanese and English media texts, for example, て from verb, だから, それに, それで • identifying features of common types of text such as emails, songs, slogans, or public signs, noticing how the choice of language and structure works to achieve each text's purpose • comparing language features of Japanese and English versions of texts such as weather reports or text messages, including the use of abbreviations and emoticons noting differences that might be culturally significant • recognising textural conventions employed within the text of a letter, email, or article, identifying elements such as introductions, sequencing of ideas and the use of また, to link paragraphs, • comparing features of spoken and written versions of texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how text mode shapes structure and helps a text achieve its purpose |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>Language variation and change</p> <p>Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships</p> <p>[Key concepts: 内/外^{うち そと}, respect, social relations, language variation, register; Key processes: selecting, applying, comparing, evaluating]</p> | <ul style="list-style-type: none"> applying an understanding of Japanese values such as respect, 内/外^{うち そと} by making appropriate language choices, for example, using ご/お prefixes, plain or polite forms, and recognising characteristics of formal/informal registers evaluating how language choices reflect social relations and priorities, for example, using expressions that deflect praise of self or of own family to show modesty 日本語がじょうずですね。いいえ、ぜんぜん noticing differences in text structure and grammar between formal and informal Japanese language use, for example, abbreviations, dropping of particles and emphatic intonation in informal communication such as face to face interactions, blogs, emails and other forms of correspondence, for example あした行く？/先生、あした行きますか、うん、わかった/はい、わかりました、それは何？/山中さん、それは何ですか comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or the use of あいづち/silence |
| <p>Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange</p> <p>[Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing]</p> | <ul style="list-style-type: none"> finding examples of ways in which social and cultural influences impact on languages, for example, the abbreviation of borrowed words in Japanese, リモコン, スマホ, the combination of borrowed words + る, ググる, and サボる to make a verb reflecting on changes in their own language(s) and cultures through influences such as technology and social media, for example, changes to spelling, the replacement of words by emoticons considering possible effects of such changes on kanji acquisition in Japanese and spelling in English exploring the influence of Japanese popular culture in Australia and around the world, such as the influence of Japanese design and technology and the popularity of J-Pop, electronic games, anime, manga and cos-play investigating the state and nature of Japanese indigenous languages, considering issues such as language revival and reclamation, drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia |

| Years 9 and 10 content descriptions | Elaborations |
|--|--|
| <p data-bbox="107 172 479 204">Role of language and culture</p> <p data-bbox="107 226 806 328">Understand that the Japanese language carries embedded cultural information and assumptions which can be difficult to interpret for speakers of other languages</p> <p data-bbox="107 351 813 414">[Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing]</p> | <ul data-bbox="846 172 2130 654" style="list-style-type: none"> • providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations (for example, answering positively to the enquiry お元氣ですか), strategies to preserve values of humility and honour • discussing how the cultural value of 内/外^{うち そと} is expressed through language, such as the use of prefixes and suffixes when referring to others outside the immediate 'group', the choice of informal or formal register and decisions about what to share/not share in general conversation • exploring cultural concepts embedded in Japanese language for which there are no direct English translations but which embody important core values and behaviours, such as えんりょ and 和 • discussing attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication • considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture reconcile with traditional concepts of conformity and collective identity |

DRAFT

Years 9 and 10 Achievement Standard

By the end of Year 10 students use Japanese to share information, experiences and views on 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. Students begin to use plain form to communicate with their peers. They read and write verbs using kanji, 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. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. 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, 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, and indicate frequency by using a range of intensifiers for example, よく, , たいてい. Students discriminate appropriately in their use of kanji, katakana, and hiragana. 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. Students discuss elements of interaction in Japanese such as the importance and use of あいづち in meaning making. 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 character within text, (hiragana for grammatical elements, katakana for borrowed words and some onomatopoeia, and kanji for nouns, verbs, adjectives and some adverbs). They distinguish for example, between おくりがな and ふりがな 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 recognise the emergence of 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. They explain how Japanese cultural values such as community, ^{うち そと}内/外 and humility, いいえ、まだです and consideration of others are key concepts reflected through language and behaviours.

Australian Curriculum: Languages Japanese – Foundation to Year 10 Sequence

Scope and Sequence

| Communicating | | | | | | | |
|--|---|-----------------------------|--|--|---|---|--|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | | | | |
| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
| Socialising | Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action | Socialising and interacting | Exchange greetings and introduce and share information about self with teachers and peers using simple language and gestures | Interact with teachers and peers to exchange information about self, family, friends and favourite things, likes and dislikes, and to express praise, support and respect for others | Interact with peers and teachers to describe aspects of daily life such as routines, pastimes, celebrations or special days, to express preferences, to show interest in and respect for others | Interact with others to share interests and experiences, exchange information and express opinions and feelings | Engage in discussions and comparisons of young people's interests, activities and lifestyles, sharing personal opinions and expressing views |
| | | Taking action | Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning | Participate in guided tasks involving following instructions and co-operating with peers, such as sports and craft activities | Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event or rehearsing and presenting a school performance | Engage in activities that involve collaboration, planning, organising, negotiating and transacting | Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class/visitor, going to a restaurant, preparing for a real/virtual event, trip or excursion |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Stran d | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|------------------|--|--|---|---|---|--|--|
| | | Building the language of classroom interaction | Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour | Follow teacher instructions and directions by responding to questions and requests, and use simple statements and questions to ask permission and to show interest and appreciation | Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting each other, thanking, apologising and expressing preferences | Interact in whole-class and small group activities, including seeking information from peers or the teacher, asking and responding to questions, making requests, asking for and providing clarification | Develop language to reflect on the experience of learning and using Japanese |
| Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge | Obtaining and using information | Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks | Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects | Gather, classify and compare information from a range of sources and related to concepts from other learning areas | Access, summarise and reorganise information obtained from a range of texts on a variety of topics, presenting it in different formats | Identify and analyse ideas presented in a range of texts, identifying context, purpose and intended audience |
| | | Conveying and presenting information | Convey factual information about self, family, friends and significant objects, using simple | Present factual information relating to familiar home, community and cultural contexts, using graphic support such as | Convey information on specific topics using formats such as oral/digital presentations, displays, diagrams, timelines | Present information about events, experiences or topics of shared interest, using different modes of presentation to suit | Present different types of information for specific purposes and contexts using appropriate formats |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|-----------------|---|---|--|--|--|---|---|
| | | | statements, gestures and support materials | photos, tables, lists and charts | and guided descriptions | different audiences and contexts | and styles of presentation |
| Creating | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music | Participating in and responding to imaginative experience | Participate in shared reading, play-acting and responding to imaginative experiences through singing, chanting, miming, drawing, action and movement | Participate in interactive stories and performances, acting out responses and making simple statements to identify and compare favourite characters and elements | Listen to, read and view different imaginative texts such as anime, folk stories and manga, describing and giving opinions about characters and events and identifying cultural elements | Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences | Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Stran d | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|--------------------|---|--|---|---|--|---|--|
| | | Creating and expressing imaginative experience | Participate in shared performances and presentations of stories, songs, chants and rhymes | Present short interactive performances such as puppet shows, raps or dialogues that use familiar formulaic expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and dramatisation | Create and present or perform imaginative texts such as digital performances or stories to inform and entertain others | Create a range of texts to entertain others that involve imaginary characters, places and experiences | Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons |
| Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others | Translating and explaining | Translate words and familiar phrases used in everyday situations, noticing how some words are shared between Japanese and English | Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features | Explain aspects of spoken, written and non-verbal communication in Japanese interactions which require interpretation and carry cultural meaning | Translate short texts such as simple dialogues, phone conversations, or signs from Japanese to English and vice versa, noticing when it is difficult to transfer meaning from one language to the other | Compare translations of different types of texts, including those obtained from digital translators, considering differences in interpretation and how language reflects elements of culture |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Stran d | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|-------------------|---|--|---|---|--|---|---|
| | | Creating bilingual texts | Create simple bilingual texts in the classroom environment such as captions, labels and wall charts | Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays or photo stories | Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks, menus | Work collaboratively to design bilingual resources to convey information in the school community | Create bilingual texts in Japanese and English for a range of communicative and informational purposes, incorporating oral, written and visual elements |
| Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity | Experiencing intercultural communication | Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression | Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations | Reflecting on the experience of learning and using Japanese and identifying how language reflects cultural practices and norms | Participate in intercultural interactions, identifying and comparing aspects of culture which affect communication and noticing how own culture impacts on language use | Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|------------|-------------|---|--|--|--|--|---|
| | | Reflecting on identity in intercultural interaction | Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups | Noticing how ways of talking and behaving reflect identity and relationships | Discuss how it feels to speak and interact in a different language, what they understand by 'identity' and whether learning Japanese has any effect on their sense of self | Consider how their own biography, including family origins, traditions, interests and experiences, impact on their sense of identity and ways of communicating | Reflect on cultural differences between Japanese and English-language communicative styles and on how these affect intercultural interactions |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|----------------------------|---|-----------------|---|---|---|---|---|
| Systems of language | Understanding the language system, including sound, writing, grammar and text | Sound systems | Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts | Understand that hiragana symbols can be connected to represent words | Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning | Understand that katakana is used for 'loan' words, that these words must be pronounced within the combinations of available Japanese sounds | Understand intonation and phrasing patterns in both casual and formal speech and recognise multiple readings of familiar kanji in different compounds |
| | | Writing systems | Recognise and copy some hiragana and a few high frequency kanji | Recognise the systematic order within the <i>hiragana</i> character set; commence <i>hiragana</i> script writing and recognise and write frequently used <i>kanji</i> | Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text | Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji | Recognise and understand familiar kanji and use this understanding to predict meaning of unknown vocabulary |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|-------------------------------|--|--------------------------------------|---|--|--|---|---|
| | | Grammatical and vocabulary knowledge | Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar | Understand and identify elements of basic grammar and sentence structure and interaction patterns | Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes | Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and to recognise the systematic nature of verb conjugation | Understand how sophistication can be achieved by the use of a variety of verb and adjective conjugations |
| | | Text structure and organisation | Understand that language is organised as 'text' and that different types of text such as story books, songs, chants, labels or rhymes have different features | Recognise that texts such as stories, games and conversations have particular language features and text conventions | Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, post cards or telephone conversations | Understand how and why different scripts are used in different types of text, such as announcements, tickets, advertisements, public sign, manga | Identify, analyse and compare textual features and conventions that characterise social and informational media in Japanese and English |
| Language variation and | Understanding how languages vary in use (register, style, standard and non-standard varieties) and | Language variation in practice | Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people | Understand that language varies according to the age and relationship of those using it, and to the situation in which it is being used. | Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal | Explain variations in Japanese language use that reflect different levels of formality, authority and status | Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|-------------------------------------|---|---|---|---|--|---|---|
| | change over time and place | | | | | | |
| | | The dynamic and influential nature of language | Recognise that Japanese and English borrow words, and expressions from each other and from other languages] | Recognise that Japanese is the official language of Japan and one of the major languages of the Asia Pacific region | Recognise that the Japanese language is influenced by other languages and cultures and that it in turn influences other languages and cultures | Understand that the Japanese language has evolved and developed through different periods of influence and change | Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange |
| Role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning | Understanding the role of language and culture in the exchange of meaning | Understand that language and culture are closely connected | Understand that the ways people use language reflect where and how they live and what is important to them | Make connections between cultural practices and values and language use such as vocabulary and formulaic expressions and consider how this affects intercultural communication | Understand that Japanese language and culture, like all languages and cultures, are inter-related, both shaping and reflecting each other | Understand that the Japanese language carries embedded cultural information and assumptions which can be difficult to interpret for speakers of other languages |

AUSTRALIAN CURRICULUM: LANGUAGES

JAPANESE YEARS 7 TO 10 (Year 7 Entry) SEQUENCE

JAPANESE Years 7 to 10 (Year 7 Entry) Sequence Curriculum

Years 7 and 8

Band description

The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and each other. They use modelled and rehearsed language and gestures in familiar contexts and begin to use the language learnt to express their own personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of grammar and of its importance in conveying meaning. They develop a metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language.

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

They read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop a metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.

Contexts of interaction

Japanese is used by the teacher and learners in classroom routines, structured interactions and learning tasks. Opportunities for interaction in Japanese are also provided through a range of resources and materials. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities or via digital technology or student exchanges.

Texts and resources

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informational, transactional, imaginative and expressive). Authentic texts such as advertisements, commercials, film excerpts or recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Japanese language use

Learners become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm, and intonation. They identify English borrowed words, noting differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They participate in scaffolded activities to exchange information and complete scenarios. They listen to and read texts to obtain specific detail or to understand gist. Learners understand and apply elements of Japanese grammar such as word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They adhere to text-type features or models to create texts that include information, descriptions and experiences. Students develop an awareness of different cultural perspectives. They identify words and phrases and behaviours that are essential to conveying Japanese traditions and values such as politeness and humility and use these appropriately.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Japanese class: it represents a point of reference for learning the new language by enabling students to compare structures, features and cultural meanings in each language, and it is used when appropriate for explanation, reflection and discussion.

Japanese Years 7–10 Sequence (Year 7 Entry) Communicating

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Interact with peers and teachers using appropriate gestures to socialise and to exchange information about self, personal worlds and immediate environments and to express feelings, likes and dislikes</p> <p>[Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing]</p> | <ul style="list-style-type: none"> exchanging greetings depending on the time of day, for example, おはようございます, こんにちは, using appropriate titles and terms of address such as 先生, ~さん and gestures such as bowing to show respect giving and receiving items using culturally appropriate gestures and language どうぞ、どうもありがとう exchanging personal details with Japanese-speaking peers, for example, name, age, school, language(s) spoken at home introducing themselves (じこしょうかい) using culturally appropriate formulaic expressions and gestures, はじめまして、どうぞよろしく, bowing and appropriate eye contact describing aspects of own personal world, for example, friends, family, pets, teachers, school, interests, using expressions such as, noun は adjective です。わたしのともだちは おもしろいです。 talking about daily activities, leisure, events and comparing with those of Japanese-speaking peers using cohesive devices such as conjunctions when sequencing or elaborating, for example 日曜日にはえいが行きます。それから、かいものをします。or すしが好きです。でも、さしみが好きじゃないです。 expressing likes and dislikes, such as スポーツが好きです。しゅくだいはちょっと…。 using formulaic language to express feelings, for example, おなかのぺこぺこです、つかれました、さむいです、ときどきします |
| <p>Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances</p> <p>[Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating]</p> | <ul style="list-style-type: none"> working together to create displays, presentations or performances for family, friends or school community to showcase their Japanese learning following instructions, for example, preparing a recipe for やきそば, おこのみやき, まきずし or making origami making arrangements using language related to place, time, and activity, for example, 火曜日にテニスをしますか。火曜日はちょっと… participating in scenarios that involve ordering and purchasing goods such as food and drink, for example, すしをください, おちゃ、おねがいします, いくらですか participating in class activities such as word, board or electronic games, using set phrases in Japanese such as わたしのばん, みぎ, ひだり, かった, まけた, さんねん, だめだった, だいじょうぶ, がんばって, |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| | つぎはだれ、いち、に、さん |
| <p>Interact in class routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, giving praise and encouragement</p> <p>[Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking]</p> | <ul style="list-style-type: none"> • using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as the opening and closing of lessons and responding to roll call, for example, きりつ、れい、ちゃくせき、はい、います、いません • asking the meaning of words and how to say something in Japanese, requesting repetition and indicating understanding/non-understanding, for example, はい、わかりました、いいえ、ちょっとわかりません、日本語で何ですか、すみません、もういちど • using formulaic expressions to ask for clarification ～はえい語で何ですか、14 ページですか、for permission トイレに行ってもいいですか、to apologise for lateness or interruption, すみません、ちょっといいですか、おくれてすみません、to borrow classroom objects えんぴつをかしてください、けしゴム、ありますか • using appropriate language and behaviour when giving and receiving classroom objects, for example どうぞ、ありがとうございます • following instructions to complete an activity or to get organised, for example, たってください、三人グループになってください • praising, complimenting and encouraging others, for example じょうずですね、いいですね、よくできました、すごいですね、もうちょっとです、がんばりましょう |
| <p>Informing</p> <p>Locate key points of information from a range of texts and resources and use the information in new ways</p> <p>[Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting]</p> | <ul style="list-style-type: none"> • identifying key information such as people, places, times, and activities in familiar types of text such as conversations, profiles, emails and announcements • gathering, classifying and summarising results of class surveys, presenting findings to others on topics such as students' likes and interests, family, neighbourhood, activities or habits, for example, ひるごはんは何を食べますか、日曜日は何をしますか、しゅうまつにどこにいきますか • listening to and reading texts and reorganising information in new ways, for example by sequencing activities, completing a timetable or timeline, chart, table or itinerary • reading, listening to and viewing texts such as video clips, brochures, websites designed for learners of Japanese, menus, labels and packaging to obtain information about aspects of Japanese culture, for example, daily routines, food, writing systems, significant places or geography • locating, interpreting, classifying and listing factual information from modified texts such as notices, timetables, announcements, advertisement or signs |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| | <ul style="list-style-type: none"> identifying cultural values represented in a range of texts, such as symbols, signs or images used in advertising |
| <p>Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms</p> <p>[Key concepts: community, cultural practice, personal world; Key processes: composing, designing, presenting, reporting, comparing]</p> | <ul style="list-style-type: none"> creating and presenting a profile of a Japanese or Australian person, including details, for example, とし、かぞく、好きなこと such as たべもの、スポーツ、かもく、どうぶつ planning and preparing short oral, written or digital presentations on aspects of daily life and social/cultural practices in Japan or Australia, such as school, leisure, daily routines, celebrations or festivals, using supporting resources such as sound, images or graphics reporting on events and activities in their immediate environments or personal worlds, for example through a personal blog, digital post, formal speech or illustrated schedule, for example, きのうサッカーのしあいでした。がっこうのチームはかちました。 creating a video clip to communicate specific information to a particular audience, such as a visual or virtual introduction to their family or neighbourhood or an impressionistic week in the life an Australian teenager for potential exchange student groups creating a comparative report on aspects of Japanese and Australian lifestyles, for example, climate, student's interests or daily routines, オーストラリア人はフットボールがすきです。でも、日本人はやきゅうがすきです、^{いま}オーストラリアは^{あき}秋です。でも日本は^{はる}春です。 |
| <p>Listen to, read and view texts such as folk stories, video clips, TV commercials, sharing reactions and describing aspects such as characters and contexts</p> <p>[Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing]</p> | <ul style="list-style-type: none"> reading and viewing texts such as <i>anime</i>, <i>manga</i>, video clips or lyrics of J-pop, responding to questions about characters, lyrics or events, for example, ^なだれですか、^{なん}名まえは何でしょう、^{なん}何のイベントですか、どこでしょう or re-creating elements by means of a storyboard, timeline or original performance responding to structured stimulus questions about characters, places, events or effects in imaginative texts such as stories, films and <i>anime</i>, using modelled language and formulaic expressions to express reactions, for example, やさしい人、せがたかいです、おもしろい話ですね、ちょっとこわいです、かなしいです、たのしかったです、びっくりしました、ドキドキしました comparing and reflecting on ideas, values and key messages in Japanese texts, such as the moral of a story or folk tale, identifying ideas and themes that may be similar or different across cultures, for example, Japanese concepts of おんがえし, working hard, consideration of others and humility discussing which animals often feature in Japanese folk tales and what characteristics are attributed to them, つる in つるのおんがえし, さる and ^{かに}かに in さるかにがっせん, comparing with animals that |

| Years 7 and 8 content descriptions | Elaborations |
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| | <p>feature in folk stories from other languages and cultures, such as Australian Aboriginal and Torres Strait Islander stories</p> <ul style="list-style-type: none"> exploring the idea of changing values and behaviours as represented in contemporary imaginative and creative texts such as television shows and/or commercials, video clips, jingles and computer games |
| <p>Creating</p> <p>Reinterpret or create and perform imaginative texts such as video-clips, raps, skits using modelled language and supporting resources</p> <p>[Key concepts: adaptation, mode, performance, intercultural experience; Key processes: creating, interpreting, expressing, performing]</p> | <ul style="list-style-type: none"> creating imaginative or fantasy texts to share with others, for example, a commercial for a new or existing product, a comic strip, a jingle, song or rap producing short scripted plays or video clips to perform to others who are learning Japanese, experimenting with rhyme, rhythm and onomatopoeia composing and performing an imagined scenario or skit designed to support intercultural understanding and that involves elements such as comedy, emotion or surprise, for example いただきます, 行ってらっしゃい, もしもし, こんにちは creating imaginative stories using a variety of resources and modes of presentation such as video clips or digital photo montages designing texts for real or imagined special occasions that include the expression of culturally appropriate behaviour, for example ねんがじょう, 母の日 |
| <p>Translating</p> <p>Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions</p> <p>[Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining]</p> | <ul style="list-style-type: none"> collaborating with peers and teacher to translate and interpret familiar texts such as emails, phone conversations between friends or self-introductions, noticing similarities and differences between Japanese interactions and their own communicative style interpreting words and expressions encountered in simple Japanese texts such as greeting cards, menus, or stories that do not translate easily into English and that reflect aspects of Japanese culture, for example, the use of 'happy' in English compared to おめでとう in Japanese, ていしょく or いただきます, しつれいします, はじめまして, どうぞよろしく comparing each other's translations of simple texts, explaining why words or expressions were translated in particular ways and considering reasons for any differences learning to use dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context comparing the meaning and use of emoticons in Japanese and English |
| <p>Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions</p> | <ul style="list-style-type: none"> creating written or digital bilingual resources to support their language learning, such as captions for photo stories or displays or glossaries for personal Japanese-English dictionaries, with examples and explanations of terms or expressions that have cultural associations |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>[Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining]</p> | <ul style="list-style-type: none"> • preparing bilingual captions for texts such as a newsletter item for the school community or for other Japanese-speaking peers, exploring how to convey specific ideas in two different languages • interpreting aspects of oral texts in Japanese for others, for example, providing a commentary of a Japanese item at a class, school or community event, assembly or parent evening, providing explanation in English for culturally significant expressions and gestures • creating bilingual signs or menus for the school or local environment |
| <p>Reflecting</p> <p>Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities and differences to their own language choice and behaviour</p> <p>[Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing]</p> | <ul style="list-style-type: none"> • adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example 母, ママ and お母さん, ~さん and ~せんせい • describing and demonstrating differences in ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings, such as, おはよう versus おはようございます, or forms of respect or apology when entering a classroom-room します, at mealtimes いただきます or when interrupting someone すみません • reflecting on aspects of the experience of using Japanese that highlight intercultural differences in respect to social and communicative behaviours, for example manners related to the use of personal space, ways of accepting or refusing an offer, and the use of body language • observing live or recorded interactions in different Japanese-language contexts, identifying interactions that appear confusing or surprising, for example, gestures おじぎ, levels of politeness, ways of requesting, thanking or greeting, the exchange of name cards, comparing to own cultural forms of expression and social interaction • developing a language for expressing personal reactions and feelings in relation to intercultural experience, for example, いいですね, あれ?へえ, すごい, びっくりした, すみません • noticing that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions |
| <p>Collate and present information about self and peers to share with others, noticing own and each other's ways of expressing identity</p> <p>[Key concepts; self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying]</p> | <ul style="list-style-type: none"> • identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age, gender • sharing reactions to intercultural experiences, considering whether their individual background, age and interests contribute to attitudes and/or beliefs that impact on the experience • preparing a class profile to exchange with Japanese speaking students, showing the cultural backgrounds, interests and personalities of each class member using images, captions and symbols |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none">• creating a personal 'cultural ID profile' to exchange with Japanese-speaking peers, making decisions about what points of information will be of most interest, for example by creating a family tree with associated links to cultural connections, languages spoken, interests and activities• comparing and reflecting on how identity is expressed across cultures and languages, considering the idea of 'belonging' and the relative importance of group or family membership in different cultures |

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Japanese Years 7–10 Sequence (Year 7 Entry) Understanding

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Systems of language</p> <p>Recognise and use principal features of the Japanese sound system, including, pitch accent, rhythm, and intonation.</p> <p>[Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising]</p> | <ul style="list-style-type: none"> • understanding the system of Japanese sound combinations, that Japanese has 5 vowels and that a vowel can be attached to all consonants except ん • accurately pronouncing all combinations of <i>hiragana</i> and <i>katakana</i> including voiced and unvoiced forms and all combined sounds (contractions and blends) • understanding that the sounds of <i>hiragana</i> and <i>katakana</i> are identical even though the associated scripts are different • recognising that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech • using combinations of available <i>katakana</i> to experiment with the Japanese pronunciation of loan words, for example レストラン • recognising the basic unit of sound in Japanese ('mora' モーラ or 拍), for example こんにちは has 5 'mora'. • becoming familiar with the rhythm of Japanese, recognising the concept of the foot as the minimum unit of the rhythm of the language ('foot' or フット) and that one 'foot' in Japanese consists of two 'mora', i.e., ごちそうさま is pronounced as a three-'foot' word |
| <p>Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji</p> <p>[Key concepts: script, <i>kana</i>, <i>kanji</i>, <i>hiragana</i>, <i>katakana</i>, <i>furigana</i>, stroke order, pictograph,; Key processes: recognising, copying, applying, distinguishing]</p> | <ul style="list-style-type: none"> • understanding that the Japanese language uses three different scripts depending on word origins and on the context of language use • reading and writing all <i>hiragana</i> and <i>katakana</i> (including voiced, contracted and blended sounds) using the <i>kana</i> chart • knowing how to use the <i>kana</i> chart as a systematic framework to support learning • recognising that Japanese can be written vertically or horizontally and has various typefaces • understanding the use of basic Japanese punctuation marks such as a まる(。), てん(、) and <i>katakana</i> long vowel mark (ー), for example in a student name such as サリー • learning to apply the principles of stroke order to write all <i>kana</i> and high frequency <i>kanji</i> such as 行きます, 月, 大きい • knowing that <i>kanji</i> were brought from China and that <i>hiragana</i> was formed by simplifying the form of <i>kanji</i>, while <i>katakana</i> was formed using a part of <i>kanji</i> |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> • understanding that each individual <i>kanji</i> represents meaning as well as sound, such as 日(sun, day), and that some <i>kanji</i> come from pictographs, for example, 山 • learning to write high frequency <i>kanji</i> such as numbers, days of the week, family members, basic adjectives and verbs, applying the basic principles for stroke order 父, 母, 小さい, 見ます, 日本語 • understanding the use of <i>furigana</i> as a tool to support reading |
| <p>Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects, places and quantity</p> <p>[Key concepts: grammar, vocabulary, syntax, metalanguage; Key processes: recognising, describing, indicating, comparing]</p> | <ul style="list-style-type: none"> • developing a metalanguage for talking about language, using terms such as noun, pronoun, verb, adjective and conjunction, cross-referencing with knowledge of English-language syntax and parts of speech • understanding the rule that Japanese sentences end with a predicate and that there are 3 types of predicates: noun plus copula, adjective and verb <ul style="list-style-type: none"> ○ Subject は N です。 ○ Subject は A です。 ○ Subject は O を V ます。 • understanding that pronouns are used far less frequently in Japanese than in English • understanding and using a range of particles to perform different functions <ul style="list-style-type: none"> ○ は (subject, topic marker) ○ が (好きです, います/あります) ○ を (object) ○ に (time, destination) ○ へ (direction) ○ で (transport) ○ の (possession) ○ と (and, with) ○ も (also) • understanding the role of sentence ending particles such as か and ね • understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> • understanding how to use い and な adjectives in the present tense in basic sentences such as たのしい, たのしくない, ゆうめいな, ゆうめいじゃない • understanding the rules of verb conjugation, for example ます, ましょう, ました, ません, ませんでした • understanding different question words such as 何, どこ, 何曜日, どんな, いつ, いくら, だれ • describing locations of homes, people and things using basic structures such as N は(place)に あります, N は(place)に います • knowing how to use a range of verbs related to daily activities, for example, 行きます, 見ます, たべます, かきます, よみます, ききます, はなします, します • understanding and responding to formulaic expressions that use て form such as 見てください, トイレに行ってもいいですか • creating cohesion and flow using conjunctions, for example, そして, それから, でも • knowing how to count 一～千 • knowing how to use common counters and classifiers such as ～人, ～さい, ～がつ, ～時, • understanding the use ofこそあど series in concrete contexts, for example, これ, それ, あれ, どれ • knowing basic time expressions such as days of the week and months, まい日, ときどき • building vocabulary that relates to familiar environments such as the classroom, family and personal world and that can be used for cross-curricular content learning • understanding the use of the prefix お and ご before some words to indicate respect おなまえは?, ごかぞく • understanding that the words for family members are different for one's own family and for other people's families (e.g. お母さん、母) • comparing similarities and differences between Japanese and English grammatical rules relating to word order or the use of elements such as pronouns. |
| Identify textual conventions of familiar spoken, written and multimodal texts | <ul style="list-style-type: none"> • recognising key features and structures of familiar texts such as めいし, emails, conversations, speeches, advertisements, stories and songs, identifying formulaic expressions and comparing with |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>[Key concepts: text, genre, mode, tenor, audience: Key processes: identifying, sequencing, comparing]</p> | <p>similar texts in English, for example by comparing ways of answering the phone or how to start and end a letter</p> <ul style="list-style-type: none"> identifying how texts are typically constructed, for example, the use of particular layouts, visual images and grammatical features in advertisements, manga or brochures understanding that the format of Japanese texts can include either たてがき or よこがき according to the context, purpose and intended audience understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example そして, それから, でも understanding conventions associated with using げんこうようし for example, the size of small characters, the position in the square and the placing of punctuation |
| <p>Language variation and change</p> <p>Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants</p> <p>[Key concepts: variation, context, relationship; key processes: identifying, distinguishing, analysing]</p> | <ul style="list-style-type: none"> understanding and explaining variation in language use based on the age, relationship, and level of familiarity between participants, for example, 母/お母さん, お兄さん/おとうと and ~先生/~さん, avoiding あなた when showing politeness identifying language use associated with gender, age, social status or the purpose of interaction ぼく, わたし, はい, うん, ハー, こんにちは, さようなら, バイバイ and recognising the importance of using appropriate forms of address when interacting with different people, for example, using くん/さん when speaking with close friends, family members or other young people, and using さん, 先生 for adults |
| <p>Understand that the Japanese language is influenced by other languages and cultures and that it in turn influences other languages and cultures</p> <p>[Key concepts: language change, intercultural contact, loan words; key processes: identifying, reflecting, making connections]</p> | <ul style="list-style-type: none"> recognising words of Japanese origin used in English, for example, <i>sushi, karaoke</i> and <i>obento, karate, judo</i> recognising the use of words ‘borrowed’ by Japanese from other languages such as English/, French/Portuguese, such as ,サッカー、 ゴルフ、 パン noting how these are pronounced by Japanese speakers understanding that languages and cultures change continuously due to contact with each other and in response to new needs, ideas and developments in communications and technology, and considering why some types of words and expressions are more frequently borrowed, such as ラップトップ, ダウンロード, チャット identifying words which have similar meanings and pronunciation across different languages, reflecting on the possible origins of such words and their associated cultures |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> • understanding that there are Japanese-speaking communities outside Japan, for example in the USA, in particular Hawaii and South America, and that Japanese is widely taught in many countries around the world including Australia • understanding that all languages change, that some are constantly growing and expanding and that others are disappearing (for example, many Indigenous languages) |
| <p>Role of language and culture</p> <p>Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture specific and difficult to transfer between languages</p> <p>[Key concepts: culture, language, values, meaning; key processes: analysing, explaining, comparing]</p> | <ul style="list-style-type: none"> • considering how Japanese language and interaction patterns around familiar routines such as meal times reflect traditional practices and values associated with family life, for example using formulaic expressions such as いただきます, いきます, いてらっしゃい, だいま, おかえり • identifying changes in contemporary communicative styles that reflect changes in Japanese and Australian cultures and social practices, for example, ハロー, バイバイ and グッドラック • identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして, よろしくおねがいします or that the question お元気ですか is a genuine health enquiry rather than a greeting • understanding how Japanese language has many ways of expressing values such as consideration and respect, for example どうぞ, どうも, すみません, おくれてすみません, しつれいします, and using indirect forms of refusal and softening responses for example ちょっと, あんまり |

Years 7 and 8 Achievement Standard

By the end of Year 8 students interact with each other and teachers 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, どこ, いつ, 何曜日, どんな and instructions, such as たってください, 3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, 14 ページですね. They pronounce voiced and unvoiced sounds, long vowels, blends and 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, 日本, 大きい, 小さい, 友だち, 行きます, 食べます. 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 clues to assist in making meaning. Students use well-rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, and verbs such as 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, 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 different Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, that kanji represents meaning and that 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 compare the sounds of hiragana and katakana, recognising that they are the same, and that the pronunciation of borrowed words is influenced 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, ひき/びき/びき. They explain how language and behaviour 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 each other. Students make connections and comparisons between elements of their own and Japanese languages and cultures, recognising that language reflects ways of thinking and behaving. They recognise how Japanese values such as humility and harmony are reflected in language, for example, by deflecting praise, such as しょうず です ね。いいえ, softening responses with, for example, ちょっと or あんまり, and using indirect forms of refusal or disagreement.

Years 9 and 10

Band description

The nature of the learners

Students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these.

Japanese language learning and use

This is a period of language exploration and vocabulary expansion and of experimentation with different modes of communication, collaborative performance and guided group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions essential for interaction in everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language in relation to cultural context, situation, purpose, and audience. They develop a greater understanding of Japanese cultural norms, for example in relation to responding to praise, the use of eye contact or in communicating refusals. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of *hiragana* and *katakana* and understand sound variation in the pronunciation of borrowed words. They use a greater number of *kanji* and increasingly apply their understanding of known *kanji* to predict the meaning of unfamiliar words.

They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. They read, view and interact with texts for a variety of purposes (for example, social, informational, transactional, imaginative, expressive and instructional). They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.

Contexts of interaction

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts, and may also interact with other Japanese speakers through online environments.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

Features of Japanese language use

Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to talk about feelings and experiences. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. They understand that many Japanese phrases cannot be translated into English and convey values and beliefs that underpin Japanese culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in inter-culturally appropriate ways.

Learners draw from authentic and modified resources to apply their developing linguistic and cultural understandings. They compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s) and question their preconceived ideas about Western and Japanese values. They continue to build a metalanguage to think and talk about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours and recognise contexts in which particular values are expressed for different purposes and audiences.

Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

Japanese is used in more extended and elaborate ways by both learners and teachers. English is used for substantive discussion, elaboration, comparison, analysis and reflection.

Japanese Years 7–10 Sequence (Year 7 Entry) Communicating

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Initiate and sustain interactions to share experiences, personal opinions, aspirations thoughts and feelings and to discuss aspects of young people's experiences</p> <p>[Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions]</p> | <ul style="list-style-type: none"> • comparing experiences of teenage life and expressing opinions and aspirations, for example, 行きたいです, 先生になりたいです, つまらないとおもいます • talking about significant or special events in their own life and comparing with those of Japanese teenagers, such as birthdays, holidays, celebrations, sporting events and festivals for example, 土曜日はぼくのたん生日パーティーでした。どうでしたか。たくさん友だちが来て、たのしかったです • developing strategies to initiate and sustain interactions, such as asking for clarification or confirmation, acknowledging and showing interest, using appropriate gestures and expressions such as あいづち, ああそうですか, いいですね, そうですね, へえ, はい, うん • maintaining and extending conversations by requesting additional information, asking appropriate questions and using conversation fillers such as いつしますか。だれとしますか。どうですか。 • giving reasons to support own opinions or planned actions, for example べんりです。だからコンビニで買いものをします。 • talking with each other and with other young Japanese speakers via email, online conferencing or school-based exchanges about shared interests such as popular culture, sports, and events, or comparing aspects of school or home life, for example, 私のしゅみはスポーツです。山川さんはスポーツをしますか。私はスーパーでアルバイトをしています。あなたはアルバイトをしていますか。 or ぶかつに入っていますか。 • using appropriate levels of formality for everyday exchanges such as greetings, introductions and apologies, for example, こんにちは, おそくなってすみません, ごめんね! and for thanking, inviting or congratulating each other, for example, メールをどうもありがとう, いっしょにカラオケをしませんか |
| <p>Participate in activities that involve transacting, negotiating, planning and participating in events and experiences</p> <p>[Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing]</p> | <ul style="list-style-type: none"> • engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect 土曜日はひまですか。土曜日はちょっと... 日曜日はどうですか。日曜日にはえいを見に行きませんか, いいですね, 行きましょう • planning and completing tasks involving authentic or simulated transactions, for example, planning a holiday, purchasing goods, ordering food or making requests by email or text message |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> • negotiating and making decisions about services, such as ordering in shops and restaurants, specifying size, number and colour where relevant and commenting on products, for example, おこのみやきを2つください, おいしそうですね, むらさきのLサイズをください, かわいいですね • creating a digital presentation or performance to present information about their own school to a Japanese sister school or Japanese visitors • planning social events, negotiating and making shared decisions and creating associated texts, such as invitations or posters, for example for an excursion or for activities for Languages Week, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう, 8時ちょっと前に来てください • role-playing scenarios related to travelling or living in Japan, for example, interactions with a host family or using public transport |
| <p>Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting and reflecting on their learning experiences</p> <p>[Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring, reflecting]</p> | <ul style="list-style-type: none"> • interacting in class routines using appropriate language to apologise, すみません、しゅくたいをわすれました, to request clarification テストは何日ですか, ゆっくり言ってください, to ask and respond to others' questions ~は英語で何ですか, この漢字^{かん}はどう読みますか • developing a metalanguage to talk about language and about their experience of learning Japanese, using Japanese for terms such as <i>verbs</i>, <i>adjectives</i> and <i>nouns</i> どうし, けいようし, めいし • enquiring about and describing the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか, テーブルの上にあります, 学校の左にあります • participating in class discussion by asking or offering opinions, for example, どうおもいますか, つまらないです and by asking questions or making suggestions, for example つぎはだれですか, いっしょにしましょうか • reflecting on their language learning experience, for example 日本語はやさしいですね。かんじはむずかしいです。でも、おもしろいです。 • showing appreciation and complimenting each other, for example よくできました。うたがじょうずですね。 |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>Informing</p> <p>Access ideas and information from a range of texts, comparing views, stating opinions and presenting in different formats to inform or interest others</p> <p>[Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing]</p> | <ul style="list-style-type: none"> examining factual information from a range of Japanese texts relating to travel and leisure and using it to compare options and make suggestions, for example, 新幹線はとても高いですが、べんりだと思 います。東京から京都まで二時間半かかります。バスで八時間ぐらいかかります。 understanding the gist and recording specific details from texts such as newspaper articles, documentaries, reports or podcasts on topics such as popular culture, schools, sports or leisure activities in Japan obtaining and using information from a range of media texts, including television weather reports, interviews and video clips, and summarising key points through presentation modes such as graphs, charts, diagrams, written or digital reports identifying and comparing variations in spoken and written informational texts, for example print and TV advertisements, noticing differences in language according to intended audiences |
| <p>Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience</p> <p>[Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting]</p> | <ul style="list-style-type: none"> collecting and organising information to report significant events in their personal worlds to classmates, parents or peers, such as family celebrations, travel or personal milestones, using formats such as schedules, timetables, graphs, tables or statistics preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experience, for example, aspects of popular culture such as fashion, music or <i>anime/manga</i>, or ways of preparing and eating food in different regions and/or seasonal influences おこのみやき and なべ preparing and presenting/publishing an article for a magazine/ejournal with a specified audience in mind for example, a film review for young learners of Japanese or a travel guide for a proposed visit to Japan creating texts to inform or promote events, places or experiences, for example a poster or flier for a multicultural event or a brochure about their school for a Japanese audience ミュージカルにきてください, 私の学校によろこそ |

| Years 9 and 10 content descriptions | Elaborations |
|--|--|
| <p>Creating</p> <p>Listen to, read and view a range of imaginative texts such as anime, manga or J-pop describing settings, identifying key ideas and events, giving opinions and analysing cultural content</p> <p>[Key concepts : character, theme, expression ; key processes : reviewing, responding, adapting, comparing]t</p> | <ul style="list-style-type: none"> interacting with a range of contemporary Japanese texts including songs, memes, <i>manga</i>, television programs or subtitled film excerpts, identifying and interpreting cultural elements such as values like せんぱい and こうはい, or changes to family structure over time comparing ideas and values represented in Japanese folk stories with similar Western folk stories/fables, for example, comparing いっすんぼうし and Cinderella reviewing a video clip, <i>anime</i> or film excerpt popular with Japanese students of their age, comparing aspects that they enjoyed or disliked おもしろかったです。だから、また見たいです、おもしろかったです。でも、ながかったです adapting an imaginative text such as a story or video game, for example by re-sequencing events, adding a new element or changing the location or era identifying and describing characters, settings and events and identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice selecting favourite elements of performance texts, for example humour in <i>manzai</i> skits, comparing with humorous texts popular among their Australian peer group comparing expression and imagery typical of contemporary Japanese and Australian music, for example by comparing video-clips of popular songs or tv song contests |
| <p>Create own or shared texts to inform, entertain or express ideas, attitudes and perspectives using imaginary characters, places and experiences</p> <p>[Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing]</p> | <ul style="list-style-type: none"> presenting a day in the life of an imaginary or real character from familiar <i>anime</i>, <i>manga</i> or film, incorporating elements such as humour or surprise to express different characteristics creating a design for an Australian theme park, shopping centre or sports arena to attract young Japanese visitors to Australia designing, performing and/or recording short texts such as skits, raps or <i>haiku</i> to amuse, entertain and engage other learners of Japanese working collaboratively to compose and perform a skit such as <i>manzai</i> based on an imagined scenario that allows for experimentation with expressive language creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating communicative styles and behaviours observed in Japanese texts |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Translating</p> <p>Translate familiar social and community texts, such as emails, chat room posts, public signs and notices from Japanese to English and vice versa, considering the role of culture when transferring meaning from one language to another</p> <p>[Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading]</p> | <ul style="list-style-type: none"> • creating glossaries to explain concepts encountered in Japanese social texts and interactions that reflect cultural values or experiences, for example よろしくおねがいします, いらっしやいませ, ただいま/おかえりなさい • explaining why there are some terms that cannot be used interchangeably as they can in English, for example すみません/ごめんなさい, ください/おねがいします, or こんにちは/もしもし • examining literal translations of everyday social interactions in Japanese and identifying culturally significant concepts, for example ごちそうさま after meals, or すみません in a restaurant, languages used for apologising or excusing • evaluating the effectiveness of electronic translators, for example by comparing back translations of short texts or formulaic phrases, identifying instances of non-equivalence and noticing the potential pitfalls of literal translation • using dictionaries effectively by taking context into account when interpreting the meaning of words or phrases, for example ただいま, おかえり, ねます (in English: 'go to bed'), あし as 'foot' • considering differences between Japanese and English language used to describe people, for example 目がほそい, はながたかい • finding and using Japanese equivalents for conversation fillers such as 'um' and 'yes', for example, ええと, あのう, はい, うん • translating texts such as public signs, notices or advertisements into Japanese or English, identifying differences in relation to elements such as levels of politeness or degree of indirectness, for example ましょう form in Japanese, 'Keep clean' and 'きれいにしましょう' |
| <p>Create bilingual texts for the school and wider community such as notices and instructions, announcements, promotional material and invitations</p> <p>[Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing]</p> | <ul style="list-style-type: none"> • creating a bilingual class profile to send to a Japanese sister school or present to Japanese visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations • providing bilingual subtitles or captions for a cartoon or comic that depicts intercultural encounters, for example interactions between a Japanese exchange student and an Australian host family • creating simple bilingual texts for English and Japanese speakers such as community information leaflets, menus, timetables or brochures that include contextual and visual support, |

| Years 9 and 10 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> designing and maintaining a bilingual website with a sister-school or another group of Japanese learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction creating bilingual texts for specific audiences, for example songs or games for younger learners of Japanese, a schedule for an event likely to interest both English and Japanese speakers, noticing how expression and representation need to be tailored to suit different audiences |
| <p>Reflecting</p> <p>Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning making</p> <p>[Key concepts: frames, norms, reciprocity, reflection; key processes: comparing, analysing, reflecting]</p> | <ul style="list-style-type: none"> recognising that social values such as respect or displeasure can be expressed differently in different cultures, for example by noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if the answer is unknown, waiting to be invited to eat or drink and the practice of smiling for different reasons in different contexts noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example ways of expressing feelings or emotions, or ways of maintaining harmony by avoiding direct replies to a question by using <i>それは ちょっと...</i>, and avoiding foregrounding the self with phrases such as <i>(お先に)どうぞ, がんばります</i> recognising the importance of active listening skills in conversational etiquette in Japanese, such as showing interest and attentiveness by using <i>あいづち</i>, repeating information heard, confirming details at the end of a conversation and nodding during the interaction discussing incidences in Japanese-language exchanges where miscommunication has occurred, reflecting on why or how this happened reflecting on how their own language and communicative style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values discussing Japanese cultural concepts such as <i>おん</i> (owing a kindness), <i>ぎり</i> (a sense of duty) and <i>わ</i> (the sense of harmony), and considering how the expression of these concepts in Japanese language and behavior compare with the expression of similarly significant concepts in their own language and culture |

| Years 9 and 10 content descriptions | Elaborations |
|--|---|
| <p>Reflect on own identity, including identity as a learner and user of Japanese, through connecting observations of experience over time</p> <p>[Key concepts: identity, perspective, change; Key processes: reviewing, presenting, reflecting]</p> | <ul style="list-style-type: none"> assemble and present a biography, including references to key experiences and significant events, interests and family origins and identifying elements that may need explaining to Japanese-speakers for example, そふは 76 さいです。1951 年にイタリアからオーストラリアへ来ました。 identifying significant life events that are marked in Australia or Japan for example, 七五三, birthdays, 18th/21st birthdays and 成人式^{せいじんしき} or marriage considering how these provide insight to cultural values or traditions considering the relationship between identity and language with reference to the languages spoken by the students themselves, peers, family or community members, and including their developing ability to communicate in Japanese examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication considering whether their sense of identity changes when they are using different languages |

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Japanese Years 7–10 Sequence (Year 7 Entry) Understanding

| Years 9 and 10 content descriptions | Elaborations |
|--|--|
| <p>Systems of language</p> <p>Understand the intonations and phrasing patterns in spoken Japanese and that most kanji have more than one ‘reading’ and the pronunciation changes according to kanji compounds</p> <p>[Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising]</p> | <ul style="list-style-type: none"> understanding that some new combinations have been devised over the years to account for the sounds for loan words, for example, ティ, ヴィ、ヴ recognising and applying the basic pattern of intonation in Japanese, which is marked by the formation of a down-turning curve identifying the characteristic of rising intonation when asking questions in plain or ましょう form, for example 行く？ 行きましょうか？ understanding how to make appropriate pauses in a sentence dividing the sentence into cohesive chunks to allow for the use of あいづち understanding that changes occur in <i>kanji</i> readings according to the <i>kanji</i> or other word compounds, for example 一月、月曜日^{よう} |
| <p>Convey meaning by appropriately selecting, combining and using hiragana, katakana and kanji characters and using understanding of kanji to predict meaning of unknown vocabulary</p> <p>[Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction]</p> | <ul style="list-style-type: none"> understanding that <i>kanji</i> are used for nouns, stems of verbs, adjectives and some adverbs and that the addition of <i>hiragana</i> to the stem of verbs and adjectives is called <i>okurigana</i> recognising that many <i>kanji</i> have multiple readings and that there are two types of readings: <i>on-yomi</i> (‘音’ (on) “sound”, Chinese style pronunciation) and <i>kun-yomi</i> (‘訓’(kun)“explanation”, Japanese style pronunciation) developing strategies to guess the meaning of unknown words that contain familiar <i>kanji</i>, for example, 小学校, 中学校 |
| <p>Understand how the systematic nature of Japanese language and grammatical forms can be combined to express complex ideas</p> <p>[Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying]</p> | <ul style="list-style-type: none"> further developing a metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in <i>-u</i>, <i>-eru</i> or <i>-iru</i>, as listed in dictionaries understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (Five-step verb), Group 2(One-step verb) and Group 3 (Irregular verb) using character charts as a systematic framework that enables recognition of verb conjugation patterns, and applying the formation rules of each verb group |

| Years 9 and 10 content descriptions | Elaborations |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • understanding and using a range of particles such as <ul style="list-style-type: none"> ○ か (or) ○ に (purpose, indirect object, location of existence) ○ で (location of action, by means such as ペンで、日本語で) • understanding and using use い and な adjectives in the present and past tense • using verb stems with grammatical features such as V たい, V たくない, V かった, V やすい／にくいです • understanding and using て forms to express a range of ideas, V ている, V てもいいです, V てはいけません, V てはだめです • creating cohesion and flow by using conjunctions, for example, だから, それで, それに, て from verb, だから, しかし, それに, けれども • expressing opinions, intentions and thoughts using the plain form, for example, V つもりです, V/A とおもいます, V たり V たりします • asking and responding to questions using 何で, どうして/なぜ, どのぐらい, いくつ • building vocabulary that relates to daily life and the world beyond school and that can be used for cross-curricular content learning • elaborating ideas or statements using expressions such as 今しゅう, 先しゅう, 来年, いつも, ぜんぜん, あまり • understanding Japanese counting systems using units of 10, 100, 1000, 10000 and associated <i>kanji</i> 百、千、万 • extending the use of counter classifiers to include 円, 分, まい, 本, ～つ, ～日 (date) • expressing superlative forms using 一番, for example 一番好きなかもくは日本語です • expressing the specific location of items by using prepositions such as 右、左、前、後ろ、上、下、となり、そば • understanding and using plain or polite forms as appropriate to context, for example understanding the concept of <i>uchi-soto</i> (内と外) for making appropriate choices of register |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Use a range of textual conventions in spoken, written and multimodal texts and understanding how different scripts are used to convey meaning or effects</p> <p>[Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining]</p> | <ul style="list-style-type: none"> • applying their understanding of the function of cohesive devices such as conjunctions to sequence and link ideas and actions, for example, て from verb, だから, しかし, それに, けれども • selecting features of common types of text to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose • comparing language features of Japanese and English versions of familiar texts such as weather reports, phone conversations or text messages, such as the use of abbreviations and emoticons, noting differences that appear to be culturally significant • using appropriate textual conventions to shape simple texts such as letters or menus, including introductions, linked paragraphs, summaries and sequencing strategies. • analysing the function of different scripts in different types of text, identifying examples of <i>kanji</i> used for nouns and verbs, <i>katakana</i> for borrowed words and <i>hiragana</i> for grammatical purposes |
| <p>Language variation and change</p> <p>Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships</p> <p>[Key concepts: register, tenor, context, culture; key processes: analysing, exemplifying, comparing]</p> | <ul style="list-style-type: none"> • evaluating how language choices reflect social relations and priorities, for example, the concept of ^{うち そと}内/外 and using ご/お prefixes, plain or polite forms, using expressions that deflect praise of self or of own family to show modesty 日本語がじょうずですね。いいえ、あんまり • finding examples of informal and contemporary forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons) when texting and the use of loan words when talking about popular culture (<i>J_Rock, J-Pop, fast food</i>) • noticing differences in text structure and grammar between formal and informal Japanese language use, for example, abbreviations, dropping of particles and emphatic intonation in informal communication such as face to face interactions, blogs, emails and other forms of correspondence, for example あした行く？/先生、あした行きますか、うん、わかった/はい、わかりました、それは何？/山中さん、それは何ですか • identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are differently expressed across languages and cultures • comparing features of spoken and written Japanese that reflect different communicative purposes, such as formal grammatical structures in written letters compared to conversational markers or interjections to support the flow of face-to-face conversation for example, hesitation ええと, えー; change in topic: |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or the use of あいづち/silence |
| <p>Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change</p> <p>[Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing]</p> | <ul style="list-style-type: none"> understanding that each region of Japan has its own dialect and accents and that there exist some Indigenous languages in Japan, as in Australia finding examples of ways in which social and cultural influences impact language, for example, the abbreviation of borrowed words in Japanese スマホ, パソコン, the combination of borrowed words + する, オーガナイズする, and メル友 for e-pal considering how globalisation has accelerated the use of English words and expressions in Japanese, discussing possible benefits or disadvantages associated with the blending and mixing of languages discussing possible reasons for changes in Japanese language use, such as exposure to other languages, changing attitudes to social practices, involvement in social media and digital communication exploring the influence of Japanese popular culture in Australia and around the world, such as the influence of Japanese design and technology and the popularity of J-Pop, electronic games, anime, manga and cos-play |
| <p>Role of language and culture</p> <p>Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony</p> <p>[Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating]</p> | <ul style="list-style-type: none"> discuss ways in which learning Japanese can lead to new ways of thinking, behaving or interpreting experience and values, for example, noticing and responding to demonstrations of politeness and respect in the softening of negative responses あしたはちょっと considering the cultural significance of language associated with interactions such as issuing, accepting or declining invitations, leave-taking at social events, offering thanks or giving/receiving gifts, どうぞ, あまり, どうもありがとうございます, reflecting on how they react and adjust to such expressions of cultural values when interacting with Japanese speakers exploring familiar types of Japanese community texts such as advertisements, brochures, catalogues or memes that employ different representations of culture, for example, by analysing which products use traditional icons such as <i>samurai</i> and which use more contemporary images investigating language associated with events such as national holidays, for example, お正月 and ゴールデンウィーク, identifying how it reflects associations between holidays and family values. |

| Years 9 and 10 content descriptions | Elaborations |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • understanding how language carries cultural associations, for example, the ordering of information on Japanese business cards that indicates priorities in regard to individual, collective and family relationships じこしょうかい, (company, title, surname, name) • identifying Australian ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating in public places, sitting on the floor or desk, speaking loudly and using direct eye contact |

DRAFT

Years 9 and 10 Achievement Standard

By the end of Year 10 students use written and spoken Japanese to interact with peers, teachers 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. When collaborating in shared tasks and activities they use set phrases and modelled language to transact and make arrangements, for example, 来週の土曜日にサッカーをしませんか。土曜日はちょっと ... Students ask and respond to questions, such as どのぐらい, いくつ using spontaneous language. They provide explanations, reasons and opinions, for example by using と思います, からです. They maintain interactions by requesting repetition or clarification and by using あいづち such as. When speaking they apply appropriate conventions of pronunciation, rhythm and phrasing to allow for others use of あいづち. Students read and write hiragana and kanji, read katakana, and write familiar katakana words, using 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, kanji, grammatical and vocabulary knowledge. Students create and present informational and imaginative texts, taking into account audience and purpose, for example by using て form including, てはいけません, てもいいです, ています to request permission, convey prohibition and habit, and the plain form, for example, たり～たりします, と思います, つもり to express intentions or opinions. They extend or qualify their message by using adverbs such as とくに, 時々 and they link ideas using conjunctions, such as それに, だから, けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those that have embedded cultural meanings such as ただいま, おかえり. They explain 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 characters within texts: how hiragana is used for particles, conjunctions, verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for verb and adjective stems and nouns. They apply their understanding of kanji to identify word boundaries, recognising its role in making it easier to identify linguistic elements and meanings of sentences. They distinguish between おくりがな and ふりがな and recognise that kanji can be pronounced differently using おん/くん readings. Students know the function of verb stems, て form and plain form verbs and use them as a basis for grammar conjugations. They apply their understanding of conjugations to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より, で (purpose/by), に (location). 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 plain form in a diary. 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 in Japanese, such as コピペ. Students explain how Japanese cultural values such as the importance of community, 内/外^{うち そと}, respect, and consideration for others are embedded in language and behaviours such as がんばりましょう, だいじょうぶですか.

Australian Curriculum: Languages - Japanese – Years 7 to 10 (Year 7 Entry)

Scope and Sequence

| Communicating | | | | |
|--|---|---|---|---|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | |
| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
| Socialising | Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action | Socialising and interacting | Interact with peers and teachers using appropriate gestures to socialise and to exchange information about self, personal worlds and immediate environments and to express feelings, likes and dislikes | Initiate and sustain interactions to share experiences, personal opinions, aspirations thoughts and feelings and to discuss aspects of young people's experiences |
| | | Taking action | Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances | Participate in activities that involve transacting, negotiating, planning and participating in events and experiences |
| | | Building language for classroom interaction | Interact in class routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, giving praise and encouragement | Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting and reflecting on their learning experiences |
| Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge | Obtaining and using information | Locate key points of information from a range of texts and resources and use the information in new ways | Access ideas and information from a range of texts, comparing views, stating opinions and presenting in different formats to inform or interest others |
| | | Conveying and presenting information | Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms | Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience |

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
|--------------------|---|---|---|--|
| Creating | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music | Participating in and responding to imaginative experience | Listen to, read and view texts such as folk stories, video clips, TV commercials, sharing reactions and describing aspects such as characters and places | Listen to, read and view a range of imaginative texts such as anime, manga or J-pop describing settings, identifying key ideas and events, giving opinions and analysing cultural context |
| | | Creating and expressing imaginative experience | Reinterpret or create and perform imaginative texts such as video-clips, raps, skits using modelled language and supporting resources | Create own or shared texts to inform, entertain or express ideas, attitudes and perspectives using imaginary characters, places and experiences |
| Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others | Translating and explaining | Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions | Translate familiar social and community texts, such as emails, chat room posts, public signs and notices from Japanese to English and vice versa, considering the role of culture when transferring meaning from one language to another |
| | | Creating bilingual texts | Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions | Create bilingual texts for the school and wider community such as notices and instructions, announcements, promotional material and invitations |
| Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity | Experiencing Intercultural communication | Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities and differences to their own language choice and behaviour | Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning making |
| | | Reflecting on identity in intercultural interaction | Collate and present information about self and peers to share with others, noticing own and each others' ways of expressing identity | Reflect on own identity, including identity as a learner and user of Japanese, through connecting observations of experience over time |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
|--------------------------------------|---|--|---|--|
| Systems of language | Understanding the language system, including sound, writing, grammar and text | Sound systems | Recognise and use principal features of the Japanese sound system, including, pitch accent, rhythm, and intonation | Understand the intonations and phrasing patterns in speech and that most kanji have more than one 'reading' and the pronunciation changes according to kanji compounds |
| | | Writing systems | Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji | Convey meaning by appropriately selecting, combining and using hiragana, katakana and kanji characters and using understanding of kanji to predict meaning of unknown vocabulary |
| | | Grammatical and vocabulary knowledge | Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects, places and quantity | Understand how the systematic nature of Japanese language and grammatical forms can be combined to express complex ideas. |
| | | Text structure and organisation | Identify textual conventions of familiar spoken, written and multimodal texts | Use a range of textual conventions in spoken, written and multimodal texts and understanding how different scripts are used to convey meaning or effects |
| Language variation and change | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place | Language variation in practice | Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants | Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships |
| | | The dynamic and influential nature of language | Understand that the Japanese language is influenced by other languages and cultures and that it in turn influences other languages and cultures | Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
|------------------------------|---|--|---|---|
| Role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning | The relationship of language and culture | Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture specific and difficult to transfer between languages | Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony |

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