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TABLE OF CONTENTS

[CURRICULUM ELEMENTS 3](#_Toc95480290)

[Years 7–8 (Year 7 entry) 3](#_Toc95480291)

[Years 9–10 (Year 7 entry) 11](#_Toc95480292)

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Year/Band level description** |
| In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support. Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Japanese** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Japanese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LJ8EC01 | * using and responding to greetings depending on the time of day, for example, おはようございます、こんにちは, with appropriate titles and terms of address such as ～先生 or Simonさん, and gestures such as bowing to show respect
* 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, with bowing and appropriate eye contact
* exchanging information about daily or leisure activities or events via face-to-face or online modes of communication such as blogs or digital conversations, and comparing experiences with those of Japanese-speaking peers, using cohesive devices such as conjunctions when sequencing or elaborating, for example, 日よう日にえいがに行きます。それから、かいものをします。 or すしがすきです。でも、さしみがすきじゃないです。
* interacting with others to express likes and dislikes, for example, スポーツがすきです。たいいくがすきじゃないです。しゅくだいは ちょっと…、～さんはなにがすきですか。, and sharing and requesting information about health and feelings, for example, きょうはうれしい！～さんは？ おなかがぺこぺこです。つかれました 。さむいです。
* communicating in culturally appropriate ways, for example, using basic interjections such as そうですね, giving and receiving items with gestures and formulaic language, for example, どうぞ。どうもありがとう
* sharing information about aspects of their personal worlds, for example, imparting information about friends, family, pets, teachers, school and interests using descriptive expressions such as noun は adjective です。わたしのお母さんはおもしろいです。
* engaging in simple written exchanges with others, for example, sharing greeting cards and messages based on modelled expressions おたんじょう日おめでとうございます！メリークリスマス。お母さん、ありがとう。～へ～より
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| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LJ8EC02 | * following instructions to complete an activity or to get organised, for example, たってください。三人のグループになってください。
* using formulaic expressions to ask for clarification about the meaning of words, or to express misunderstanding, for example, ～はえいご／日本ごでなんですか。十四ページですか。ちょっとわかりません。or request permission, for example, トイレに 行ってもいいですか。, to apologise for lateness or interrupting, for example, すみません、ちょっといいですか。おくれてすみません。and to borrow classroom objects, for example, じしょをかして ください。けしゴムがありますか。
* 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。
* using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons and responding to roll call, for example, きりつ、れい、ちゃくせき、はい、います／いいえ、いません
* 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！、もうちょっとです、がんばりましょう。
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| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LJ8EC03 | * working collaboratively to create displays, presentations or performances to showcase their Japanese learning for family, friends and school community
* following instructions, for example, following a basic recipe to make やきそば、おこのみやき、まきずし or making origami with others
* making arrangements using language related to place, time and activity, for example, 火よう日にテニスをしますか, and accepting or declining invitations, 火よう日はちょっと … ／いいですね。
* participating in scenarios that involve planning, for example, ordering and purchasing goods, such as food and drink, using modelled language, for example, やきとりをください、おちゃおねがいします、いくらですか、どうもありがとうございました。
* participating in class activities (word, board, electronic games, etc.) using set phrases in Japanese, for example, わたしの ばん、みぎ、ひだり、かった！、まけた、ざんねん、だめだった、だいじょうぶ？、がんばって！、つぎは だれ？、一、二、三！
* organising activities for other students or a buddy class that may assist with learning Japanese, for example, teaching a song with actions or playing a game
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| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LJ8EC04  | * identifying key information and facts such as names of people and places, times and activities in familiar contexts, including conversations, advertisements, profiles and simple narratives (using texts such as manga, anime, folk tales, etc.)
* obtaining and organising specific information from a range of everyday Japanese texts (emails, menus, reports, maps, timetables, etc.) and responding in Japanese, for example, accessing a simple weather forecast, and using this information when writing a message to a friend to go somewhere 土よう日ははれです。うみに行きましょう。
* using digital tools to gather, classify and summarise results of class surveys or interviews on topics (students’ likes, interests, family, neighbourhood, activities, habits, etc.) and presenting findings in chosen formats, for example, ひるごはんになにをたべますか。日よう日になにをしますか。しゅうまつにどこに行きますか。
* listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Japanese
* responding to structured stimulus questions about characters, places, events or effects in imaginative texts (stories, films, anime, etc.) using modelled language and formulaic expressions to express reactions, for example, やさしい人、おもしろいはなしですね、ちょっとこわいですよ、たのしかったです、びっくりしました！
* reading and viewing texts (anime, manga, video clips, lyrics of J-pop, etc.) and responding to questions about characters, lyrics or events, for example, だれですか、なまえはなんですか、なんのイベントですか、どこですか or recreating elements using a storyboard, timeline or original performance
* identifying common themes, key messages, values, or issues in Japanese texts, such as the moral of a story or folk tale, and noticing concepts that may be similar or different across cultures, for example, おんがえし, working hard, consideration of others and humility
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| develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts AC9LJ8EC05 | * interpreting words and expressions that do not translate easily into English and brainstorming why this may be the case, for example, いただきます、ごちそうさま、よろしくおねがいします
* learning to use dictionaries and electronic translation tools to identify issues such as multiple meanings of words and the need to consider context
* developing word lists, grammar rule charts or personal mnemonic devices to recall, translate and interpret information
* recognising it is not only words that can be translated, but also non-verbal communication, culture, behaviour and contexts
* understanding cultural differences relating to social and communicative behaviours such as use of personal space and body language; being aware that meaning is not always conveyed through text, but can be conveyed through various means
* interpreting aspects of spoken Japanese texts for others using a range of resources, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and gestures
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| **Sub-strand: Creating text in Japanese** |
| create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji AC9LJ8EC06 | * creating imaginative texts (written, multimodal, role-play, digital clip, photo montage, etc.) across a variety of modes to engage others, for example, a comic strip based on an imaginative routine, a story modelled on a folktale or fable, a commercial about new product
* creating and illustrating informative and/or imaginative bilingual texts, for example, creating labels to post around the school, story books, posters, captions, and subtitles
* working collaboratively to create a skit or role-play for a specific purpose and audience, for example, a glimpse into a week in the life of a teenager living in Australia for potential exchange student groups, or recycling in Japan compared with Australia for the school community’s Environment Week events
* creating a print or digital poster in Japanese to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* understanding textual conventions of familiar types of texts such as めいし, emails, conversations, speeches, advertisements, stories and songs, and how they are typically constructed, for example, considering the use of particular layouts, visual images and grammatical features in advertisements, manga or brochures
* using a range of familiar textual structures and features to suit the audience, context and purpose, for example, writing a simple email or letter to a host family using polite form, set expressions, paragraphs, and salutations
* using a range of modelled grammatical structures when creating texts such as です、ます、ました、ませんでした、ましょう and appropriate punctuation, for example, full stops (。) and commas (、)
* creating informative texts using print or digital tools, for example, reporting on events and activities through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules きのうサッカーのしあいでした。わたしのがっこうのチームはかちました。
* understanding how to create textual cohesion using elements such as paragraphing or conjunctions to sequence and link ideas and maintain the flow of expression, for example, そして、それから、でも
* creating texts using hiragana and katakana, with charts and resources as support, 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、見ます、行きます
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LJ8EU01 | * pronouncing hiragana and katakana sounds, including voiced and unvoiced forms and all combined sounds (contractions and blends)
* recognising that in the copula です, and the verb suffix ます, the 'u' is devoiced in normal speech
* understanding the system of Japanese sound combinations: Japanese has 5 vowels; a vowel can be attached to all consonants except ん, and the basic unit of sound of Japanese is mora
* understanding that the sounds of hiragana and katakana are identical even though the associated scripts are different
* using available combinations of katakana to experiment with the Japanese pronunciation of loan words, for example, レストラン 、マクドナルド
* becoming familiar with the rhythm of Japanese, recognising the concept of the ‘foot’ フット as the minimum unit of rhythm, and that one foot in Japanese consists of 2 moras, for example, ごちそうさま is pronounced as a 3-foot word
* recognising the relationship between stress, pacing and meaning, and using appropriate intonation patterns for familiar language to exclaim, make statements or ask questions, for example, demonstrating fluency in reading a text aloud
* applying knowledge of the sounds of Japanese by using a keyboard with romaji input to type modelled sentences and short paragraphs selecting hiragana, katakana or kanji appropriate to context
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| develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal textsAC9LJ8EU02 | * understanding the origins of Japanese script (kanji from China; hiragana was formed by simplifying the form of kanji, while katakana was formed using a part of kanji) and that modern Japanese uses all 3 scripts depending on word origins and context
* understanding and using a range of particles to perform different functions, including sentence-ending particles such as か and ね
* understanding that each individual kanji represents meaning as well as sound, for example, 日 (‘sun’, ‘day’), and that some kanji characters come from pictographs, for example, 山
* understanding how to use い and な adjectives in the present and past tense, positive and negative, in basic sentences, for example, たのしい、たのしかった、 たのしくない、 ゆうめいな、 ゆうめいじゃない
* understanding the use of furigana as a tool to support reading, and romaji to type in Japanese
* understanding and using basic Japanese punctuation marks such as a まる (。)、てん (、), katakana long vowel mark (ー), and basic writing conventions involved when using げんこうようし
* applying the principles of basic stroke order to write all kana and high-frequency kanji such as numbers, days of the week, family members, and basic adjectives and verbs
* reading and writing all hiragana and katakana including voiced, contracted and blended sounds; understanding the systematic nature of the kana chart and Japanese grammar to support learning
* using basic types of sentence structures in Japanese, understanding that word order of noun phrases is flexible as long as particle use is correct, and sentences end with a verb/copula: subject は noun です。, subject は adjective です。, subject は object/place を／に verb ます
* using a range of familiar verbs in the present and past tense, including both positive and negative, for example, 行きます、見ません、たべました、ききませんでした
* creating cohesion, flow and adding detail by using conjunctions そして、それから、でも, adverbs まい日、ときどき、とても and linking nouns and adjectives おいしくて、母と
* counting from 1–100 and using some basic Japanese counters such as 人、才、月、日
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| compare Japanese language structures and features with English, using familiar metalanguage AC9LJ8EU03  | * identifying similarities and differences in Japanese and English writing systems, grammatical rules or the use of elements such as pronouns, particles and absence of articles
* developing metalanguage for communicating about language and structures, using terms such as noun, pronoun, verb, adjective and conjunction, and cross-referencing with knowledge of English language syntax and parts of speech
* identifying words of Japanese origin used in English, for example, judo, karaoke, karate, obento, tempura, and recognising how they may be expressed in Japanese compared with English
* recognising the use of words borrowed in Japanese from other languages such as English, French, Dutch and Portuguese, for example, サッカー、ゴルフ、パン、ランドセル and noting how these are pronounced by Japanese speakers
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LJ8EU04 | * learning about values and beliefs that are important in Japanese society and that contribute to identity, such as maintaining harmony and a sense of collective wellbeing, avoiding conflict and expressing well wishes, and how these are reflected through language and behaviours
* exploring their own identity, and recognising elements of identity that may be important across all cultures, for example, recognising identity through family, community, location, language, religion, age, gender and how language use and communication can have an impact
* identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, understanding はじめまして。よろしくおねがいします。 and that the question, おげんきですか。is a genuine health enquiry rather than a greeting
* examining how First Nations Australians’’ connections to social and physical environments can be compared with Japanese -speaking peoples’ connections to nature and respect for the natural environment
* considering how the Japanese language (certain phrases) reflects traditional practices and values, for example, thinking about language that is associated with family life and work, いただきます、ただいま、おかえり、おつかれさまです
* understanding that the 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 …
* understanding language variation based on age, relationship, and the level of familiarity between participants, for example, お母さん versus 母、～さん versus ちゃん／くん, use of honorifics ご and お, avoiding あなた when showing politeness
* preparing a personal profile to exchange with Japanese-speaking students, showing cultural background, what is important to them, beliefs and interests using images, captions and symbols, and reflect on possible differences and similarities between them and Japanese students
* researching elements of Japanese culture, identity, beliefs and identifying values, noticing similarities, and commenting on what is new or surprising
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Japanese** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Japanese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world AC9LJ10EC01 | * 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 thanking, inviting or congratulating one another, 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。
* sharing information and expressing opinions and aspirations about teenage life, and significant or special events in their own life, such as celebrations, leisure activities, and future plans, and comparing with those of Japanese teenagers, for example, 土よう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。行きたいです。つまらないとおもいます。
* communicating with one another and with teenage Japanese speakers, via email, online conferencing or school-based exchanges, about shared interests such as popular culture, sports and special events, and global issues such as sustainability, or comparing aspects of teenage 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。デービッドさんはアルバイトをしていますか。日本でリサイクルはきびしいですか。
* providing evidence or reasons to justify own opinions, preferences, or planned actions, in response to others, for example, べんりだから／なので、コンビニで買いものをします、さかなはおいしいから、にくよりすしのほうが好きです。
* developing strategies to initiate, sustain and extend interactions such as asking for clarification, confirmation or additional information いつしますか、だれとしますか、 どうですか, and acknowledging and showing interest using appropriate gestures and expressions such as あいづち, and interjections ああ、そうですか、いいですね、そうですね、へえ、はい、うん
* interacting via different modes of written communication in print and digital form, for example, writing letters, text messages and emails, to exchange personal information, ideas and opinions はい、十時に行きます、 ～さんはどうですか。
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| use Japanese language in exchanges to question, offer opinions and compare and discuss ideas AC9LJ10EC02 | * responding to and giving instructions regarding classroom routines and tasks, and 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。先生のつくえの上にあります、ペットボトルをリサイクルしてください。
* interacting in classroom routines using appropriate language to apologise, for example, すみません、しゅくだいをわすれました, to request clarification, for example, 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 questions, for example, ～はえい語で何ですか、このかんじはどうよみますか 、to elicit or offer opinions, for example, どうおもいますか。つまらないです、and to ask questions or make suggestions, for example, つぎはだれですか。 いっしょにしましょうか。
* 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, for example, 土よう日はひまですか。 土よう日はちょっと…、日よう日はどうですか。日よう日にえいがを見に行きませんか。いいですね、行きましょう。
* discussing 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ね。でも、おもしろいです。
* showing appreciation and complimenting one another, for example, よくできました。かんじがじょうずですね。
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| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LJ10EC03 | * working collaboratively in pairs or a small group and planning and preparing for a real or online event, trip or excursion, such as a visit to Japan, reflecting on the experience and the language and processes used
* making decisions about services, such as specifying size, number and colour where relevant, and commenting on products, for example, おこのみやきを二つください。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。
* expressing preferences in relation to shared plans, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金よう日のごご三時半に、えきの前で会いましょう。じゃあ、金よう日のごご三時半に、えきの前ですね。
* planning and completing tasks involving authentic or simulated transactions that involve negotiating, and making shared decisions such as planning social events or holidays, purchasing goods, ordering food, making requests by email or text message, and role-playing scenarios related to travelling or living in Japan, 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、八時ちょっと前に来てください。何をするよていですか。
* reflecting on activities by offering and eliciting opinions about experiences, for example, どうでしたか、どう思いますか、たのしかったです、たのしそうですね。
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| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LJ10EC04 | * understanding the gist and recording specific details from texts (websites, newspaper articles, documentaries, reports, podcasts, etc.) on topics such as popular culture, recycling, sustainability and ‘zero waste’, school life, sports or leisure activities in Japan
* obtaining information from a range of texts (written, spoken or multimodal), for example, finding information in letters, articles, television reports, interviews and video clips, and demonstrating comprehension through a range of presentation modes such as short answers, summaries, graphs, charts, diagrams and written or digital reports
* synthesising factual information from a range of print, online/web-based travel and leisure texts and using it to compare options and make suggestions, for example, しんかんせんはとても高いですが、べんりだと思います。とうきょうからきょうと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。
* listening to, or reading a First Nations Australian’s stories discussing their opinions and ideas, and, in Japanese, presenting their personal profile to the class
* responding to open-ended questions about characters, places, events or effects in a range of informative and imaginative written and digital texts (articles, stories, videos, etc.) to offer personal views and opinions on character and plot, recount and predict events and engage creatively with texts, and offer alternative endings, for example, どうして person は place に行きましたか。～してから、 thing/person はどう思いましたか、もし、あなたが～さんだったら、どうしますか。
* analysing information from a range of authentic Japanese texts (email, travel brochure, article, review, journal/diary, etc.) to respond appropriately in Japanese according to context, audience and purpose, for example, inviting a friend on a holiday, persuading parents to allow them to attend a concert, reflecting on an imagined experience, and reviewing a video
* identifying variations in spoken and written informative and persuasive texts (print, television, online advertisements, etc.) and noticing differences in language according to the intended audience, purpose and context
 |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LJ10EC05 | * explaining why some terms cannot be used interchangeably in Japanese 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。こんにちは／もしもし。
* using print, electronic and online 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 (go to bed), あし (foot/leg)
* evaluating the effectiveness of electronic translators, for example, comparing back-translations of short texts or formulaic phrases, identifying instances of non-equivalence and noticing the potential pitfalls of literal translation
* translating texts such as public signs, notices or advertisements from Japanese into English and vice versa; comparing elements such as levels of politeness or degree of directness, for example, ましょう form in Japanese, ‘Keep clean’ きれいにしましょう translates into ‘Do not litter’ in English
* considering differences between Japanese and English expressions and idioms (including loan words) used to describe characteristics or personality traits, for example, センスがいい、こころ大きい、あたまがいい、はながたかい and how these cannot be translated literally
* discussing incidences in Japanese language exchanges when miscommunication has occurred, and reflecting on why or how this happened
* applying understanding of cultural values such as humour and the importance of hierarchical status to convey appropriate cultural meanings in texts, for example, understanding how roles and relationships define interaction せんぱい、こうはい、ぼけ、つっこみ in Manzai (漫才)
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| **Sub-strand: Creating text in Japanese** |
| create spoken, written and multimodal, informative and imaginative texts selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of kana and kanji AC9LJ10EC06 | * using factual or imagined events and experiences to compose a range of multimodal text types, such as presentations, articles, journals, websites, to suit a range of audiences (family, friends, Japanese peers) and purposes (to inform, promote, invite)
* creating bilingual texts (subtitles, captions, brochures, posters, children’s books, etc.), for example, describing personal experiences, community events or depicting intercultural encounters relevant to the school’s local context
* working collaboratively to compose and perform skits or role-plays for imagined or real events and experiences, such as a Manzai 漫才, based on a scenario that allows for experimentation with expressive language and humour
* writing a journal entry, or contributing to a school newsletter in Japanese reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* applying understanding of the textual features of different text types to compose appropriate texts such as letters, notices, articles, and messages, noticing how the choice of language and text structure works to achieve each text’s purpose
* structuring texts effectively, for example, using introductions, linked paragraphs, logical sequence of ideas, examples, and conclusions
* independently using a variety of language elements appropriately, including plain or polite forms appropriate to context and audience, and appropriate punctuation
* composing a range of informative texts in different tenses, using print or digital tools appropriate to context, purpose and audience, for example, composing a report about a recent excursion, a profile, a procedure, or a persuasive piece with interesting facts
* applying their understanding of cohesive devices, such as conjunctions, to sequence and link ideas and actions, for example, verb て form, だから、 しかし、 それに、 けれども
* creating texts in hiragana and katakana including the use of elongated vowels, double consonants, and contractions with known kanji for a variety of nouns, adjectives, verbs and adverbs, for example, 学校、時々、早い、何、好き、時、思う、見る、買う
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| **Strand: Understanding language and culture** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds AC9LJ10EU01 | * developing oral fluency, exploring how rhythm, pitch and the use of connectives, interjections and gestures contribute to maintaining momentum and increasing confidence and engagement
* 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 many kanji have multiple readings and that there are 2 types of readings, that is, on-yomi (音; on ‘reading’ or ‘sound’), Chinese-style pronunciation, and kun-yomi (訓; kun ‘reading’ or ‘explanation’), Japanese style pronunciation; both on-yomi and kun-yomi can have multiple readings
* explaining that some new notations have been devised over the years to account for the sounds of loan words, for example, ティ、ヴィ、ヴ
* understanding and applying differences in the pronunciation of English and Japanese versions of loan words such as インターネット、セルフィ、ファストフード and pronouncing unfamiliar katakana words
* using Japanese pitch and accent patterns, for example, practising high and low pitch type when pronouncing words and sentences, は↓し(chopstick) - high-low, は↑し(bridge) - low-high
* recognising and applying patterns of intonation in Japanese, such as general formation of a down turning curve and a rising intonation when asking questions in plain or ましょう form, for example, 行く？、行きましょうか。
* applying knowledge of the sounds of Japanese, using romaji input on a keyboard to type texts in script, and choosing kanji appropriate to context
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| select and use structures and features of the Japanese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LJ10EU02 | * identifying that kanji are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of hiragana to the stem of verbs and adjectives is called okurigana
* understanding and using a range of particles, including combined particles such as のは、のが、では
* recognising that many kanji are made up of more than one component and that radicals often represent meaning, for example, the radical 力 means something to do with physical strength, and using this knowledge to predict meaning
* understanding adjective groups and using い and な adjectives in the linking form, negative, present and past tense
* understanding the use of furigana to read kanji and kanji compounds, to pronounce Japanese names, or to represent slang pronunciations, and romaji used in any context where Japanese text is targeted at non-Japanese speakers and to input Japanese into computers
* using げんこうようし (typed or handwritten) appropriately to compose and respond to texts, for example, considering the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, and the placement of punctuation
* applying multiple kanji stroke order rules, for example, recognising the order from top to bottom, and left to right, that horizontal goes first, and then the centre vertical before the symmetrical outside
* developing strategies to guess the meaning of unknown words that contain familiar kanji, for example, 小学校、 中学校
* explaining and applying the formation rules of verb groups such as the plain form (knowing that the basic form of all Japanese verbs ends in ‘-u’, ‘-eru’ or ‘-iru’, as listed in dictionaries), て form and plain past
* understanding and using a variety of language structures using verb stem forms, verb て forms, plain form and plain past to express a range of ideas, for example, ～ている、～てもいいです、～てはいけません、～てはだめです、～つもりです、～とおもいます、～たり～たりします、～たい、～たくない、～かった、～やすい／にくいです
* elaborating ideas or statements using expressions such as 今週、先週、来年、いつも、ぜんぜん、あまり, and superlative forms using 一番、 for example, 一番好きなかもくは日本語です。
* understanding that verbs can be divided into 3 groups according to the way they are conjugated: Group 1 (go-dan doushi), Group 2 (ichi-dan doushi) and Group 3 (fukisoku doushi)
* understanding and using Japanese counting systems (units of 10, 100, 1,000 and 10,000) and associated kanji, for example, 百、千、万, and a wider range of counter classifiers ～円、～分、～まい、～本、～つ、～日、ぴき／びき／ひき
* noticing differences in text structure and grammar between formal and informal Japanese language use such as abbreviations, dropping of particles and emphatic intonation in informal communication including 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。
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| reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features AC9LJ10EU03 | * developing metalanguage to describe and apply grammatical concepts and language elements, and organise learning resources such as verb charts and lists of vocabulary and sentence structures
* reflecting on similarities and differences between English and Japanese ことわざ and how they cannot be directly translated
* understanding the concept of borrowed and created language 外来語 (がいらいご) and 和製英語（わせいえいご）for example, スマホ、マスコミ、メル友、タイプする, to create new meanings, and understanding the reason for the emergence of such words, for example, changing attitudes to social practices, globalisation, social media and digital communication
* discussing Japanese cultural concepts such as 恩 (owing a kindness), 義理 (a sense of duty) and 和 (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s)
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LJ10EU04 | * considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese
* identifying ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating on the go, hugging or kissing on cheek, sitting on the floor or desk, using a phone on the train, speaking loudly and using direct eye contact
* noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, acknowledging ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それはちょっと…、 and avoiding foregrounding the self with phrases such as お先にどうぞ、がんばります。
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Japanese for a group of Japanese-speaking visitors at a school assembly
* recognising that social values and reactions, such as respect or displeasure, can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts
* noticing how the cultural value of うち／そと is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate ‘group’, the choice of informal or formal register, and decisions about what to share/not share in general conversation
* identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude, disappointment or embarrassment are expressed differently across languages and cultures
* identifying the diverse cultural contexts of Australia and significant life events that are marked in Australia and/or Japan, for example, 七五三、 birthdays, 18th/21st birthdays and せいねんしき、おしょう月 and ゴールデンウィーク or marriage, differences between lunch boxes and obento, and considering how these provide insight into cultural values or traditions
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