

# LANGUAGES

## CONSULTATION CURRICULUM

**Japanese – Scope and sequence F–10 and 7–10**

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FOUNDATION TO YEAR 10 PATHWAY

<p><b>Japanese</b></p> <p>(No strands or sub-strands specified for Foundation year)</p>	<p><b>Foundation</b></p>
	<p><b>Achievement standard</b></p>
	<p>By the end of the Foundation year, students use play and imagination to respond to and create Japanese texts. They identify that Japanese and English have different systems of language. They mimic Japanese pronunciation, intonation and rhythm. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>
	<p><b>Content description</b> <i>Students learn to:</i></p>
	<p>with support, recognise and communicate meaning in Japanese (AC9LJF01)</p> <p>explore, with support, language features of Japanese noticing similarities and differences between Japanese and English (AC9LJF02)</p> <p>explore connections between language and culture (AC9LJF03)</p>

<p><b>Japanese</b></p>	<p><b>Years 1 and 2</b></p>	<p><b>Years 3 and 4</b></p>	<p><b>Years 5 and 6</b></p>
	<p><b>Achievement standard</b></p>		
<p>By the end of Year 2, students use Japanese formulaic expressions and appropriate gestures to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They mimic Japanese pronunciation, intonation and rhythm, and understand that hiragana represents the basic units of Japanese sound. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They recognise and copy single kanji, hiragana symbols and some familiar hiragana words and use modelled language to create text.</p> <p>Students identify the three different scripts in Japanese, hiragana, kanji and katakana. They understand that Japanese has rules for nonverbal communication, pronunciation and writing. They identify patterns in Japanese words and phrases and give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture and notice how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 4, students use Japanese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve planning and transacting. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They read and write hiragana, including long vowels, voiced and blended sounds as formulaic language, and some high-frequency kanji with support. They use modelled language, basic particles and apply word order to create and present text.</p> <p>Students understand that Japanese has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese related to their immediate environments. They collaborate in oral and written activities that involve the language of negotiating and planning, to share information, ideas, feelings, and preferences. They use strategies to interpret and evaluate information and ideas in texts. They demonstrate understanding by responding in Japanese or English, adjusting response appropriately to context, purpose and audience. They read and write high-frequency kanji, all hiragana, including voiced sounds, long vowel sounds, double consonants and blends using the hiragana chart as support, and recognise katakana. They apply knowledge of stroke order in writing. They create texts, selecting and using a variety of particles, vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices.</p> <p>They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, script, punctuation and modelled grammatical structures when creating and responding in Japanese.</p> <p>Students use metalanguage to compare frequently-used language structures and features in Japanese and English. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. They understand that the Japanese language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.</p>	

Strand	Sub-strand	Content description <i>Students learn to:</i>		
Communicating meaning in Japanese	Interacting in Japanese	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LJ2C01)	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LJ4C01)	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LJ6C01)
		participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LJ2C02)	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LJ4C02)	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LJ6C02)
	Mediating meaning in and between languages	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LJ2C03)	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LJ4C03)	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LJ6C03)
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LJ2C04)	develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning (AC9LJ4C04)	apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts (AC9LJ6C04)
	Creating text in Japanese	with support, copy hiragana script, familiar phrases and use modelled language to create spoken, written and multimodal texts (AC9LJ2C05)	create and present informative and imaginative spoken and written texts using hiragana script, common kanji, formulaic expressions, simple sentences and modelled textual conventions (AC9LJ4C05)	create and present a range of spoken and written texts in hiragana and familiar kanji, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LJ6C05)
				demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect Japanese cultural practices and conventions (AC9LJ6C06)
Understanding language and culture	Understanding systems of language	recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts (AC9LJ2U01)	recognise and use modelled combinations of sounds, hiragana symbols, pronunciation and intonation patterns of Japanese to form words and phrases (AC9LJ4U01)	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm, recognising how words blend and understanding the relationship between sounds, words and meaning (AC9LJ6U01)
		recognise that three different scripts are used to construct meaning in Japanese texts and copy some hiragana and high frequency kanji (AC9LJ2U02)	recognise Japanese language conventions and scripts, grammatical structures and basic syntax in familiar texts and contexts (AC9LJ4U02)	apply modelled Japanese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LJ6U02)
		notice that Japanese has features that may be similar to or different from English (AC9LJ2U03)	recognise familiar Japanese language features and compare with those of English, in known contexts (AC9LJ4U03)	use familiar metalanguage to compare some Japanese language functions, structures and features with those of English, in known contexts (AC9LJ6U03)
	Understanding the interrelationship of language and culture	notice that people use language in ways that reflect cultural practices and behaviours (AC9LJ2U04)	identify connections between Japanese language and cultural practices and behaviours (AC9LJ4U04)	recognise connections between Japanese language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LJ6U04)

Japanese		Years 7 and 8 (F–10)	Years 9 and 10 (F–10)
		Achievement standard	
		<p>By the end of Year 8, students initiate and maintain interactions in Japanese in familiar and unfamiliar contexts related to a range of interests and experiences. They use Japanese appropriate to collaborate and problem-solve and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. They select and use appropriate scripts, particles, vocabulary, sentence structures, expressions and levels of formality to create spoken, written and multimodal texts. They approximate Japanese sound patterns by applying rules of pronunciation, stress, intonation and phrasing patterns to develop fluency. They read and write all hiragana and katakana including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs, nouns, adjectives and some compound words and demonstrate an increasing understanding of kanji as a system.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They use metalanguage to comment on structures and features of Japanese text. They recognise 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. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language, culture and identity.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Japanese in increasingly unfamiliar contexts related to a wide range of interests and issues. They discriminate in their use of kanji, hiragana and katakana, and understand the role of hiragana when used as okurigana for grammatical elements and furigana to aid comprehension of unfamiliar kanji. They read and write kanji for common verbs, nouns, adjectives and topic relevant compound words. They understand kanji as a system including the concept of onyomi and kunyomi readings, identify multiple readings of kanji and begin to use kanji radicals as a tool for indicating meaning. They interpret a broad range of texts, explaining words and expressions that are difficult to translate or have embedded cultural meanings and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts and use a variety of strategies to predict the meaning of unfamiliar words. They create texts, selecting language for a range of contexts, purposes and audiences, understanding how features of language can be used to influence audience response. They demonstrate knowledge of connections between spoken and written texts and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity, including the use of あいづち. They understand and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses and language devices to sequence events, enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate Japanese text and explain similarities and differences between Japanese and English. They show understanding of how features of language can be used to influence audience response, such as the use of appropriate register based on age, relationship, familiarity and context. They reflect on their own cultural perspectives and identity and draw on their experience of learning Japanese to explain how this learning influences their ideas and ways of communicating such as how humility, community and the consideration of others are reflected in language and behaviour.</p>
Strand	Sub-strand	Content description <i>Students learn to:</i>	
Communicating meaning in Japanese	Interacting in Japanese	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LJ8C01)	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LJ10C01)
		Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LJ8C02)	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LJ10C02)
	Mediating meaning in and between languages	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LJ8C03)	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LJ10C03)
		Interpret and adjust spoken, written and non-verbal language to convey meaning in Japanese language in familiar and unfamiliar cultural contexts (AC9LJ8C04)	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LJ10C04)
		reflect on similarities and differences in cultural interpretations between Japanese and their own language use and behaviour (AC9LJ8C05)	evaluate how intercultural contexts shape meaning in interactions and texts in Japanese and their own language (AC9LJ10C05)

	Creating text in Japanese	create and present spoken, written and multimodal texts for specific purposes, selecting and using all three scripts, vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LJ8C06)	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LJ10C06)
		consider and select words and expressions to create texts that reflect Japanese cultural values and beliefs (AC9LJ8C07)	use a broad range of words, expressions, and idioms/proverbs to enhance the cultural authenticity of texts (AC9LJ10C07)
Understanding language and culture	Understanding systems of language	apply knowledge of conventions of intonation and phrasing patterns to develop fluency in known contexts and use this knowledge in responding to and creating texts (AC9LJ8U01)	understand intonation and phrasing patterns in both informal and formal speech to extend fluency and consider this when creating spoken and written texts in known and unfamiliar contexts (AC9LJ10U01)
		understand and apply a range of grammatical structures and expressions to compose and respond to texts using appropriate script, punctuation and textual conventions (AC9LJ8U02)	apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LJ10U02)
	Understanding the interrelationship of language and culture	use metalanguage to reflect on similarities and differences between Japanese language functions, structures and features with those of English, in known contexts (AC9LJ8U03)	use metalanguage to reflect on and evaluate Japanese texts, and to compare use of language features in Japanese and English (AC9LJ10U03)
		explain how the Japanese language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LJ8U04)	evaluate how language choice in Japanese reflects cultural values, perspectives and identity, and compare these with their own (AC9LJ10U04)

YEAR 7 TO YEAR 10 PATHWAY

Japanese		Years 7 and 8 (Year 7 entry)	Years 9 and 10 (Year 7 entry)
		Achievement standard	
		<p>By the end of Year 8, students use Japanese to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They use the hiragana and katakana chart as a tool when writing and reading, recognising the systematic nature. They read and write texts in hiragana and katakana, with some high frequency kanji. They approximate Japanese sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. Students recognise the nature and roles of the three Japanese scripts and pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They use scripts, basic particles, familiar language, modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students understand that Japanese has rules for non-verbal communication, pronunciation, grammar and writing. They adjust their language to suit different contexts and situations and respond in culturally appropriate ways to interactions with other Japanese speakers. They demonstrate understanding of how language does not always translate directly. They give examples of similarities and differences between Japanese and English. They use metalanguage to explain aspects of language, and make connections with terms that are used in English learning. They demonstrate how the Japanese language is connected with culture and identity, and how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 10, students initiate and sustain Japanese to exchange and compare ideas and experiences about their own and others' personal world.</p> <p>They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Japanese to create and convey meaning to suit context, purpose and audience. They discriminate appropriately in their use of kanji, hiragana and katakana, and identify the functions of different scripts within texts. Students read and write hiragana, katakana, including elongated vowels, double consonants and contractions, familiar kanji and katakana words. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English using appropriate forms to convey meaning and understand gist and predict the meaning of unfamiliar words and expressions. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences. They apply appropriate conventions of pronunciation, rhythm, and phrasing in speech to allow for others' use of あいづち. They apply and use complex sentences and grammatical structures in a range of tenses to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response.</p> <p>Students use metalanguage to analyse meaning in texts and to compare language structures and features in Japanese and English. They explain how Japanese cultural values such as the importance of community, respect, and consideration for others are embedded in language and behaviours. 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.</p>
Strand	Sub-strand	Content description <i>Students learn to:</i>	
Communicating meaning in Japanese	Interacting in Japanese	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LJ8EC01)	Initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about own and others' personal world (AC9LJ10EC01)
		develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LJ8EC02)	use Japanese language in exchanges to question, offer opinions and compare and discuss ideas (AC9LJ10EC02)
		engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LJ8EC03)	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LJ10EC03)
	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)	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)
		develop and begin to apply strategies to interpret, translate and convey cultural meaning in Japanese in familiar contexts (AC9LJ8EC05)	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LJ10EC05)
		reflect on some similarities and differences in cultural interpretations between Japanese and their own language use and behaviours (AC9LJ8EC06)	reflect on how intercultural contexts shape meaning in interactions and texts in Japanese and their own language (AC9LJ10EC06)

	Creating text in Japanese	create a range of spoken and written texts for familiar contexts and purposes using appropriate scripts, conventions and linguistic features (AC9LJ8EC07)	create texts for familiar and unfamiliar contexts and purposes, selecting text structures, language features and combining hiragana, katakana and kanji characters to engage different audiences (AC9LJ10EC07)
		develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect Japanese cultural values and beliefs (AC9LJ8EC08)	use a range of words, expressions and idioms/proverbs to develop cultural authenticity of texts (AC9LJ10EC08)
Understanding language and culture	Understanding systems of language	recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LJ8EU01)	apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LJ10EU01)
		develop knowledge of, and use structures and features of, the Japanese grammatical and writing systems (AC9LJ8EU02)	select and use structures and features of the Japanese grammatical and writing systems to enhance meaning (AC9LJ10EU02)
		use familiar metalanguage to discuss Japanese language structures and features and compare with English (AC9LJ8EU03)	use metalanguage to reflect on and evaluate Japanese texts, and to compare language structures and features in Japanese and English (AC9LJ10EU03)
	Understanding the interrelationship of language and culture	identify connections between Japanese language and culture in shaping meaning and identity (AC9LJ8EU04)	analyse and explain connections between Japanese language and culture in shaping meaning, values and identity (AC9LJ10EU04)
		compare Japanese culture, beliefs, attitudes and values with students' own (AC9LJ8EU05)	reflect on Japanese culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LJ10EU05)