



Australian  
CURRICULUM  
Review

# LANGUAGES

CONSULTATION CURRICULUM

**Japanese – Comparative information F–10 and 7–10**



## COMPARISON OF CURRENT AND REVISED CURRICULUM IN LANGUAGES: JAPANESE

The following comparative data refers to the two sequences (Foundation to Year 10 and Years 7 to 10)

### Content descriptions: Foundation (New)

<b>Foundation New</b>	
<b>Content descriptions</b>	
<b>Proposed</b>	with support, recognise and communicate meaning in Japanese (AC9LJF01)
<b>Proposed</b>	explore, with support, language features of Japanese noticing similarities and differences between Japanese and English (AC9LJF02)
<b>Proposed</b>	explore connections between language and culture (AC9LJF03)
<b>Achievement standard</b>	
By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support. They identify that Japanese and English look and sound different. They 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.	

## Content descriptions: Years 1 to 6

<b>Strand</b>			
<b>Original</b>	<b>Communicating</b>		
<b>Proposed</b>	<b>Communicating in Japanese</b>		
<b>Sub-strand</b>			
<b>Original</b>	<b>Socialising</b>		
<b>Proposed</b>	<b>Interacting in Japanese</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures [Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing] (ACLJAC109)	Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others [Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing] (ACLJAC127)	Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing] (ACLJAC145)
<b>Original</b>	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 [Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising] (ACLJAC111)	Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation [Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing] (ACLJAC129)	Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences [Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting] (ACLJAC147)

<b>Proposed</b>	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)
<b>Original</b>	Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning [Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting] (ACLJAC110)	Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities [Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting] (ACLJAC128)	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 [Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting] (ACLJAC146)
	Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials [Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing] (ACLJAC113)		
<b>Proposed</b>	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)

<b>Sub-strand</b>	
<b>Original</b>	Informing
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>	
<b>Original</b>	Translating
<b>Proposed</b>	<i>Removed</i>
<b>Sub-strand</b>	
<b>Original</b>	Reflecting
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand New</b>			
<b>Original</b>	<b>Informing; Translating; Reflecting</b>		
<b>Proposed</b>	<b>Mediating in and between languages</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks [Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning] (ACLJAC112)	Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects [Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising] (ACLJAC130)	Gather, classify and compare information from a range of sources related to concepts from other learning areas [Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying] (ACLJAC148)
<b>Original</b>	Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement [Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing] (ACLJAC114)	Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts [Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating] (ACLJAC131)	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions [Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing] (ACLJAC14)

<b>Original</b>	Participate in shared performances and presentations of stories, songs, chants and rhymes [Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing] (ACLJAC115)	Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements [Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting] (ACLJAC132)	Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements [Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing] (ACLJAC150)
<b>Proposed</b>	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)
<b>Original</b>	translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English [Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting] (ACLJAC116)	Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features [Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing] (ACLJAC134)	Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning [Key concepts: meaning, culture, interpretation, equivalence; Key processes: explaining, interpreting, demonstrating, experimenting, reflecting] (ACLJAC152)
<b>Original</b>	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 [Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering] (ACLJAC118)	Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations [Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting] (ACLJAC136)	
<b>Original</b>	Recognise that there are differences in how language is used in different cultural and	Understand that language varies according to the age and relationship of those using it, and	

	social contexts, such as ways of greeting and addressing people [Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing] (ACLJAU124)	according to the situation in which it is being used [Key concepts: register, context, variation; Key processes: observing, recognising, reflecting] (ACLJAU142)	
<b>Original</b>	Recognise that Japanese and English borrow words and expressions from each other and from other languages [Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying] (ACLJAU125)		
<b>Proposed</b>	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)

<b>Sub-strand</b>			
<b>Original</b>	<b>Creating</b>		
<b>Proposed</b>	<b>Creating texts in Japanese</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts [Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting] (ACLJAC117)	Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance [Key concepts: fantasy, imagination, dramatisation; Key processes: imagining,	Create and present or perform imaginative texts for a variety of purposes and audiences [Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing] (ACLJAC151)

		creating, experimenting, performing] (ACLJAC133)	
<b>Original</b>	Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups [Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying] (ACLJAC119)	Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories [Key concepts: bilingualism, expression, code-mixing; Key processes: translating, performing, creating, adapting] (ACLJAC135)	Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus [Key concepts: bilingualism, learning resources, translation; Key processes: classifying, glossing, annotating, composing] (ACLJAC153)
<b>Original</b>	Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features [Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing] (ACLJAU123)	Recognise that texts such as stories, games and conversations have particular language features and textual conventions [Key concepts: text, genre, language features, mode; Key processes: comparing, analysing, recognising] (ACLJAU141)	Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations [Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting] (ACLJAU159)
<b>Proposed</b>	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)
<b>Original</b>			Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal [Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing] (ACLJAU160)

<b>Proposed</b>			demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect Japanese cultural practices and conventions (AC9LJ6C06)
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<b>Strand</b>			
<b>Original</b>	<b><i>Understanding</i></b>		
<b>Proposed</b>	<b><i>Understanding language and culture</i></b>		
<b>Sub-strand</b>			
<b>Original</b>	<b>Systems of language</b>		
<b>Proposed</b>	<b>Understanding systems of language</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts) [Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising] (ACLJAU120)	Understand that hiragana symbols can be combined to represent words [Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation; Key processes: recognising, differentiating, demonstrating] (ACLJAU138)	Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning [Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling] (ACLJAU156)
<b>Proposed</b>	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)

<b>Original</b>	Recognise and copy some hiragana and a few high-frequency kanji [Key concepts: script, kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying] (ACLJAU121)	Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji [Key concepts: character, kana and kanji, stroke order, font; Key processes: recognising, tracing, reading, writing] (ACLJAU139)	Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text [Key concepts: scripts, characters, stroke order, punctuation; Key processes: reading, writing, recognising] (ACLJAU157)
<b>Original</b>			Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes [Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying] (ACLJAU158)
<b>Proposed</b>	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)
<b>Original</b>	Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar [Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating] (ACLJAU122)	Understand and identify elements of basic grammar and sentence structure and interaction patterns [Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning] (ACLJAU140)	
<b>Proposed</b>	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)

<b>Sub-strand</b>			
<b>Original</b>	Language variation and change		
<b>Proposed</b>	<i>Removed</i>		

<b>Sub-strand</b>			
<b>Original</b>	<b>Language variation and change; Role of language and culture</b>		
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Understand that language and culture are closely connected [Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning] (ACLJAU126)	Notice how ways of communicating and behaving reflect identity and relationships [Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing] (ACLJAC137)	Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms [Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting] (ACLJAC154)
<b>Original</b>		Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region [Key concepts: language status, standard language, multilingualism; Key processes: recognising, comparing, classifying] (ACLJAU143)	Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self [Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring] (ACLJAC155)
<b>Original</b>		Understand that the ways people use language reflect where and how they live and what is important to them [Key concepts: cultural expression, values, respect, gestures; Key processes: observing,	Recognise that the Japanese language is both influenced by in turn influences other languages and cultures [Key concepts: language contact, word borrowing, globalisation, technology, change;

		comparing, discussing, interpreting] (ACLJAU144)	Key processes: identifying, classifying, reflecting] (ACLJAU161)
<b>Original</b>			Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication [Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting] (ACLJAU162)
<b>Proposed</b>	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)

## Achievement standard Years 1 to 6

	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Original</b>	<p>By the end of Year 2, students interact with the teacher 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 or numbers of objects or people, 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 respond to questions, for example, だれなにどこ with single words and set phrases and by selecting images or 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</p>	<p>By the end of Year 4, students interact with the teacher 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 行って 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 one another, for example, がんばって。 They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？ . They respond to simple questions using short spoken statements, for example, いつ ですか。なにが すき ですか。 . They use counter classifiers in response to questions such as なん人にん、なん月がつ、なんじ、なんさい. Students identify specific items of information, such as facts about 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, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled</p>	<p>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 expressions 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 for and interest in others by making enquiries such as だいじょうぶ？ , and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬いぬ, 小さい、雨あめ. 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, such as by describing qualities of characters, for example, やさしい人 です。 . They create connected texts of a few sentences, such as descriptions,</p>

	<p>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 by using, for example, 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 くち、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 translate and interpret 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.</p> <p>Students identify the three different scripts in Japanese, hiragana, kanji and katakana. They understand that hiragana represents the basic units 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</p>	<p>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 (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency kanji such as 月、日、先生。They apply word order (subject-object-verb) in simple sentences. 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 word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).</p> <p>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 in which 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 demonstrate awareness of the predictable nature of</p>	<p>dialogues or skits. They structure sentences using particles, for example, へ、で、を、が and prepositions, for example, の 上 うえに, 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 verb 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 ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.</p> <p>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 in which languages both change over time and are influenced by other languages and cultures.</p>
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	<p>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 おおきい です。 They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and 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.</p>	<p>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 identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/おなまえ、はし/おはし。 They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.</p>	<p>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 can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず です ね。いいえ。 .</p>
<b>Proposed</b>	<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.</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.</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-</p>

	<p>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>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>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. Students 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>
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## Content descriptions: Years 7 to 10 (Foundation to Year 10)

<b>Strand</b>		
<b>Original</b>	<b>Communicating</b>	
<b>Proposed</b>	<b>Communicating in Japanese</b>	
<b>Sub-strand</b>		
<b>Original</b>	<b>Socialising</b>	
<b>Proposed</b>	<b>Interacting in Japanese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Interact with others to share interests and experiences, exchange information and express opinions and feelings [Key concepts: lifestyle, communication, experience, opinion; Key processes: interacting, recounting, responding, elaborating] (ACLJAC163)	Engage in discussions and comparisons of young people's interests, activities and lifestyles [Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating] (ACLJAC181)
<b>Original</b>	Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification [Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting] (ACLJAC165)	
<b>Proposed</b>	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)
<b>Original</b>	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 or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion

	[Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] (ACLJAC164)	[Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating] (ACLJAC182)
<b>Proposed</b>	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)

<b>Sub-strand</b>	
<b>Original</b>	Informing
<b>Proposed</b>	<i>Removed</i>
<b>Sub-strand</b>	
<b>Original</b>	Translating
<b>Proposed</b>	<i>Removed</i>
<b>Sub-strand</b>	
<b>Original</b>	Reflecting
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand New</b>		
<b>Original</b>	<b>Informing; Translating; Reflecting</b>	
<b>Proposed</b>	<b>Mediating in and between languages</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats [Key concepts: research, data, media; Key processes: researching, collating, designing, presenting] (ACLJAC166)	Analyse ideas presented in a range of texts, identifying context, purpose and intended audience [Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing] (ACLJAC184)

<b>Original</b>	Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts [Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing] (ACLJAC167)	Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation [Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting] (ACLJAC185)
<b>Proposed</b>	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)
<b>Original</b>	Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences [Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising] (ACLJAC168)	Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences [Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing] (ACLJAC186)
<b>Original</b>	Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other [Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating] (ACLJAC170)	Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture [Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing] (ACLJAC188)
<b>Proposed</b>	interpret and adjust spoken, written and non-verbal language to convey meaning in 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)
<b>Original</b>	Participate in intercultural interactions, identifying and comparing aspects of culture that 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 [Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing] (ACLJAC190)

	[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing] (ACLJAC172)	
<b>Original</b>		Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English [Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying] (ACLJAU195)
<b>Original</b>		Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: 内うち/外そと, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating] (ACLJAU196)
<b>Proposed</b>	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)

<b>Sub-strand</b>		
<b>Original</b>	<b>Creating</b>	
<b>Proposed</b>	<b>Creating text in Japanese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others [Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing] (ACLJAC169)	Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons [Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing] (ACLJAC187)
<b>Original</b>	Work collaboratively to design bilingual resources to convey information to the school community	Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements

	[Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining] (ACLJAC171)	[Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating] (ACLJAC189)
<b>Original</b>	Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga [Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing] (ACLJAU177)	
<b>Proposed</b>	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)
<b>Original</b>	Explain variations in Japanese language use that reflect different levels of formality, authority and status [Key concepts: register, tenor, respect; Key processes: differentiating, explaining, comparing] (ACLJAU178)	
<b>Proposed</b>	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)

<b>Strand</b>		
<b>Original</b>	<b>Understanding</b>	
<b>Proposed</b>	<b>Understanding language and culture</b>	
<b>Sub-strand:</b>		
<b>Original</b>	<b>Systems of language</b>	
<b>Proposed</b>	<b>Understanding systems of language</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds [Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising] (ACLJAU174)	Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating] (ACLJAU192)
<b>Proposed</b>	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)
<b>Original</b>	Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji [Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading] (ACLJAU175)	Use knowledge of familiar kanji to predict meaning of unknown words [Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding] (ACLJAU193)
<b>Original</b>	Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation	Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations [Key concepts: metalanguage, plain form, ㇿ form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing] (ACLJAU194)

	[Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing] (ACLJAU176)	
<b>Proposed</b>	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)
<b>Original</b>		Develop language to reflect on the experience of learning and using Japanese [Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating] (ACLJAC183)
<b>Proposed</b>	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)

<b>Sub-strand</b>	
<b>Original</b>	Language variation and change
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>		
<b>Original</b>	<b>Language variation and change; Role of language and culture</b>	
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating	reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions

	[Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing] (ACLJAC173)	[Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling] (ACLJAC191)
<b>Original</b>	Understand that the Japanese language has evolved and developed through different periods of influence and change [Key concepts: language change, word borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining] (ACLJAU179)	Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing] (ACLJAU197)
<b>Original</b>	Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other [Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing] (ACLJAU180)	Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret [Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing] (ACLJAU198)
<b>Proposed</b>	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)

### Achievement standard Years 7 to 10 (Foundation to Year 10)

	Years 7 and 8	Years 9 and 10
<b>Original</b>	By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、何なんで、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしはフットボールが 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	By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます

<p>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 (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月曜日), adjectives (for example, 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 in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、前まえ) 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 timeframes. Students translate and interpret short texts from Japanese into English and vice versa, 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 sense of their own identity while others do not.</p> <p>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 order of noun phrases without altering the meaning. They understand and use</p>	<p>す、食べます、飲のみます, nouns, for example, 新聞、会話かいわ, 外国語がいこくご and adjectives, for example, 早い、上手な、下手へたな. 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 and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, 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, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They 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.</p> <p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. 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</p>
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	<p>いandなadjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぽん、じゅっぷん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さんand 母), phrases (for example, どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ~さん and ~さま) and titles (for example, ~先生) that indicate different levels of formality. 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, such as indirect forms of refusal or disagreement, for example, もうすこしがんばりましょう。 . 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.</p>	<p>describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, 内うち/外そと and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.</p>
<p><b>Proposed</b></p>	<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,</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</p>

	<p>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>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>
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## Content descriptions: Years 7 to 10 (Year 7 Entry)

<b>Strand</b>		
<b>Original</b>	<b>Communicating</b>	
<b>Proposed</b>	<b>Communicating in Japanese</b>	
<b>Sub-strand</b>		
<b>Original</b>	<b>Socialising</b>	
<b>Proposed</b>	<b>Interacting in Japanese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures [Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing] (ACLJAC001)	Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience [Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions] (ACLJAC019)
<b>Proposed</b>	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)
<b>Original</b>	Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement [Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking] (ACLJAC003)	Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences [Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring] (ACLJAC021)
<b>Proposed</b>	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)

<b>Original</b>	Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances [Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating] (ACLJAC002)	Participate in activities that involve transacting, negotiating, planning and participating in events and experiences [Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing] (ACLJAC020)
<b>Proposed</b>	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)

<b>Sub-strand</b>	
<b>Original</b>	Informing
<b>Proposed</b>	<i>Removed</i>
<b>Original</b>	Translating
<b>Proposed</b>	<i>Removed</i>
<b>Original</b>	Reflecting
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand New</b>		
<b>Original</b>	<b>Informing; Translation; Reflecting</b>	
<b>Proposed</b>	<b>Mediating in and between languages</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Locate key points of information in a range of texts and resources and use the information in new ways [Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting] (ACLJAC004)	Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others

		[Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing] (ACLJAC022)
<b>Original</b>	Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts [Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing] (ACLJAC006)	Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience [Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting] (ACLJAC023)
<b>Original</b>		Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content [Key concepts: character, theme, expression; Key processes: reviewing, responding, adapting, comparing] (ACLJAC024)
<b>Proposed</b>	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)
<b>Original</b>	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 [Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining] (ACLJAC008)	Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another [Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading] (ACLJAC026)
<b>Proposed</b>	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)
<b>Original</b>	Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use 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

	[Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing] (ACLJAC010)	[Key concepts: frames, norms, reciprocity, reflection; Key processes: comparing, analysing] (ACLJAC028)
<b>Proposed</b>	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)

<b>Sub-strand</b>		
<b>Original</b>	<b>Creating</b>	
<b>Proposed</b>	<b>Creating text in Japanese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to</i>
<b>Original</b>	Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms [Key concepts: community, cultural practice, personal world; Key processes: composing, designing, presenting, reporting, comparing] (ACLJAC005)	Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences [Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing] (ACLJAC025)
<b>Original</b>	Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources [Key concepts: adaptation, mode, performance, intercultural experience; Key processes: creating, interpreting, expressing, performing] (ACLJAC007)	Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations [Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing] (ACLJAC027)
<b>Original</b>	Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions [Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining] (ACLJAC009)	

<b>Original</b>	Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity [Key concepts: self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying] (ACLJAC011)	
<b>Proposed</b>	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)
<b>Original</b>		
<b>Proposed</b>	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)

<b>Strand</b>		
<b>Original</b>	<b><i>Understanding</i></b>	
<b>Proposed</b>	<b><i>Understanding language and culture</i></b>	
<b>Sub-strand:</b>		
<b>Original</b>	<b>Systems of language</b>	
<b>Proposed</b>	<b>Understanding systems of language</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation [Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising] (ACLJAU012)	Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds [Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising] (ACLJAU030)

<b>Proposed</b>	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)
<b>Original</b>	Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji [Key concepts: script, kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing] (ACLJAU013)	Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words [Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction] (ACLJAU031)
<b>Original</b>	Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity [Key concepts: grammar, vocabulary, syntax, metalanguage; Key processes: recognising, describing, indicating, comparing] (ACLJAU014)	Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas [Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying] (ACLJAU032)
<b>Original</b>	Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants [Key concepts: variation, context, relationship; Key processes: identifying, distinguishing, analysing] (ACLJAU016)	Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing] (ACLJAU034)
<b>Proposed</b>	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)
<b>Original</b>	Identify textual conventions of familiar spoken, written and multimodal types of texts [Key concepts: text, genre, mode, tenor, audience; Key processes: identifying, sequencing, comparing] (ACLJAU015)	Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects [Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining] (ACLJAU033)
<b>Proposed</b>	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)

<b>Sub-strand</b>	
<b>Original</b>	Language variation and change
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>			
<b>Original</b>	<b>Language variation and change; Role of language and culture</b>		
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>		
<b>Content descriptions</b>	<table border="1"> <tr> <td><b>Years 7 and 8</b> <i>Students learn to:</i></td> <td><b>Years 9 and 10</b> <i>Students learn to:</i></td> </tr> </table>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>		
<b>Original</b>	<table border="1"> <tr> <td>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 [Key concepts: culture, language, values, meaning; Key processes: analysing, explaining, comparing] (ACLJAU018)</td> <td>Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing] (ACLJAU035)</td> </tr> </table>	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 [Key concepts: culture, language, values, meaning; Key processes: analysing, explaining, comparing] (ACLJAU018)	Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing] (ACLJAU035)
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<b>Proposed</b>	<table border="1"> <tr> <td>identify connections between Japanese language and culture in shaping meaning and identity (AC9LJ8EU04)</td> <td>analyse and explain connections between Japanese language and culture in shaping meaning, values and identity (AC9LJ10EU04)</td> </tr> </table>	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)
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<b>Original</b>	<table border="1"> <tr> <td>Understand that the Japanese language both influences and is influenced by other languages and cultures [Key concepts: language change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections] (ACLJAU017)</td> <td>Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony [Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating] (ACLJAU036)</td> </tr> </table>	Understand that the Japanese language both influences and is influenced by other languages and cultures [Key concepts: language change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections] (ACLJAU017)	Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony [Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating] (ACLJAU036)
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<b>Proposed</b>	<table border="1"> <tr> <td>compare Japanese culture, beliefs, attitudes and values with students' own (AC9LJ8EU05)</td> <td>reflect on Japanese culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LJ10EU05)</td> </tr> </table>	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)
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## Achievement standard Years 7 to 10 (Year 7 Entry)

	Years 7 and 8	Years 9 and 10
<b>Original</b>	<p>By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれてすみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何なに、どこ、いつ、何なんよう日び、どんな、 and instructions, such as たって ください。三人のグループになって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生せんせい、日本にほん、大おおきい、小ちいさい、友ともだち、行いきます、食たべます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines.</p>	<p>By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher 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, 来週らいしゅう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, opinions and reasons, for example, by using ～と思います、～からです。 They maintain and extend interactions by requesting repetition or clarification and by using あいづち。 They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。 Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including 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, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (～たり～たりします、～と思います、～つもり)。 They extend or qualify their message by using adverbs such as とくに、時々ときどき、 and link ideas by using conjunctions, such as それに、だから、けれども。 Students translate</p>

<p>They structure sentences using correct word order, and link information using conjunctions such as <i>そして</i> and <i>それから</i>. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, <i>はじめまして、どうぞよろしく</i>. 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.</p> <p>Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, <i>の、へ、に、で、と、も、が、は、を、か、よ、</i> and conjugation of present, past, positive and negative forms of verbs. They understand and use <i>い</i> and <i>な</i> adjectives, and apply the rules of counter classifiers such as <i>～人、～月がつ、～ひき/びき/びき</i>. 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 one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values</p>	<p>and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as <i>ただいま、おかえり</i>. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p> <p>Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between <i>おくりがな</i> and <i>ふりがな</i>, and recognise that kanji can be pronounced differently using <i>音 (on)</i> or <i>訓 (kun)</i> readings. Students understand the function of verb stems, and of <i>て</i> form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as <i>か (or), より、で (purpose/by) and に (location)</i>. They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using <i>です/ます</i> or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal 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 into Japanese, such as <i>コピー</i>. Students explain how Japanese cultural values such as the importance of community, <i>内うち/外そと</i>, respect, and consideration for others are embedded in language and behaviours such as <i>がんばりましょう。だいじょうぶ？</i>.</p>
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	<p>such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。</p> <p>いいえ。、 softening responses with expressions such as ちよっと or あんまり、 and using indirect forms of refusal or disagreement.</p>	
<p><b>Proposed</b></p>	<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</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. 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>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>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>
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