



Australian
CURRICULUM
Review

LANGUAGES

CONSULTATION CURRICULUM

Japanese – All elements F–10 and 7–10

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F–10 AUSTRALIAN CURRICULUM: LANGUAGES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises features that all languages share as well as the distinctiveness of each language.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise three major groups:

- second language learners – Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.
- background language learners – Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.
- first language learners – First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only can limit global opportunities. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning language(s) develops:

- communication skills
- literacy skills
- intercultural capability
- understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity, and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The three interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Organisation of the learning area

Content structure

The Australian Curriculum: Languages is presented in two sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of two-year levels after the Foundation year.

The Years 7 to 10 sequence is presented in bands of two-year levels; Years 7 and 8, and Years 9 and 10.

Band level descriptions

Band level descriptions provide an overview of the learning that students should experience at each band level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each band. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They offer optional material; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in the Australian Curriculum: Languages is organised under two interrelated strands:

- Communicating meaning in the language – using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture – analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Under each strand, curriculum content is further organised into sub-strands. Table 1 shows the relationship between strands and sub-strands.

Communicating meaning in the language

- Interacting in the language – interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in the language; participating in planning, negotiating, deciding and taking action
- Mediating meaning in and between languages – obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures orally and in writing, recognising different interpretations
- Creating text in the language – creating a range of spoken, written and multimodal texts for different contexts, purposes and audiences.

Understanding language and culture

- Understanding systems of language – understanding the linguistic features of the language including sound, writing, grammatical and textual conventions
- Understanding the interrelationship of language and culture - analysing and reflecting on the role of language and culture in the shaping meaning and identity.

Table 1: Relationship between strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Australian Curriculum: Languages. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn, to develop a deep and increasingly sophisticated understanding of the language, across the years of schooling. They ensure content is connected within and across the strands, build in sophistication across advancing band levels.

The core concepts in the Australian Curriculum: Languages are:

- language to interact with others
- language to create and make meaning
- language as a system
- language as culture and identity.

The core concepts reflect the important aspects of language learning that involve the skills of communication, analysis of language and culture, and an understanding of their interrelationship. The core concepts are integral to the strands and sub-strands as each of the core concepts underpins the strands and sub-strands to varying degrees. Figure 1 and Table 2 below demonstrate these interrelationships.

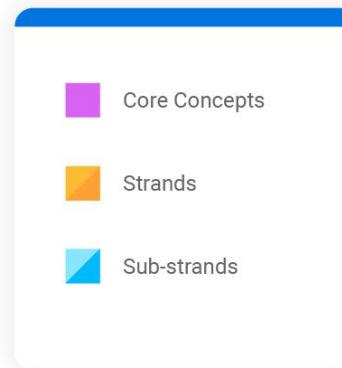
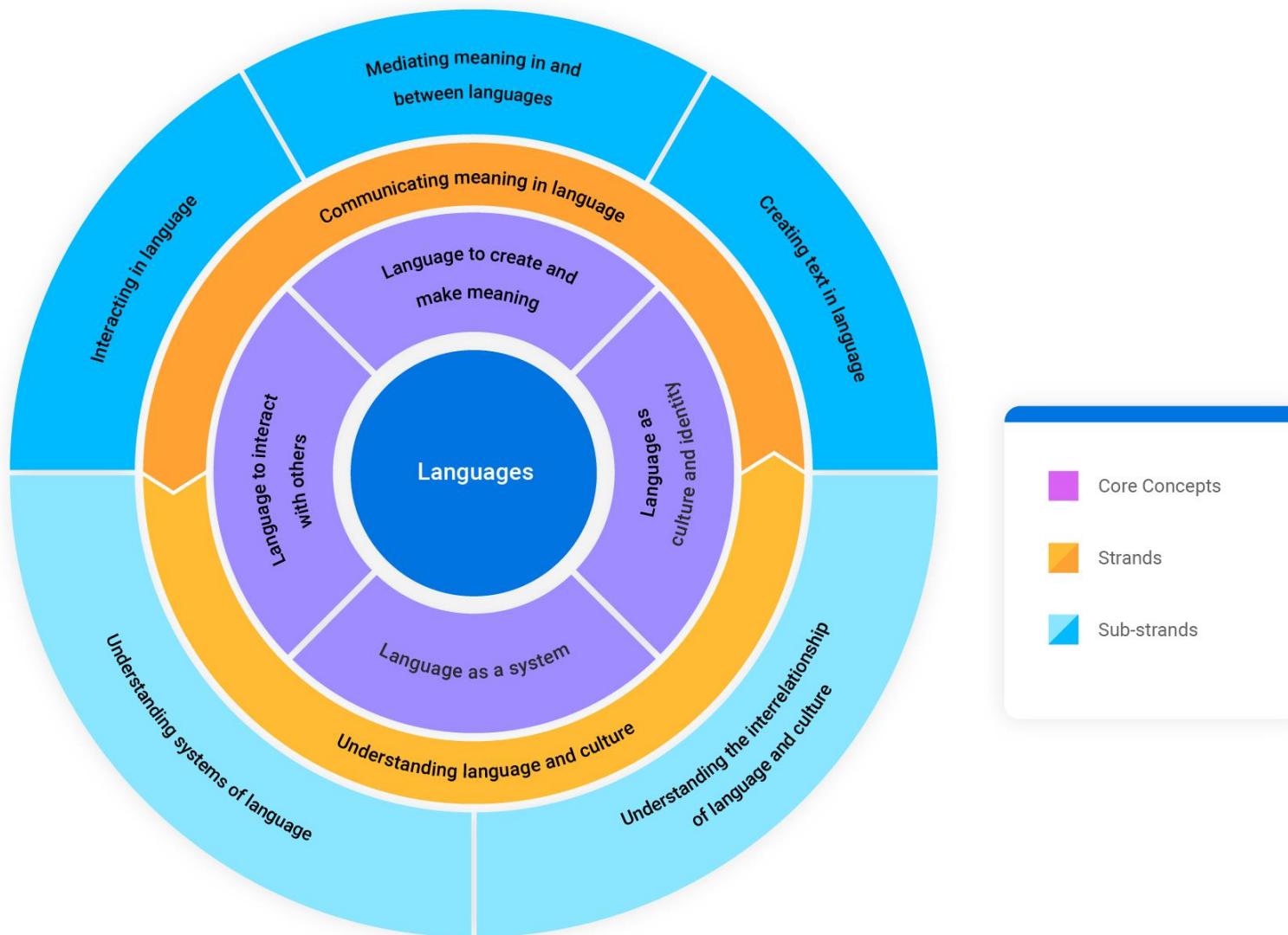


Figure 1: Relationship between concepts, strands and sub-strands

Australian Curriculum: Languages: Japanese – All elements F–10 and 7–10
Consultation curriculum

Table 2: Relationship between concepts, strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture
Defining statements					
Language to interact with others	Interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in [Languages]	Interpreting verbal and non-verbal cues to enhance communication of meaning	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience	Manipulating language appropriate to interaction	Making informed choices about cultural suitability of language of interaction
Language to create and make meaning	Interpreting, adjusting and using verbal and non-verbal cues to enhance communication of meaning in [Languages]	Obtaining and processing information in a range of oral, written and visual texts in [Language] Negotiating and conveying meaning to communicate information, ideas and opinions, appropriate to context, purpose and audience	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience Composing informative, descriptive, imaginative, evaluative, reflective, persuasive texts in [Language] Analysing language use in different	Understanding, interpreting, manipulating and applying the linguistic features of [Language] to create and make meaning	Interpreting and mediating meaning across linguistic and cultural contexts

			contexts and for different purposes	
Language as a system	Applying the rules, systems and patterns to facilitate interaction in [Language]	Interpreting and negotiating linguistic and cultural differences, variations and perceptions in oral, written and visual texts that are in [Language]	Using appropriate linguistic structures, patterns, register and style, considering context, purpose and audience, when creating texts in [Language]	Understanding, manipulating and applying the linguistic features of language, such as sound, vocabulary, grammatical structures and spelling, writing and textual conventions Developing awareness of metalinguage
Language as identity and culture	Understanding and using culturally appropriate cues to facilitate reciprocal understanding and communication	Applying cultural understanding to negotiate differences in meaning	Reflecting on what is culturally appropriate when constructing meaning in texts	Interpreting and reflecting on language use according to cultural context Understanding the role of culture and identity in linguistic functions and structures

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. They add depth and richness to student learning.

General capabilities are developed through learning area content. They are not separate learning areas, subjects or isolated skills, and are identified in content descriptions and content elaborations.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to the Australian Curriculum: Languages are Literacy, Numeracy, Critical and Creative Thinking, Intercultural Understanding, Personal and Social Capability, and to a lesser extent, Digital Literacy.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Languages.

[Read more](#)

Literacy

The Australian Curriculum: Languages develops students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts in the target language and provides opportunities for students to enhance and extend their knowledge and understanding of English literacy. Listening, speaking, reading, viewing, and writing are modes implicit in the content of the Australian Curriculum: Languages and are essential skills in learning a language and communicating effectively. As students develop increasing fluency in a second or additional language, they also develop the ability to reflect on and discuss their understanding of language as a system using the metalanguage of English.

Numeracy

Students use the Numeracy capability to communicate in real or simulated real-life situations. They use number in the target language to share personal information about themselves, family and friends, such as date of birth, age, address, telephone number, and to inform others about time and directions. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Critical and Creative Thinking

The Australian Curriculum: Languages develops students' ability to think logically, critically and creatively as they inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Intercultural Understanding

The Intercultural Understanding capability is core to the Australian Curriculum: Languages. In learning a second or additional language, students develop an appreciation of other languages, cultures and beliefs as well as their own. Students learn about the strong interrelationship between language and culture and how this shapes identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving, and how these are reflected in social and cultural practices and language use. Students develop connections with other communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on differences in language use, perspectives and behaviours.

Personal and Social capability

The Australian Curriculum: Languages enhances students' personal and social capability. Through the 'Communicating meaning in the language' strand, students develop a range of interpersonal skills essential to effective communication, such as decision making, negotiation, and collaboration. The content in both the 'Communicating meaning in the language' and 'Understanding language and culture' strands, encourages students to develop an appreciation of diverse cultures and perspectives and how these influences their own and others' identities.

Digital Literacy

The Australian Curriculum: Languages develops students' digital literacy capability as they use a range of digital technologies to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can access different language-speaking communities and authentic texts digitally to enhance their understanding of language and culture. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

[Read more](#)

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Languages recognises the interrelationship of language and culture. There is opportunity for making interlinguistic and intercultural comparisons across languages to First Nations Australian languages and their distinct cultural expression, and to develop understanding of concepts related to the diverse linguistic landscape of Australia.

Asia and Australia's Engagement with Asia

The Australian Curriculum: Languages together with the Asia and Australia's engagement with Asia cross-curriculum priority enables students to develop knowledge and understanding by engaging students with the languages and cultures of Asia, and people of Asian heritage.

The Australian Curriculum: Languages enables students to learn one or more of the languages of the Asian region, to communicate and interact in interculturally appropriate ways, and to explore concepts, experiences and perspectives from within and across Asian cultures. In the Australian Curriculum: Languages, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

The Australian Curriculum: Languages provides students with opportunities to develop the worldviews necessary to contribute to a sustainable future, by reflecting on how they interpret and engage with the world and its peoples. When learning a second or additional language, students develop understanding of the attitudes, values and beliefs of others as well as different ways of thinking and being. The learning contexts in which students develop their language learning provide opportunities for students to explore actions to improve sustainability in local, national and global communities.

Learning Areas

The Australian Curriculum: Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

[Read more](#)

English

Languages and English share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Both learning areas help students to understand the relationship between spoken and written language and how the cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape students' world. In both learning areas students' learning involves perspectives of their personal worlds, their local communities and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities and how these are exemplified in and through linguistic and artistic practices and behaviours.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

The Australian Curriculum: Languages has two learning sequences to cater for different entry points into language learning. The curriculum recognises that these two sequences do not necessarily represent the variety of entry points into the curriculum. Teachers should use the sequences flexibly to meet the needs of their students and their teaching and learning contexts.

In the final curriculum, each curriculum will include a Language guide as a resource. This guide includes an indicative developmental sequence of grammar, thematic concepts and language processes at beginner, intermediate and advanced levels, to assist teachers to adjust the language content of their programs to meet the needs of their students, irrespective of the year in which students begin their language learning. The cognitive level of the content descriptions and achievement standards at the appropriate band level can be used alongside relevant aspects of the Language guide.

Use of English

Students should use the target language to communicate whenever possible in the classroom and in local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare language and culture.

Macro skills

Listening, speaking, reading, viewing, and writing are skills implicit in the content of the Australian Curriculum: Languages and are essential elements of developing communicative competence. These macro skills are aligned to the Strands and are implicit in the content of the sub-strands and across the Content descriptions.

ABOUT JAPANESE

Introduction

The Australian Curriculum: Languages: Japanese is pitched to second language learners, that is, to the dominant group of students in the current Australian context for whom Japanese is an additional language.

Students of Japanese in Australian schools come from a range of backgrounds. For most students it is their first experience of learning Japanese, while others may have existing connections to Japanese as background Japanese speakers.

Rationale

Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. It is the official language of Japan and widely used by communities of speakers in Hawaii, Peru and Brazil. Large numbers of students in the Republic of Korea, China, Indonesia and Australia learn Japanese as an additional language.

Australia has a significant number of Japanese national residents and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.

Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

Organisation of Japanese

Japanese has been developed as a Second Language Learner Pathway which caters for students learning Japanese as a second or additional language.

The Second Language Learner Pathway include two sequences:

- Foundation to Year 10
- Years 7 to 10

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

CURRICULUM ELEMENTS

Foundation

Year level description

Language learning in Foundation builds on the Early Years Learning Framework, strengthening and extending communication and interpersonal skills. By the end of Foundation, students interact with peers in Japanese through play-based and action-related learning. They experience the sounds of Japanese and imitate them. With support, they explore and discover some connections between language and culture.

Achievement standard

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.

Strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
	with support, recognise and communicate meaning in Japanese (AC9LJF01)	<p>responding to images showing different times of the day, greeting others at different times of the day, and verbalising which greeting is most appropriate and why (AC9LJF01_E1)</p> <p>using appropriate forms of address and formal/informal greetings in games and every day routines, for example, センせい、おはようございます、ピータさん、おはよう、さようなら、バイバイ、こんにちは (AC9LJF01_E2)</p> <p>copying gestures and body language, for example, bowing, using two hands to give and receive, gesturing to come, waving hand for 'no', pointing to nose to indicate 'me' (AC9LJF01_E3)</p> <p>playing and experimenting with language through participating in songs, rhymes, games and creating mnemonic devices, for example, animal noise, body part, birthday, number, greeting, weather, self-introduction and hiragana songs (AC9LJF01_E4)</p> <p>participating in guided group activities such as games, crafts, role plays and simple tasks, using movement, gestures and images to support understanding and convey meaning (AC9LJF01_E5)</p> <p>using Japanese for everyday routines and interactions such as the roll call, はい、います。いいえ、いません。, and eating, いただきます・おいしい! (AC9LJF01_E6)</p>

explore, with support, language features of Japanese noticing similarities and differences between Japanese and English (AC9LJF02)

responding to oral language and instructions through movement or creative expression, for example, counting with fingers to a number song, actions to match meaning, music, acting and miming (AC9LJF01_E7)

locating items of information in simple activities such as matching flashcards, drawing lines to images or objects, colouring in objects, filling in the blanks (AC9LJF01_E8)

participating in shared listening, viewing and reading of texts and discussing reactions, themes, familiar keywords and phrases (AC9LJF01_E9)

participating in group performances such as singing a song or a short skit with actions and movement at assembly (AC9LJF01_E10)

copying or tracing modelled script using support material, for example, students' names, keywords, numbers (AC9LJF02_E1)

playing with and using tactile materials to create Japanese script, for example, making Japanese kanji numbers or hiragana using plasticine, chalk writing on the pavement, painting with water, making pictures out of characters to be displayed around classroom (AC9LJF02_E2)

copying and tracing hiragana script and frequently used kanji with a focus on stroke order, using different colours for strokes (AC9LJF02_E3)

using visual cues and prompting, noticing the differences and similarities in the English alphabet, hiragana, katakana and kanji scripts, for example, 'hiragana is curly looking, katakana has a lot of straight lines, kanji has straight lines and different parts (AC9LJF02_E4)

noticing symbols and how pattern systems work, understanding that sound can be represented in different alphabets, for example, during class stories, pointing to text while reading (AC9LJF02_E5)

identifying key words and phrases in songs, games and stories using scaffolds, for example, whole class reading, cloze exercises, word matching (AC9LJF02_E6)

discussing Japanese words they may have heard or use, and how these can be written in English and Japanese, for example, sushi, karate, anime (AC9LJF02_E7)

participating in a guided group activity, with students naming some similarities and differences between Japanese and English (appearance, sound, word order, politeness), and the teacher presenting the responses in a Venn diagram or image (AC9LJF02_E8)

noticing how Australian animal names of First Nations Australian origins, for example, koala, kookaburra and wombat, are pronounced in Japanese (AC9LJF02_E9)

	responding to Japanese versions of familiar children’s stories and folk tales, comparing expressions and key points in the story with English-language versions, and re-enacting with puppets, props or actions (AC9LJF02_E10)
explore connections between language and culture (AC9LJF03)	<p>celebrating and acknowledging the cultural background of others, for example, greeting songs in different languages, a photo montage sharing cultural backgrounds and beliefs and birthdays (AC9LJF03_E1)</p> <p>using maps, noticing that the world contains many different languages, and that Australia has many diverse, continuing First Nations Australian languages (AC9LJF03_E2)</p> <p>recognising that Japanese is another language and understanding that it is spoken by people in Japan and other countries, including Australia (AC9LJF03_E3)</p> <p>exploring Japanese symbols, mascots (ゆるキャラ Yuru Chara), emblems and characters and how they are related to culture, tradition and beliefs, for example, Origami crane, さくら、すし、さむらい, くまモン, どーもん、まねきねこ, きもの、神社 (AC9LJF03_E4)</p> <p>engaging actively and sharing the enjoyment of language, culture and texts in a range of ways, for example, listening to and responding to stories, cultural displays and experiences (AC9LJF03_E5)</p> <p>exploring icons identified as Japanese and common Australian icons such as First Nations Australian icons (AC9LJF03_E6)</p> <p>comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example, by using titles such as Sensei, bowing, and accepting objects with both hands (AC9LJF03_E7)</p>

Years 1 and 2

Band level description

By the end of Year 2, students interact in Japanese to share information about themselves and their immediate classroom environment using play-based and action-related learning. They recognise key words and phrases, and respond using modelled gestures, words and formulaic expressions, imitating Japanese sounds and pronunciation. They learn scripts, through exposure to, and recognition of, single hiragana and high-frequency kanji, before learning associated sounds. They transition from spoken to written language, tracing and copying kanji and hiragana words to respond to and create simple texts, using familiar words and modelled language structures and features. They notice that English and Japanese borrow words from each other, and that language does not always translate directly. Students engage with Japanese-speaking communities using local and digital resources. They notice that language and culture are related and that there are similarities and differences between Japanese language and culture and their own.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese	<p>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LJ2C01)</p>	<p>greeting others using simple language, phrases and appropriate gestures, for example, bowing, sitting Japanese style, taking shoes off: せんせい、おはようございます、おはよう、さようなら、こんにちは、もしもし、またあした、じゃまた、バイバイ, おげんきですか。はい、げんきです (AC9LJ2C01_E1)</p> <p>introducing self with appropriate non-verbal language such as bowing and eye contact, for example, はじめまして, Hana です。どうぞよろしく。, using specific pronouns わたし・ぼく, exchanging a created めいし and indicating self by touching nose (AC9LJ2C01_E2)</p> <p>using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with the teacher and peers, for example, Smith せんせい, Tom くん, Alisa さん, Belinda ちゃん, おはようございます、おはよう (AC9LJ2C01_E3)</p> <p>responding to the teacher's questions about wellbeing and feelings through songs and games, for example, placing flashcards depicting feelings around the room, the teacher asking おげんきですか。、 and students moving to the appropriate card repeating their response such as うれしいです (AC9LJ2C01_E4)</p> <p>recognising and responding to classroom instructions for playing games, completing work or getting ready for/finishing class, for example, 'Sensei says' or 'Follow the Leader' games: たってください、すわってください、みてください、きいて ください、しづかにして (AC9LJ2C01_E5)</p> <p>recognising and responding to Japanese for everyday routines and interactions such as the roll call: はい、います・いません, eating いただきます・おいしい・ごちそうさま, entering and leaving the class いってきます, returning ただいま, yes and no はい、いいえ, expressing reactions すばらしい！かわいい！ and ownership わたしの (AC9LJ2C01_E6)</p> <p>using modelled, rehearsed language and support to share basic personal information with others in a variety of oral activities such as 七さいです、かぞくは五人です、オーストラリア人です、いぬが好きです (AC9LJ2C01_E7)</p> <p>sharing personal information by filling in gaps in a sentence or speech bubbles, completing a class survey, drawing and labelling pictures of family members, pets, likes, dislikes, etc. (AC9LJ2C01_E8)</p>

	<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LJ2C02)</p> <p>responding to key words, phrases and cues, for example, using language to progress to a goal or target, Simon says, introducing self or pretend characters and creating/exchanging めいし (AC9LJ2C02_E1)</p> <p>singing and responding to action songs such as むすndeひらいて, ひげじいさん, きらきらぼし, おおきなくりのきのしたで, or tongue twisters (早口言葉) such as なまむぎなまごめなまたまご、あかパジャマきパジャマちゃパジャマ and ラジオたいそう (AC9LJ2C02_E2)</p> <p>playing ジゃんけんぽん and using it in interactions such as turn-taking (AC9LJ2C02_E3)</p> <p>participating in games, tasks and activities that involve guessing, matching and choosing objects such as Bingo, Snap or Go Fish using modelled questions and responses, for example, うさぎですか。はい/いいえ。はい、うさぎです。, いいえ、うさぎじゃないです。_____がすきですか。はい。いいえ (AC9LJ2C02_E4)</p> <p>participating in a group くみみたいそう exercise routine with a 'leader' repeating words and exercises or making own routine (AC9LJ2C02_E5)</p> <p>using formulaic phrases related to playing games, requesting and taking turns, for example, やった、かった、がんばって、わたしのばん、おめでとう, _____ください (AC9LJ2C02_E6)</p> <p>using rehearsed language in craft activities and group work, for example, のりをください。はい、どうぞ・ありがとうございます (AC9LJ2C02_E7)</p> <p>listening and reading along with shared stories, taking turns and praising others (AC9LJ2C02_E8)</p>
Mediating meaning in and between	<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LJ2C03)</p> <p>selecting the correct hiragana or kanji through labelling, matching, clicking and dragging, drawing, mime, dance and actions, for example, using your body to make the shape of a character (AC9LJ2C03_E1)</p> <p>labelling and naming personal and shared items and classroom objects, for example, ほん、きょうしつ、つくえ、いす、まど、ぼくのえんぴつです(AC9LJ2C03_E2)</p> <p>finding examples of Japanese words used in English, for example, sushi, karate, origami, and explaining what they mean and how they are pronounced in Japanese (AC9LJ2C03_E3)</p> <p>responding to simple spoken statements about self, friends, likes/dislikes, family and pets, for example, make a group according to statement, ろくさいの人、かぞくごにんの人(AC9LJ2C03_E4)</p>

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LJ2C04)

listening for key words in stories, rhymes, songs and games, using visual cues such as gestures and facial expressions to assist understanding, for example, picture graphs illustrating pets at home, number of family members, response to teacher questions なに、なん、いつ、どこ and だれですか (AC9LJ2C03_E5)

listening to and/or locating information in texts and using it in guided activities such as colour (あか、あお、しろ、くろ、きいろ), size (おおきい、ちいさい) and shape (まる、さんかく、しかく), through drawing, building, or collecting, for example, following instructions when making simple origami (AC9LJ2C03_E6)

listening to a song or story with some unfamiliar language and guessing the meaning based on the context, for example, “What do you think ほんとうに might mean?” (AC9LJ2C03_E7)

creating bilingual wall charts or picture dictionaries with Japanese words and expressions that have particular cultural meaning using images, captions and student drawings (AC9LJ2C04_E1)

creating/adapting simple songs, poems, stories and rhymes using spoken and written language as well as non-verbal forms of support such as clapping, gestures and facial expressions with puppets, props, actions or gestures, using modelled language such as おむすびころりん、ももたろう(AC9LJ2C04_E2)

writing parallel captions in Japanese for a photomontage display such as a self-introductions, favourite foods or the daily routine, for example, いただきます(AC9LJ2C04_E3)

performing simple presentations for the school community that involve both Japanese and English language elements such as a contribution to an assembly performance for Grandparents’ Day or a video demonstrating culturally appropriate, formal greetings, for example, みなさん おはようございます and explaining these to others (AC9LJ2C04_E4)

translating 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 or do not have a direct translation (AC9LJ2C04_E5)

exploring communication styles used by First Nations Australians such as gestures and sign languages, and comparing these with gestures, body language and facial expressions used in Japanese (AC9LJ2C04_E6)

discussing respect and politeness in Japan and why titles, suffixes and formal/informal greetings are used depending on the relationship between participants (AC9LJ2C04_E7)

Creating text in Japanese	<p>with support, copy hiragana script, familiar phrases and use modelled language to create spoken, written and multimodal texts (AC9LJ2C05)</p> <p>using simple sentence structures, familiar vocabulary and concrete materials create an 'about me' poster or profile with images or photos to be displayed in the classroom (AC9LJ2C05_E1)</p> <p>using transactional language in a play setting and applying modelled key language をください、どうぞ、ありがとうございます in a shop or restaurant (AC9LJ2C05_E2)</p> <p>using an app and creating sentences by ordering or matching information, for example, matching body part pictures and text (AC9LJ2C05_E3)</p> <p>demonstrating etiquette and politeness in context, for example, a role play entering the classroom or home, giving and receiving, apologising, bowing and transacting (AC9LJ2C05_E4)</p> <p>linking movement to meaning by creating a dance or actions matching spoken language or songs (AC9LJ2C05_E5)</p> <p>creating bilingual resources for the classroom such as flashcards, word walls, class dictionaries to assist learning (AC9LJ2C05_E6)</p> <p>creating their own page of a story modelled on shared reading, for example, in 'だるまさんが' story, students recreate an image and label it with an action in hiragana (AC9LJ2C05_E7)</p>
Understanding language and culture	<p>recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts (AC9LJ2U01)</p> <p>recognising the concept of the basic unit of sound in Japanese 'mora': モーラ or 拍はく, for example, いいえ has three moras, which can be recognised as syllables in English, for example, clapping out the number of sounds in focus language, guessing the number of syllables in a Japanese word by closing eyes and holding up one finger per syllable (AC9LJ2U01_E1)</p> <p>writing and recognising some hiragana script, frequently used kanji with the understanding that there is a stroke order for both kana and kanji, using kana and the hiragana chart for support (AC9LJ2U01_E2)</p> <p>using mnemonic devices to remember the sounds and shapes of hiragana by associating them with pictures, for example, for や for yak (AC9LJ2U01_E3)</p> <p>noticing that statements and questions have different intonation patterns, for example, the teacher modelling intonation through hand signals and straight even sounds in comparison with the rise in intonation with a question (AC9LJ2U01_E4)</p> <p>understanding that hiragana symbols can be combined to represent words, phrases and sentences (AC9LJ2U01_E5)</p> <p>understanding that the independent nasal sound 'n' ん has a mora of its own, for example, こんにちは (AC9LJ2U01_E6)</p>

	understanding that when pronouncing Japanese, it is important to keep the length of each mora even (AC9LJ2U01_E7)
recognise that three different scripts are used to construct meaning in Japanese texts and copy some hiragana and high frequency kanji (AC9LJ2U02)	tracing and copying their own name in katakana or hiragana (AC9LJ2U02_E1) tracing and copying kanji and kana and making stories to remember them (AC9LJ2U02_E2) recognising and writing some hiragana using supports such as mnemonic clues and context (AC9LJ2U02_E3) recognising and using alphabets/symbols/script/characters, for example, some hiragana and simple kanji in modelled and scaffolded activities (AC9LJ2U02_E4) recognising some kanji, for example, numbers and 象形文字(じょうけいもじ pictographs) such as 山、川、口、目、上(AC9LJ2U02_E5) noticing that Japanese can be written vertically or horizontally, comparing it with other scripts such as Arabic, Chinese and Hindi (AC9LJ2U02_E6) identifying known hiragana within a word and using clues to predict the meaning (AC9LJ2U02_E7) identifying hiragana, katakana and kanji in a sentence and naming some characteristics of scripts (AC9LJ2U02_E8) understanding that the Japanese language uses three different scripts that look different depending on word origins and context (AC9LJ2U02_E9) understanding that one kana represents a basic unit of Japanese sound, for example, showing on the hiragana chart how each character represents one sound (AC9LJ2U02_E10)
notice that Japanese has features that may be similar to or different from English (AC9LJ2U03)	recognising that Japanese has three scripts and English uses an alphabet that has different rules for writing words (AC9LJ2U03_E1) recognising that English loan words in Japanese are written in katakana and sound like a familiar word in English, for example, レモン、ピザ、アイスクリーム(AC9LJ2U03_E2) recognising that Japanese uses many loan words from English and other languages, such as ペン、テレビ、ピンク, and that these are pronounced differently in Japanese (AC9LJ2U03_E3) discussing the sounds of Japanese, limitations when writing some borrowed words and the need to adapt, for example, absence of 'l' and 'r' sound, writing names in Japanese (AC9LJ2U03_E4)

Understanding the interrelationship of language and culture	<p>brainstorming Japanese words that they may use or hear such as sushi, manga, anime, emoji, tsunami, karaoke, etc. and comparing pronunciation, guessing how these may be written using hiragana (AC9LJ2U03_E5)</p> <p>comparing sentence word order and writing or saying English sentences with sentence word order in Japanese, for example, 'The dog brown is' or 'I soccer play (AC9LJ2U03_E6)</p> <p>understanding that language used in particular interactions can vary between cultural contexts, for example, the use of titles/suffixes in Japanese ~さん、~せんせい compared to the informal use of names in Australian English (AC9LJ2U03_E7)</p> <p>creating a class poster of Japanese words that are used in English and other languages such as 'judo', 'origami', 'sushi' and 'manga', and comparing how these words are pronounced in the two languages (AC9LJ2U03_E8)</p> <p>reading familiar texts in Japanese and comparing text structure and language differences, for example, 'Once upon a time' versus 'むかしむか', noting the presentation of texts, writing orientations, page progression to the left, rhyme, etc (AC9LJ2U03_E9)</p> <p>notice that people use language in ways that reflect cultural practices and behaviours (AC9LJ2U04)</p> <p>exploring the meaning of 'culture' and how it involves visible elements such as ways of eating or symbols such as flags, and invisible elements such as how people live, how they think about themselves and others, and how they relate to their environment (AC9LJ2U04_E1)</p> <p>noticing similarities and differences between classroom interactions in Japanese and English, for example, using the polite 'おはようございます' to the teacher and おはよう with friends (AC9LJ2U04_E2)</p> <p>using maps, stories, rhymes, identifying that the Japanese language has dialects and variations and comparing these with the diversity of First Nations Australian languages, including regional variations (AC9LJ2U04_E3)</p> <p>understanding that learning and using Japanese involves becoming familiar with some other ways of communicating, for example, いただきます、ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar (AC9LJ2U04_E4)</p> <p>understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing (AC9LJ2U04_E5)</p> <p>recognising icons identified as Japanese, for example, the flag, sushi, cherry blossom, Tokyo, Mt Fuji and comparing with icons of First Nations Australians such as First Nations Australian flags, cuisine, iconic landscapes, musical instruments (AC9LJ2U04_E6)</p>
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comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example, by using titles such as Sensei, bowing, and accepting objects with both hands (AC9LJ2U04_E7)

comparing aspects of Australian and Japanese children's lifestyles such as ways of playing games じゃんけん、eating food (using chopsticks and formulaic language) or addressing family members and friends (AC9LJ2U04_E8)

Years 3 and 4

Band level description

By the end of Year 4, students interact in Japanese to plan a range of activities in familiar classroom contexts that build on their interests and capabilities. They develop active listening skills and respond with gestures, words and modelled expressions, imitating Japanese sounds, pronunciation and intonation. They interact with Japanese-speaking communities using local and digital resources. Students use their literacy capabilities in English, and recognise differences between reading and writing in English and Japanese. With support, they read and write hiragana including long vowels, voiced and blended sounds and some high-frequency kanji to locate information, respond to, and create informative and imaginative texts. They recognise and use familiar vocabulary, modelled grammatical structures and syntax. They adjust language to convey meaning in familiar contexts and begin to understand the process of translation from one language to another. They recognise that language and culture are related to practices and behaviours that reflect personal identity.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese Interacting in Japanese	<p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LJ4C01)</p>	<p>interacting with teacher and peers in social exchanges including previously learnt greetings and asking おげんきですか。, giving possible answers, はい、げんきです・まあまあです (AC9LJ4C01_E1)</p> <p>introducing themselves using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、わたし・ぼくのなまえは Julie です。きゅうさいです。四年生です。____どしです。サッカーをします。おんがくがすきです。へびが すきじゃないです。どうぞよろしく (AC9LJ4C01_E2)</p> <p>exchanging information and building vocabulary about self, friends or family, using simple statements and responding to questions, for example, おなまえはなんですか。かぞく は何人ですか。かぞくは六人です。ペットをかっていますか。はい、ねこをかっています。くろいです (AC9LJ4C01_E3)</p> <p>responding to and beginning to use modelled classroom instructions to play games, completing work or getting ready for class, for example, role playing teacher/student games with students giving each other instructions: たってください、すわってください、かいてください、みてください、よんでください、きいてください (AC9LJ4C01_E4)</p> <p>asking for permission or clarification and using appropriate formulaic expressions and gestures to match the context, for example, すみません。もういちど。、negotiating turn-taking, for example, ちょっとまって、つぎ、Matilda さんのばん。どうぞ。しつれいします when entering the classroom, おねがいします。せんせい、はいてもいいですか。トイレにいってもいいですか (AC9LJ4C01_E5)</p> <p>using formulaic expressions, to express praise or encouragement, for example, in game playing, やった、だめ、じょうず、まけた、だいじょうぶ?たいへん?あぶない。, oh, that was fun, でも まけた。Anne さん, that was すごい!たのしかった?, ざんねん (AC9LJ4C01_E6)</p>
	<p>participate in activities that involve planning and transacting with others, using a range of familiar</p>	<p>participating in guided tasks involving instructions and peer cooperation such as group/pair games and sports, for example, creating a dance to a Japanese song in groups, group reading activities requiring turn taking or creating a simple role play based on modelled language (AC9LJ4C02_E1)</p> <p>participating in and conducting classroom routines such as roll call はい、います。いいえ、いません、naming the days of the week, months, describing the weather, for example, きょうは月曜日です。はれです(AC9LJ4C02_E2)</p>

<p>Mediating meaning in and between languages</p>	<p>phrases and modelled structures (AC9LJ4C02)</p>	<p>following procedures, using ordinal number sequences いちばん、にばん and understanding instructions with supporting gestures or visual cues for activities such as origami, さんかくにおりてください (AC9LJ4C02_E3)</p>
		<p>developing language activities for younger peers, for example, a game of ダルマおとし teaching the order of colours and modelling game language, for example, やった！、かった、がんばって、あお、きいろ、あか (AC9LJ4C02_E4)</p>
		<p>preparing for and contributing to shared presentations and performances such as a Japanese item for assembly or a digital presentation, for example, students dressing up in their chosen sports outfit and recording themselves saying a sentence about their sport, テニスをします, and collating the sentences into a video presentation (AC9LJ4C02_E5)</p>
		<p>working collaboratively to adapt and perform action songs such as changing lyrics, based on modelled patterns to create a humorous statement, for example, the song ブロッコリーアイスクリームはすき？(AC9LJ4C02_E6)</p>
		<p>planning for and conducting simple transactions, for example, making decisions about how to spend a set amount of money and then undertaking the transaction using set phrases いくらですか_____をください (AC9LJ4C02_E7)</p>
		<p>taking responsibility for にっちょく class helper– roll call, distributing work, commencing and ending lessons きりつ、れい、ちゃくせき、本をだして(AC9LJ4C02_E8)</p>
	<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LJ4C03)</p>	<p>gathering and responding to information about one another's home life and activities, for example, surveys on pets, sports, activities, families, likes and dislikes, using graphs to display results (AC9LJ4C03_E1)</p>
		<p>locating and translating simple self-introduction texts about others, for example, cartoon illustrations of similar aged people with matching self-introduction text for students to read, translate and respond to (AC9LJ4C03_E2)</p>
		<p>viewing or reading to identify features on an authentic simple print or digital text such as advertisements, catalogues, menus or packaging to locate key points of information in relation to elements such as product, number, price, target audience, suitability to recycle (AC9LJ4C03_E3)</p>
		<p>viewing or listening to a simple text such as a song or story, recognising key words to complete an oral cloze activity, for example, わたしの・ぼくのしゅみは_____です(AC9LJ4C03_E4)</p>

	<p>develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning (AC9LJ4C04)</p> <p>noticing that the suffix さん can be used with anyone, regardless of gender, age or social and marital status and compare to titles they may use (AC9LJ4C04_E1)</p> <p>noticing differences in the ways in which both Japanese and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with elderly people おはよう and おはようございます。, absence of suffix after a family member's name and different pronouns (AC9LJ4C04_E2)</p> <p>responding to appropriate language and non-verbal communication, for example, lining up to move to the next class and spacing out one arm length apart, saying ‘いってきます’ as you leave (AC9LJ4C04_E3)</p> <p>observing that Japanese expressions can be made more or less formal with slight changes, for example, the use of ‘お’ はし、おはし、なまえ and おなまえ、to suit the context (AC9LJ4C04_E4)</p> <p>creating a word bank, sound file or role play to demonstrate the meaning of onomatopoeic sounds, for example, どきどき、ぺこぺこ、ぴかぴか、にこにこ into written/performed texts to enrich the texts and to entertain others (AC9LJ4C04_E5)</p> <p>providing appropriate bilingual captions/labels in English and Japanese to show aspects of Country and Place, culture and People of First Nations Australians, such as use of traditional Place names (AC9LJ4C04_E6)</p> <p>taking on the role of a character from a story or situation and creating and presenting a skit, song or rap to convey linguistic and cultural information using verbal and non-verbal communication (AC9LJ4C04_E7)</p>
Creating text in Japanese	<p>create and present informative and imaginative spoken and written texts using hiragana script, common kanji, formulaic expressions, simple sentences and modelled textual conventions (AC9LJ4C05)</p> <p>describing family members and friends, identifying relationships such as お母かあさん, using simple descriptive, modelled language and supporting resources, for example, これはわたしのお父とうさんです。Kenです。お父とうさんはやきゅうがすきです。お父とうさんはやさしいです(AC9LJ4C05_E1)</p> <p>using a familiar text as a stimulus to complete a role play with their own creative input, for example, a Japanese folk tale, changing the main characters and items to suit their own preference (AC9LJ4C05_E2)</p> <p>labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time, for example, waking in the morning with a clock displaying 七 and the words おはようございます(AC9LJ4C05_E3)</p> <p>incorporating onomatopoeic sounds and expressions such as ワンワン、モグモグ, やった、たいへん、あれ?、がんばって into written/performed texts to enrich the texts and to entertain others, for example, speech bubbles and captions in written text, spoken language, skits, songs and raps (AC9LJ4C05_E4)</p>

	<p>creating and presenting set of written instructions to detail how to draw a particular character from support material showing a range of options, for example,</p> <p>一番：くちをかいてください。おおきいです 二番：みみをかいてください。ちいさいです(AC9LJ4C05_E5)</p> <p>creating bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays or photo stories (AC9LJ4C05_E6)</p> <p>creating signs and labels to display around the school environment for classrooms, toilets, offices, etc. (AC9LJ4C05_E7)</p> <p>creating signs to inform and remind their peers of formulaic expressions spoken in particular contexts around the school, for example, いただきます displayed around eating areas (AC9LJ4C05_E8)</p> <p>creating a display such as a chart, diorama, mini-book or digital presentation to showcase elements of their Japanese language learning, for example, ぼく/わたしのふでばこ、ぼく/わたしのかばん (AC9LJ4C05_E9)</p> <p>creating imaginary animals or anime-style characters and presenting them through performance, digital display or visual representation, cartoon, puppets, for example, こちらはいぬさんです。なまえはころです。さんさいです。にくがすきです。みみ が大きいです。food/object をたべます。かわいいです (AC9LJ4C05_E10)</p>
Understanding language and culture Understanding systems of language	<p>recognise and use modelled combinations of sounds, hiragana symbols, pronunciation and intonation patterns of Japanese to form words and phrases (AC9LJ4U01)</p> <p>learning how to use the character chart and recognising hiragana as a systematic framework for reading and writing (AC9LJ4U01_E1)</p> <p>building understanding of the pictographic nature of kanji and allowing students to make connections with meaning, for example, students creating their own stories or pictures to match a given kanji such as 車, based on their own imagination (AC9LJ4U01_E2)</p> <p>demonstrating understanding of the differences in pronunciation of English and Japanese versions of loan words such as バナナ、ペット、サッカー (AC9LJ4U01_E3)</p> <p>understanding that hiragana symbols can be combined to represent words by learning how to use the character chart and recognising hiragana as a systematic framework for reading and writing (AC9LJ4U01_E4)</p> <p>understanding that the sounds of hiragana and katakana are identical even though the associated scripts are different (AC9LJ4U01_E5)</p>

	<p>understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a kana (AC9LJ4U01_E6)</p>
	<p>reading and writing hiragana script, and recognising and writing frequently used kanji, with the understanding that there is a stroke order for both kana and kanji (AC9LJ4U01_E7)</p>
<p>recognise Japanese language conventions and scripts, grammatical structures and basic syntax in familiar texts and contexts (AC9LJ4U02)</p>	<p>recognising the rules of simple Japanese word order (subject + object + verb), the use of associated particles は、を、と、も、に, and the use of が in formulaic expressions, for example, noun が好きです (AC9LJ4U02_E1)</p> <p>describing actions using verb ます form, for example, すしをたべます (AC9LJ4U02_E2)</p> <p>describing people, animals, places and things using adjectives or adjective–noun phrases, for example, おいしいです、おいしいもも (AC9LJ4U02_E3)</p> <p>telling time using ~じ/ ~じはん です。なんじですか in a range of activities (AC9LJ4U02_E4)</p>
	<p>using time words associated with days of the week, months of the year and seasons through songs and modelled language、げつようびにテニスをします (AC9LJ4U02_E5)</p>
	<p>building vocabulary that relates to familiar environments in daily life and personal worlds and that can be used for cross-curricular content learning, リーサイクリング、うんどうかい、そろばん (AC9LJ4U02_E6)</p> <p>using a limited number of counters in Japanese, for example, ~人、~さい、~月 (AC9LJ4U02_E7)</p>
	<p>understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, Johnくん、はなさん、Grantせんせい(AC9LJ4U02_E8)</p>
	<p>seeking information using question words within modelled sentence structures, なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, なにが好きですか。なんさいですか。なんにんですか。いつですか (AC9LJ4U02_E9)</p> <p>recognising the systematic nature of Japanese grammar and the hiragana chart (AC9LJ4U03_E1)</p> <p>recognising features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs, for example, reading shared text and noticing elements such as punctuation and layout, including たてがき, よこがき (AC9LJ4U03_E2)</p>

<p>Understanding the interrelationship of language and culture</p>	
<p>known contexts (AC9LJ4U03)</p> <p>developing metalanguage for communicating about language through the use of correct terminology for parts of speech (noun, verb and adjective), for example, two-word wheels (one for the noun and one for a verb), spin the wheels and make new sentences, ねこ は はしります・いぬ は たべます (AC9LJ4U03_E3)</p> <p>playing with metalanguage, for example, using a modelled statement containing a noun, then selecting a random adjective card or using a digital app to randomly select focus adjectives, trying to speak the statement in the tone of the adjective selected, for example, すし を たべます, こわい (AC9LJ4U03_E4)</p> <p>applying literacy knowledge in English, or other known language, to recognise different elements in texts that contribute to meaning-making, for example, examining the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon; becoming punctuation detectives and finding elements in a text (AC9LJ4U03_E5)</p> <p>playing group games, for example, the teacher says a word aloud and students call out if it is a verb, noun, adjective, suffix, etc. (AC9LJ4U03_E6)</p>	
	<p>identify connections between Japanese language and cultural practices and behaviours (AC9LJ4U04)</p> <p>recognising and practising common language and behaviours that reflect Japanese culture and traditions, for example, viewing excerpts from digital texts, listening for key words and familiar phrases and interpreting cultural expressions and behaviours, ways of accepting compliments or praise in Japanese by saying いいえ instead of ありがとう, expressing humility and respect by not going first or not using さん for self (AC9LJ4U04_E1)</p> <p>noticing and comparing their own and others' ways of communicating, identifying any elements that reflect cultural differences or influences of other languages and considering different interpretations, for example, noticing differences between Japanese and Australian-English language used in certain social situations, いただきます、ごちそうさまでした, before and after meals, and ただいま、おかえりなさい (AC9LJ4U04_E2)</p> <p>creating a comparison table or Venn diagram to show similarities and differences between Japanese language and culture and the languages and cultures of First Nations Australians, such as cultural expressions (cuisine, visual arts, dance) (AC9LJ4U04_E3)</p> <p>researching icons of Japan and Japanese culture such as the flag, samurai, sushi, temples, and comparing these with those of Australia and First Nations Australian icons such as the First Nations Australian cooking techniques (Kup Murri), technology (boomerang), iconic landscapes (Kunanyi, Kata Tjuta) (AC9LJ4U04_E4)</p>

exploring additional elements of ‘culture’ such as what is valued in different communities, contexts and environments or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values, for example, きをつけて, cleaning the school and きゅうしょく (AC9LJ4U04_E5)

learning to discuss culture and language by responding to prompt questions, for example, ‘What do you notice?’, ‘Why do you think that …?’, ‘How is this similar/different …?’ or using thinking strategies, ‘I used to think/now I think’ (AC9LJ4U04_E6)

Years 5 and 6

Band level description

By the end of Year 6, students interact in Japanese to exchange information and ideas relating to their school and local environment. They plan and negotiate activities, making language choices to express their preferences and opinions. They engage with a range of spoken, written and multimodal texts, and apply strategies to process information and comprehend meaning of content and cultural contexts. With support, they read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji. They apply knowledge of stroke order in writing. They recognise katakana and develop their understanding of the relationship between hiragana, katakana and kanji in texts. They create texts using language and writing conventions for a variety of contexts and purposes. They use a range of vocabulary, structures and expressions, to sequence information and ideas in known contexts. Students use their English literacy knowledge of metalanguage to identify language functions, structures and features. They understand that cultural expressions are not easily translated. They interact with peers in Japanese-speaking communities using local and digital resources. They reflect on how different cultural practices, behaviours and values influence communication and identity.

Achievement standard

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. 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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese	Interacting in Japanese	<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LJ6C01)</p> <p>conversing with others using greetings, culturally appropriate formulaic expressions, inquiries and simple questions, for example, しつれいします。こんにちは。おげんきですか。きょうはどうでしたか。たいへんでした。しゅうまつにい何をしましたか。サッカーをしました (AC9LJ6C01_E1)</p> <p>introducing self with familiar expressions in formal spoken language including appropriate non-verbal language such as bowing, for example, たんじょうびは____月____日です。____からきました。かぞくは六人がいます。おかあさんはおもしろいです。ペットはへびです。たんにんのせんせいは____です。しゅみは____です (AC9LJ6C01_E2)</p> <p>using language more spontaneously to show interest in, praise, respect and concern for others, for example, respectful language for agreeing or disagreeing, ほんとうに?、そうですか、and すみません、もういちど おねがいします、ちょっと…、すごい、すばらしい、がんばって and ええとう to indicate thought (AC9LJ6C01_E3)</p> <p>using appropriate language, actions and gestures to participate in interactions such as interrupting or asking for clarification or permission using formulaic expressions, for example, 先生, すみません。ちょっとわかりません。ゆっくり (おねがいします)。おそくなってすみません。____をつかってもいいですか (AC9LJ6C01_E4)</p> <p>developing active listening skills to use and identify あいづち, for example, へー?、うんうん、はい、うそ!、すごい, during a supported sustained conversation in pairs or groups, responding with appropriate interjections, listening to an authentic Japanese conversation to identify あいづち (AC9LJ6C01_E5)</p> <p>exchanging simple correspondence such as greeting cards in print or digital form based on modelled language おたんじょうびおめでとう(ございます。あけましておめでとう(ございます。おかあさん、ありがとう。～へ～より(AC9LJ6C01_E6)</p> <p>recounting and exchanging information with one another or with other Japanese-speaking students about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカーをしますか。いつしますか。土曜日日にサッカーをします。サッカーがすきですか。ぼくもすきです。土曜日日にともだちとうみにいきました (AC9LJ6C01_E7)</p>

	<p>independently demonstrating appropriate body language/gestures such as giving and receiving with two hands and using expressions, for example, すみません。どうぞ。どうも ありがとうございます to express gratitude and humility (AC9LJ6C01_E8)</p>
<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LJ6C02)</p>	<p>responding to and using classroom instructions to lead games, complete work or get ready for class, for example, role playing teacher/student games with students giving each other instructions; たってください、すわってください、かいてください、みてください、よんで ください、きいてください。, leading younger learners in an うんどうかい event or game (AC9LJ6C02_E1)</p>
	<p>indicating that something is either correct or incorrect using はい (そうです)、ちがいます、ちっと… (AC9LJ6C02_E2)</p>
	<p>creating a skit, performance or action game to share with a buddy class to teach aspects of Japanese language and culture, for example, introducing hiragana, individual words or expressions or behaviours such as bowing appropriately or receiving a gift with two hands (AC9LJ6C02_E3)</p>
	<p>participating in simulated or real transactions using Japanese yen or play money, for example, selling Japanese items such as origami, mochi, using appropriate gestures, formulaic expressions and relevant question–answer exchanges such as いらっしゃいませ。これをください。いくらですか。3000 円です。はい、どうぞ。ありがとうございます。, virtual shopping expeditions, for example, using online catalogues and menus, comparing prices and values, and discussing intended purchases, using formulaic expressions such as ちょっと高です。でも、かいたいです (AC9LJ6C02_E4)</p>
	<p>taking on different roles and responsibilities in the classroom (当番 とうばん) such as roll call, identifying the day of the week, describing the weather or acting as monitor, for example, ほんをください。ノートを ください。(どうも)ありがとう。, leading the class in routines such as opening and closing lessons, for example, きりつ、れい、ちゃくせき, using appropriate gestures (AC9LJ6C02_E5)</p>
	<p>planning and organising activities such as an assembly, class event, visit or performance, using language related to place, people, time and numbers and creating promotional materials, for example, regular use of Japanese language during assemblies to welcome, congratulate and introduce items, Grandparents' Day (AC9LJ6C02_E6)</p>
	<p>contributing ideas to a class book or resources for learning or sharing about Japanese (AC9LJ6C02_E7)</p>

<p>Mediating meaning in and between languages</p>	<p>stating preferences using が好きです and reacting to others ほんとう？すきじゃないです！(AC9LJ6C02_E8)</p>
	<p>responding in an activity to どちらが好きですか to express preference between two things 肉と魚とどちらが好きですか。魚が好きです (AC9LJ6C02_E9)</p>
	<p>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LJ6C03)</p> <p>surveying and compiling information about students' interests and preferences in different contexts such as favourite activities, television and websites, preferred means of transport or communication or leisure activities at different times of the year, and presenting findings in formats such as flow charts, graphs, diagrams or oral presentations, for example, ぜんぶで二十人です。六人はゲームが好きです (AC9LJ6C03_E1)</p>
	<p>accessing, organising and presenting information relating to aspects of Japanese culture and places in Japan, for example, famous landmarks/icons or festivals; using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example, ふじさんです。高いです。そして、ゆうめいです。かざんです。 or さっぽろです。さっぽろはとてもさむいです (AC9LJ6C03_E2)</p>
	<p>identifying and responding to language and cultural points of information in authentic texts such as advertisements, letters, conversations, brochures or announcements, for example, decoding and ordering from a Japanese menu, finding あけましておめでとうございます on a New Year's card (AC9LJ6C03_E3)</p>
	<p>extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, home or school routines, discussing findings and comparing opinions, for example, 日本人はがっこうでそうじをします。オーストラリア人はそうじをしません(AC9LJ6C03_E4)</p>
	<p>inferring details from visual or aural cues such as listening to a conversation and inferring who is speaking depending on the formality of the language, for example, viewing a clip of a shrine visit and answering questions including どこ、だれ、どうして、いつ、なに to interpret cultural practices (AC9LJ6C03_E5)</p> <p>listening to a short weather report for the week and then writing an informal message to a friend using modelled grammar inviting them to play, for example, どようびははれです。こうえんにいきましょうか。たのしいです。10じにいきます (AC9LJ6C03_E6)</p>

apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts (AC9LJ6C04)

creating a profile in digital format of a context, situation or event for a specified audience, for example, a virtual tour of the school or classroom for an intending exchange student group or sister school (AC9LJ6C04_E1)

exchanging emails and completing greeting cards or digital forms, based on modelled language, おたんじょうびおめでとう(ございます)。あけましておめでとうございます。おかあさん、ありがとう。～へ～より、～さんへ、～より、 and comparing language used in the different genres (AC9LJ6C04_E2)

acting in a Japanese situation role play scenario and responding appropriately using verbal and non-verbal forms of communication, for example, earthquake and tsunami drill, Japanese school lunch, cheering at a sports day (AC9LJ6C04_E3)

performing a role-play or skit for a class or assembly, using Japanese for the performance and English for supporting explanations, for example, a skit performed in Japanese and then unpacked afterwards in English, or an assembly where host speaks in Japanese and subtitles are on the screen for parents and visitors (AC9LJ6C04_E4)

collecting, using and explaining Japanese words and expressions that do not readily translate into English such as おかえり、いらっしゃいませ、ごちそうさま、たいへん、げんき、がんばって, katakana words and Japanese words used within our own languages, for example, tsunami (AC9LJ6C04_E5)

using strategies such as accessing a dictionary, resources, applications or creating own word banks to assist with interpreting and conveying meaning (AC9LJ6C04_E6)

creating bilingual texts for younger learners, for example, writing a short story about the younger learner, こちらは Melissa です。ろくさいです。六ねんせいです。アイスクリームが好きです。 (AC9LJ6C04_E7)

creating appropriate bilingual captions/labels in English and Japanese to show aspects of Country and Place, culture and people of First Nations Australians, such as a signage that acknowledges the Traditional Owners of the site (AC9LJ6C04_E8)

experimenting with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource (AC9LJ6C04_E9)

<p>Creating text in Japanese</p>	<p>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)</p> <p>using familiar and modelled language to create informative or imaginative digital texts such as a photo story, e-book or profile, for example, profiling a member of the Imperial Family, including use of the title さま or an imaginary character such as Pikachu (AC9LJ6C05_E1)</p> <p>organising and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals; using supporting resources such as sound, visuals or graphics and providing a structured summary, for example, 高いです。そして、ゆうめいです。かざんです。 or さっぽろです。さっぽろはとてもさむいです。ゆきがふります。ふゆにゆきまつりがあります (AC9LJ6C05_E2)</p> <p>creating a rap or song that involves experimentation with rhyme and rhythm, for example, completing a cloze activity where groups take responsibility for different verses incorporating their own language, rhyme and gestures to support meaning (AC9LJ6C05_E3)</p> <p>designing and presenting a commercial for an existing Japanese product, for example, ‘useless inventions’ ちんどうぐ(AC9LJ6C05_E4)</p> <p>producing and presenting picture books/Big Books/mini-books or short scripted scenarios for younger students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging (AC9LJ6C05_E5)</p> <p>creating a presentation about an imaginary trip to Japan using the polite form past or present ながのけんにいきました。しんかんせんで行きました。さるをみました (AC9LJ6C05_E6)</p> <p>creating and presenting a new environmentally friendly, technological item likely to appeal to consumers in their age group, including current adjectives, for example, エコ、リーサイクリング (AC9LJ6C05_E7)</p> <p>creating a profile in digital format of a context, situation or event for a specified audience such as a virtual tour of the school or classroom for an exchange student group or sister school (AC9LJ6C05_E8)</p> <p>creating a class book or digital display about topics that connect with other curriculum areas that are relevant to their own lives such as sports, environmental sustainability, transport or health (AC9LJ6C05_E9)</p>
<p>demonstrate understanding of how language reflects</p>	<p>noticing aspects of communication and cultural expression represented in Japanese stories, songs or audio/visual media; responding to teacher prompts, for example, ‘What do you see?’, ‘What do you notice about ...?’, ‘Why do you think ...?’, ‘How is this similar/different to ...?’ (AC9LJ6C06_E1)</p>

	<p>culture by beginning to use words and expressions that reflect Japanese cultural practices and conventions (AC9LJ6C06)</p> <p>using previously learnt formulaic expressions such as those exchanged before and after meals or when giving or receiving gifts or food, for example, いただきます、ごちそうさまでした, and reflecting on the experience of using such exchanges (AC9LJ6C06_E2)</p> <p>comparing their own and one another's reactions to the experience of learning Japanese, considering whether their attitudes or understandings have changed in relation to cultural diversity and intercultural experience; videoing an interview between learners as they answer reflective questions, for example, 'How do you feel different when you speak Japanese compared with when you speak English?' (AC9LJ6C06_E3)</p> <p>identifying elements of identity that are important across all cultures, for example, comparing of celebrations common in Japan with cultures of classroom members and grouping them according to family, community, country and place (AC9LJ6C06_E4)</p> <p>creating multimodal texts that represent elements of their own identity such as personal emblems/mottos, self-profile, photo journal or caricature/self-portrait and considering how Japanese children of the same age might respond to these (AC9LJ6C06_E5)</p> <p>considering cultural backgrounds and perspectives, for example, group versus the individual, school lunch in Australia and Japan, gratitude and humility (AC9LJ6C06_E6)</p> <p>focusing on a particular expression and gesture such as giving with two hands and receiving politely, inferring what this might tell us about Japanese people and culture, using, for example, 'I used to think..., now I think...', class discussion reflecting on the experience of using Japanese language, gestures and body language, considering how their responses reflect their own attitudes and experience (AC9LJ6C06_E7)</p>
Understanding language and culture	<p>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</p> <p>identifying meanings of and writing an increasing number of focus kanji with the understanding that there is a stroke order for both kana and kanji (AC9LJ6U01_E1)</p> <p>developing kana script writing, for example, reading and writing words, phrases and original sentences following a modelled structure, including focus kanji, たんじょうびは 八月二十三日です。わたしの本がおもしろいです (AC9LJ6U01_E2)</p> <p>knowing how to pronounce all the sounds in the kana chart including voiced and unvoiced sounds, combined and long vowel sounds and double consonants, for example, きて and りょうり(AC9LJ6U01_E3)</p> <p>recognising the use of katakana script and copying words such as オーストラリア into texts, noticing long vowel marks, for example, カンガルー (AC9LJ6U01_E4)</p>

sounds, words and meaning (AC9LJ6U01)	<p>noticing the relationship between stress, pacing and meaning, and using appropriate intonation patterns for familiar language to exclaim, make a statement or ask a question, for example, demonstrating fluency in a paired speaking activity or reading a familiar story aloud, drawing lines going up or down to indicate intonation in questions and statements (AC9LJ6U01_E5)</p>
	<p>understanding that the hiragana used for some particles does not match its pronunciation, for example, 'wa' for は, 'e' for エ, 'o/wo' for を (AC9LJ6U01_E6)</p>
	<p>understanding the use of furigana as a reading aid (AC9LJ6U01_E7)</p>
	<p>understanding that the sounds of hiragana and katakana are identical even though the associated scripts are different (AC9LJ6U01_E8)</p>
apply modelled Japanese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LJ6U02)	<p>recognising and responding to language using prepositions to describe the position of objects, for example, つくえの上に, いすの下に, 'Where is the hidden ninja?' game (AC9LJ6U02_E1)</p>
	<p>identifying elements of different sentence structures including location words and directions and the use of particles in modelled structures, for example, しんかんせんでいきました。、くるまでがっこうにいきます (AC9LJ6U02_E2)</p>
	<p>exploring the use of ~が あります/います。 to refer to inanimate/animate objects (AC9LJ6U02_E3)</p>
	<p>understanding conventions associated with using げんことうようし, for example, the size of small characters, the position in the square and the placing of punctuation (AC9LJ6U02_E4)</p>
	<p>with support, noticing and applying basic Japanese punctuation marks such as まる(。) and てん(、) (AC9LJ6U02_E5)</p>
	<p>using some counters in Japanese, for example, ~人、~さい、~月、~日 (for own birthday), ~円 (AC9LJ6U02_E6)</p>
	<p>understanding Japanese numerical place order: 一、十、百ひゃく、千せん、万まん and applying this to money using 円 (AC9LJ6U02_E7)</p>
	<p>recognising the order for writing the components of the date in Japanese, for example, writing 年ねん、月、日、よう日 in recording your imaginary trip to Japan (AC9LJ6U02_E8)</p>

	<p>applying the features of different types of texts such as opening and closing emails, letters or phone conversations, for example, ~さんへ、~より、もしもし(AC9LJ6U02_E9)</p> <p>using language such as これ、それ、あれ、どれ, and conjunctions such as そして、それから, to link ideas in modelled oral and written language tasks (AC9LJ6U02_E10)</p> <p>using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください。トイレにいってもいいですか(AC9LJ6U02_E11)</p> <p>using present/past/negative verb forms, for example, のみます、たべます、見ました、いきません to describe and recount events and experiences in time (AC9LJ6U02_E12)</p>
use familiar metalanguage to compare some Japanese language functions, structures and features with those of English, in known contexts (AC9LJ6U03)	<p>expanding metalanguage for communicating about language using correct terminology for parts of speech (noun, verb and adjective), and additional terms such as pronoun and conjunction, for example, in a reading text, students identify parts of speech (AC9LJ6U03_E1)</p> <p>seeking and responding to information using question words, なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, いくらですか、どれですか。、どうですか。(AC9LJ6U03_E2)</p> <p>circling or colouring different parts of speech in a sentence, for example, indicating the adjective in a sentence or translating sentences word for word to compare different word order (S.O.V versus S.V.O) (AC9LJ6U03_E3)</p> <p>describing locations of homes, people, animals and items, location words and expressions indicating direction or means of transportation using basic structures and correct metalanguage for example, noun は place にあります。 noun は place にいます。くるまでがっこう にいきます(AC9LJ6U03_E4)</p> <p>understanding and identifying elements of different sentence structures and the use of particles such as へ, で (AC9LJ6U03_E5)</p> <p>knowing how to use prepositions to describe the position of objects, for example, つくえの上に, いす の下に and using the kanji of prepositions to reinforce meaning, for example, using 上, 下, etc.; using a digital app to click and position objects according to language (AC9LJ6U03_E6)</p> <p>understanding Japanese numerical place order 一、十、百ひゃく、千せん、万まん, including reference to the use of the そろばん(AC9LJ6U03_E7)</p>

Understanding the interrelationship of language and culture	<p>comparing the use of common counters and classifiers with English such as ~才、~月、~年、~年き、~じん・にん、~えん、ぴき・びき (AC9LJ6U03_E8)</p> <p>comparing features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs, for example, reading shared texts and noticing and comparing grammatical elements such as use of tense, word order and sentence structure (AC9LJ6U03_E9)</p> <p>using conjunctions such as そして、それから to link and sequence ideas おんせんにいきました。そしてさるをみました (AC9LJ6U03_E10)</p> <hr/> <p>recognise connections between Japanese language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LJ6U04)</p> <p>using the cultural iceberg model to identify and discuss the visible and invisible aspects of own culture and Japanese culture and identity (AC9LJ6U04_E1)</p> <p>imagining potential challenges for a visiting Japanese student spending time in an Australian home or an Australian student visiting Japan and identifying phrases, expressions and behaviours that may need explaining and elements of interaction; demonstrating through text or role play instances of intercultural miscommunication, for example, bath time, the use of personal space or volume of voice that may appear inappropriate, 'Please help yourself' (AC9LJ6U04_E2)</p> <p>comparing connections between world views, practices and identities of First Nations Australians with those of Japanese-speaking people (AC9LJ6U04_E3)</p> <p>explaining how Japanese language and behaviour demonstrate values and traditions, for example, reluctance to volunteer or compete for attention in class, responding to compliments ジょうず です ね。いいえ, and prioritising others rather than self おさき に どうぞ, instead of giving a clear 'no' answer, being vague,それはちょっと… (AC9LJ6U04_E4)</p> <p>understanding that people 'translate' intercultural experiences in different ways depending on their cultural perspective; recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas, for example, viewing digital image of someone asleep on a train, lifting and drinking directly from a bowl (AC9LJ6U04_E5)</p> <p>identifying common events, celebrations and commemorations in their own culture and Japan; considering the basis of these events, for example, family, community, country, history, religion; identifying and making connections, for example, ANZAC day and Heiwa no Hi (AC9LJ6U04_E6)</p>
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Years 7 and 8 (F–10)

Band level description

By the end of Year 8, students use Japanese to interact and collaborate within and beyond the classroom, practise and explain language structures and features, and develop intercultural understanding. They process and interpret the content and language of texts, adjusting information and ideas to suit the context. They recognise the relationship between spoken and written forms. They read and write all hiragana and katakana, including elongated vowels, double consonants and contractions and high frequency kanji. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language functions, structures and features. They use modelled and rehearsed language, in familiar and unfamiliar contexts, to create texts using a range of vocabulary, language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. Students interact with peers in Japanese-speaking communities using local and digital resources. They explain how interactions with Japanese speakers facilitate their understanding and appreciation of the connections between language, culture and identity.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese Interacting in Japanese	<p>initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LJ8C01)</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LJ8C02)</p>	<p>using a range of classroom language to participate in class activities such as word, board or digital games with phrases such as わたしのばん、みぎ、ひだり、ざんねん、つぎは だれ。, enquiring about and describing the prepositions, for example, ワークシートはどこにありますか。テーブルのうえにあります(AC9LJ8C01_E1)</p> <p>sustaining interactions through the spontaneous use of formulaic language to express feelings and reactions, for example, あー、つられた、えー、むずかしい、たのしかった、できた。、 using of cohesive devices to sequence and elaborate on ideas, for example, 土曜日にかいものに行きます。だから、はやくおきます。、 using vocabulary associated with sequencing such as さいしょに、つぎに、それから、そして (AC9LJ8C01_E2)</p> <p>responding to information phrased in different ways, for example, いくつですか vs なんさいですか。、 or responding to informal questions using intonation clues such as なんさい? and adjusting informal/formal response (AC9LJ8C01_E3)</p> <p>engaging in various modes of communication with local and global peers about shared interests and experiences, for example, sport, food, study, music - 空手をしますか。いいえ、でも空手が好きです; sharing opinions and expressing preferences, for example, 空手はむずかしいと思います／です; recounting experiences, for example, holidays/events だれとパーティーへ行きましたか。、 sharing and comparing information about teenage life, for example, daily routines and responsibilities 私はともだちとバスでがっこうへ行きます(AC9LJ8C01_E4)</p> <p>planning tasks involving authentic or simulated transactions which involve negotiating and making shared decisions, for example, planning social/cultural events or holidays, purchasing goods and role-playing scenarios related to travelling in Japan 月曜日に日本のレストランに行きましょうか。月曜日は、ちょっと…。火曜日はどうですか。 (AC9LJ8C02_E1)</p> <p>considering and clarifying options when buying, ordering and selling such as size, colour, quantity, for example, この Tシャツは Lサイズですね。ちょっと大きいです。Mサイズをください、ゲームが/をかいたいです。二千円にせんえん あります。どれが一番やすいですか。 (AC9LJ8C02_E2)</p> <p>responding to a scenario or issue to solve a problem as a team, taking on different roles and responsibilities, then reflecting on the process and what they may have done differently (AC9LJ8C02_E3)</p>

<p>Mediating meaning in and between languages</p>	<p>anticipating and resolving differences in opinion or preferences by eliciting the opinions of others ~さんはどうですか、じゃ、〇〇したらどうですか。; and seeking permission, for example, ロッカーへ行ってもいいですか、テストはいつですか。、 using a range of formulaic expressions (AC9LJ8C02_E4)</p>	
	<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LJ8C03)</p>	<p>accessing information from a range of authentic and/or modified texts across a range of modes and text types, for example, signs, weather reports, print advertisements, menus, packaging, brochures, websites, phone messages, obtaining, interpreting and evaluating information, opinions and ideas (AC9LJ8C03_E1)</p>
		<p>synthesising a range of informative texts and personal opinions to draw out key information in order to respond appropriately in Japanese, for example, inviting a friend to holiday/cultural events, reflecting on an imagined or real experience, reviewing a video/article (AC9LJ8C03_E2)</p>
		<p>responding to both factual (newspaper, article, journal, etc.) and imaginative texts (songs, stories, films, 昔話, video clips, etc.), for example, identifying favourite elements or characters, writing reviews, creating a sequel/alternative ending (AC9LJ8C03_E3)</p>
	<p>Interpret and adjust spoken, written and non-verbal language to convey meaning in Japanese language in familiar and unfamiliar cultural contexts (AC9LJ8C04)</p>	<p>recognising the interrelated nature of context, purpose and audience when analysing texts to interpret meaning (AC9LJ8C04_E1)</p>
		<p>comparing translations of short Japanese texts such as signs, conversations, audio messages or digital texts, identifying their tone and style and other language features and how they influence meaning (AC9LJ8C04_E2)</p>
		<p>noticing instances where direct translation is not possible and the reason why (AC9LJ8C04_E3)</p>
		<p>reading a text in Japanese and responding orally, adjusting language appropriately, for example reading a letter about proposed changes to school rules or uniform, then responding in a speech to be delivered to peers (AC9LJ8C04_E4)</p>
		<p>listening to informal spoken language that may have deviations from 'proper' grammar including changes in word order and omissions of words, and predicting meaning or noticing differences between written form (AC9LJ8C04_E5)</p>
		<p>using some Japanese to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LJ8C04_E6)</p>
		<p>reflecting on challenges associated with transferring meaning from one language to another and how some things may be lost in translation (AC9LJ8C04_E7)</p>

<p>Creating text in Japanese</p>	<p>reflect on similarities and differences in cultural interpretations between Japanese and their own language use and behaviour (AC9LJ8C05)</p>	<p>recognising the link between language and culture by reflecting on frequently used expressions such as よろしくお願ひいたします、しつれいします、そろそろおいとまします。、 and ways in which values and culture are embedded in the language and do not have English equivalence (AC9LJ8C05_E1)</p>
	<p>reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures such as beckoning with the palm facing upwards or downwards or avoiding eye contact when talking to older people (AC9LJ8C05_E2)</p>	<p>reflecting on the experience of learning and using Japanese, and considering whether own previous attitudes or assumptions in relation to Japan or the Japanese language and culture have changed (AC9LJ8C05_E3)</p>
<p>Creating text in Japanese</p>	<p>considering their identity as a 'second' language learner and whether it involves changes in aspirations, career considerations or social-networking opportunities (AC9LJ8C05_E4)</p>	<p>sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language such as having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences (AC9LJ8C05_E5)</p>
	<p>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)</p>	<p>expressing emotion appropriately according to context and text type, for example, dialogue, editorial, びっくりしました、ざんねんでした、よかったです、マジで(AC9LJ8C06_E1)</p>
<p>Creating text in Japanese</p>	<p>using a range of familiar language in contextually appropriate ways to suit the audience and purpose, for example, writing a simple email to a host family, writing a simple narrative for young children, writing a script for how to answer the phone, and comparing with similar texts in English (AC9LJ8C06_E2)</p>	<p>researching a Japanese cultural event such as ゆきまつり、おしょうがつ、花見はなみ、お月見つきみ, and creating an informative multimodal text that communicates key elements of that event for other learners of Japanese (AC9LJ8C06_E3)</p>
	<p>understanding how to create textual cohesion using elements such as paragraphing or conjunctions to sequence and link ideas and maintain the flow of expression, for example, それで、それに、だから (AC9LJ8C06_E4)</p>	<p>understanding textual conventions of familiar types of texts such as emails, conversations, speeches, stories and songs and how they are typically constructed, for example, たてがき／よこがき, advertisements, manga or brochures (AC9LJ8C06_E5)</p>
<p>Creating text in Japanese</p>	<p>creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script (AC9LJ8C06_E6)</p>	

	<p>creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience (AC9LJ8C06_E7)</p> <p>creating imaginative texts and experiences (may be bilingual) across a variety of modes to share with others, for example, plays, narratives, songs and poems in intercultural contexts which reflect cultural behaviour (AC9LJ8C06_E8)</p> <p>creating a video clip or a photographic or journal record of activities such as a school camp, excursion, performance or sporting event as a contribution to a school or community event (AC9LJ8C06_E9)</p> <p>creating a virtual introduction to the school and neighbourhood for Japanese-speaking visitors (AC9LJ8C06_E10)</p>
consider and select words and expressions to create texts that reflect Japanese cultural values and beliefs (AC9LJ8C07)	<p>demonstrating differences in ways of showing consideration for others in Japanese such as family terms, conversational strategies and attitudes, for example, using expressions to refuse or deflect praise of self or family or to defer to others; considering how and why Japanese speakers use conversational strategies to avoid conflict such as using indirect or softened language, for example, もうすこし がんばりましょう (AC9LJ8C07_E1)</p> <p>recognising and applying key features in commonly encountered authentic texts in Japanese, for example, train station announcements, spoken commercials in culturally and context appropriate ways ごらんのスポンサーからお送りいたします (AC9LJ8C07_E2)</p> <p>creating and performing texts that reflect cultural behaviours associated with Japanese contexts and communities and may contrast with their own cultural experience (AC9LJ8C07_E3)</p> <p>adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, interpreting the significance of differences in family kinship terms when referring to one's own or others' family 父/お父さん、あね/おねえさん (AC9LJ8C07_E4)</p>

<p>Understanding language and culture</p> <p>Understanding systems of language</p>	<p>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)</p>	<p>accurately pronouncing all combinations of kana, including voiced and unvoiced elements, and all combined sounds (contractions and blends) (AC9LJ8U01_E1)</p> <p>recognising that in the copula です, and the verb suffix ます, the 'u' is devoiced in normal speech (AC9LJ8U01_E2)</p> <p>using available combinations of katakana to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード (AC9LJ8U01_E3)</p> <p>understanding that katakana is used for loan words and that these words must be pronounced within the combinations of available Japanese sounds (AC9LJ8U01_E4)</p> <p>understanding the connection between written representation of tone and emotion and verbal expression, for example, how particle use shifts tone as well as meaning そうですね、そうですか (AC9LJ8U01_E5)</p> <p>understanding that some new combinations of sounds have been devised to allow for pronunciation of loan words, for example, ティ (AC9LJ8U01_E6)</p>
	<p>understand and apply a range of grammatical structures and expressions to compose and respond to texts using appropriate script, punctuation and textual conventions (AC9LJ8U02)</p>	<p>creating cohesion, flow and adding detail by using conjunctions (そして、それから、でも), adverbs (まい日、ときどき、とても), and linking nouns and adjectives (おいしくて、母と) (AC9LJ8U02_E1)</p> <p>approximating unfamiliar words in katakana by applying an understanding of Japanese sound (AC9LJ8U02_E2)</p> <p>applying understanding of kanji (on-yomi and kun-yomi) to infer and deduce meaning of unfamiliar text (AC9LJ8U02_E3)</p> <p>understanding the role of different scripts (hiragana, katakana, kanji) to represent meaning depending on context (katakana – loan words and sound words; hiragana supporting kanji through furigana and okurigana) (AC9LJ8U02_E4)</p> <p>understanding and using a range of particles to perform different functions, including sentence-ending particles such as か, よ and ね (AC9LJ8U02_E5)</p> <p>using a range of familiar verbs and adjectives to describe various activities, people and places in the present and past, including both positive and negative, for example, 行きます、みません、たべました、ききました、たのしいです、こわくないです、きびしかったです、しづかじやなかつたです。 (AC9LJ8U02_E6)</p>

use metalanguage to reflect on similarities and differences between Japanese language functions, structures and features with those of English, in known contexts (AC9LJ8U03)

using the three basic types of sentence structure in Japanese and understanding that word order of noun phrases is flexible as long as particle use is correct and sentences end with a verb: subject は noun です。subject は adjective です。subject は object を verb ます (AC9LJ8U02_E7)

using げんこうようし appropriately to compose and respond to texts, for example, the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, placing of punctuation (AC9LJ8U02_E8)

increasing precision of expression by incorporating specific counter classifiers, for example, ~時、~分、~つ、~まい、~本, superlatives 一ばん 好きです, and adverbs as formulaic expressions 早く、おそらく (AC9LJ8U02_E9)

applying knowledge of metalanguage to discuss in English and deepen understanding of Japanese language functions and increase control of grammatical concepts and language elements such as adverbs, particles, pronouns (AC9LJ8U03_E1)

demonstrating understanding of differences between Japanese and English language features, for example, using 'and' in English for connecting verbs, nouns, adjectives, and in Japanese using て form, と／や and くて／で respectively (AC9LJ8U03_E2)

recognising and naming key features and structures of familiar texts in Japanese such as lost child announcements, spoken commercials or print advertisements, for example, by identifying formulaic expressions, and comparing with expressions in similar texts in English (AC9LJ8U03_E3)

understanding how to create textual cohesion using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, だから、それで、それに(AC9LJ8U03_E4)

comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, exploring how the audience, purpose and context influence each language version (AC9LJ8U03_E5)

<p>Understanding the interrelationship of language and culture</p>	<p>explain how the Japanese language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LJ8U04)</p> <p>understanding how language can vary based on age, relationship and level of familiarity between participants, for example, 母／お母さん、さん、ちゃん; avoiding あなた when showing politeness (AC9LJ8U04_E1)</p> <p>understanding the interconnected nature of language and culture and how they influence each other over and in time, for example, the introduction of foreign words into Japan パン、ズボン) and pop-culture references, J-pop, ググる (AC9LJ8U04_E2)</p> <p>understanding how cultural values are reflected in language to express identity, for example, expressing consideration and respect どうぞ、どうも、；belonging うち／そと; indirect forms of refusal and softening responses ちょっと、あまり (AC9LJ8U04_E3)</p> <p>reflecting on how First Nations Australians ways of communicating relationships and connections to social and physical environments are similar to Japanese connection with nature and respect of the natural, unbuilt environment such as mountains, rivers, trees (AC9LJ8U04_E4)</p> <p>interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Japanese-speaking people's identity (AC9LJ8U04_E5)</p>
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Years 9 and 10 (F–10)

Band level description

By the end of Year 10, students initiate and sustain interactions in Japanese to communicate their own and others' experiences of the world, evaluate and compare language structures and features, create authentic texts, and share cultural experiences of Japanese language learning and identity. They access a range of spoken, written and multimodal sources, and choose appropriate strategies to interpret, evaluate and synthesise information, ideas and perspectives. They read, write and know when to use, hiragana, katakana and an increasing number of kanji. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their evaluation. They create a range of texts, manipulating language for different purposes and audiences. They approximate Japanese pronunciation, intonation and fluency in spoken texts. They demonstrate control of language structures and features in written and multimodal texts. Students interact with Japanese-speaking communities using local and digital resources to explore intercultural experiences. They acknowledge that there are diverse influences on ways of communication and cultural identity. They analyse and evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese	<p>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)</p> <p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural</p>	<p>exchanging detailed information and opinions to express views on personal and contemporary issues and experiences, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。J-pop と K-pop はオーストラリアで人気にはあります (AC9LJ10C01_E1)</p> <p>engaging in a range of modes such as conversations, written texts and text types, for example, using descriptive and expressive language in letters, emails and videos to describe every day and significant events in their lives and rights and responsibilities at home and school ~事があります、~と思います、~方がいい、~べきです、~なければなりません (AC9LJ10C01_E2)</p> <p>initiating and sustaining conversation on familiar and unfamiliar topics by using appropriate あいづち and communicative strategies to seek information, invite contributions or ask for clarification すみません。ああ、それはいいですね。~についてどう思いますか。~というのは何ですか? and explanation, using culturally appropriate patterns of language and interaction, for example, asking, giving or following directions すみません、とよかんはどこですか。, using resources such as digital devices, street or rail maps (AC9LJ10C01_E3)</p> <p>using contextually appropriate language in response to participants in the conversation, for example, adjusting register and tone, using polite form with adults and plain form with peers (AC9LJ10C01_E4)</p> <p>preparing and presenting a real or virtual event such as a visit to Japan, trip or excursion, by preparing print or digital informative materials, for example, filming an introduction to Australian school and home life or conducting school tours that are suitable to context, purpose and audience, and providing elaborations to content-relevant queries (AC9LJ10C01_E5)</p> <p>expressing preferences in relation to shared activities and experiences, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前で会いましょう。じゃあ、金曜日のごご三時半に、えきの前ですね (AC9LJ10C02_E1)</p> <p>participating in authentic or simulated scenarios which involve negotiations and decision making related to travelling and living in Japan to account for a range of preferences, for example, interacting with friends, host</p>

	<p>experiences (AC9LJ10C02)</p> <p>family, sightseeing ○○をしたらどうですか、でも・・・～たいです、まだ宿題をしてないからだからだめです、じゃあ宿題をしてから～てみます、スキーをしたいから、札幌へ行きましょう、でも私はスキーが出来ないから、あまり行きたくない) (AC9LJ10C02_E2)</p> <p>discussing issues or problems that arised on a real or imagined exchange trip and homestay in Japan, brainstorming solutions, offering opinions and advice and comparing individual experiences (AC9LJ10C02_E3)</p> <p>participating and reflecting in learning experiences that combine linguistic and cultural elements, for example, community events, school exchange, cultural activities (incursions - taiko, calligraphy) to compare, contribute, evaluate and respond in culturally appropriate ways ～てみましょう、よろしくお願ひします (in context), A は B より、A より B の方が、同じです、似ています、違います、～のようです／～みたいで) (AC9LJ10C02_E4)</p>
Mediating meaning in and between languages	<p>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)</p> <p>analysing a range of complex and extended texts including written, audio and visual forms such as articles, interviews and video clips and, for example, identifying and evaluating intended audience and purpose, cultural differences, values and perspectives (AC9LJ10C03_E1)</p> <p>understanding details and summarizing key information from authentic texts such as websites, newspaper articles, documentaries, reports or podcasts on topics of local and global interests (AC9LJ10C03_E2)</p> <p>understanding how seasonal, regional, and cultural events and traditions are represented through text, symbols and/or imagery in a range of text types such as promotional materials, brochures, articles and websites, for example, seasons, festivals and events, 節分、雛祭り、子供の日、お盆, special train tickets for specific seasons (AC9LJ10C03_E3)</p> <p>synthesising information from a variety of sources to understand differing perspectives and community attitudes towards and in relation to current local and global issues, for example, sustainability, social media, multiculturalism (AC9LJ10C03_E4)</p> <p>gathering factual information and opinions from a range of authentic Japanese texts such as websites, forums, articles and videos to create a unique response in Japanese according to context, audience and purpose, for example, planning a dream holiday by accessing a range of Japanese websites, gathering information to persuade your school to introduce 部活 or a new uniform ～によると、○○パーセントの学生は部活をしたがっている。だから・・・) (AC9LJ10C03_E5)</p>

	<p>demonstrating a perceptive understanding of a range of texts such as film, historical texts and narratives by recounting, reflecting and evaluating events from the perspective of the author and/or character(s) through the authentic manipulation of language to suit context, purpose, and audience and reflect age, gender and emotion はじめてトトロに会った時、少しこわかったけど、また会いたい (AC9LJ10C03_E6)</p>
interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LJ10C04)	<p>comparing English translations and interpretations of Japanese texts such as song lyrics, proverbs, anime and advertisements that contain cultural elements and references (AC9LJ10C04_E1)</p> <p>discussing how texts such as films, plays, songs and bilingual rakugo use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility (AC9LJ10C04_E2)</p> <p>using Japanese to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a Japanese exchange student or Pen Pal (AC9LJ10C04_E3)</p> <p>evaluating the relative strengths and limitations of print dictionaries and digital translators, for example, comparing words, phrases and sentences to identify instances of non-equivalence and the importance of considering context and audience in translating texts to interpret meaning (AC9LJ10C04_E4)</p>
evaluate how intercultural contexts shape meaning in interactions and texts in Japanese and their own language (AC9LJ10C05)	<p>reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning (AC9LJ10C05_E1)</p> <p>evaluating the nature and effectiveness of their own language and actions when interacting in Japanese (AC9LJ10C05_E2)</p> <p>reflecting on how additional language experience supports and enhances first-language understanding and capabilities, for example, by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives (AC9LJ10C05_E3)</p> <p>reflecting on aspects of their own experiences of intercultural communication such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions (AC9LJ10C05_E4)</p> <p>reflecting on elements of the experience of learning Japanese that have involved adopting styles of communication that have been challenging, easy or memorable (AC9LJ10C05_E5)</p>

<p>Creating text in Japanese</p>	<p>sharing with peers experiences of successful interactions with other Japanese speakers, for example, when gestures or communication styles have been well received and clearly understood and have strengthened the relationship (AC9LJ10C05_E6)</p>
	<p>creating a reflective self-profile or autobiography in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Japanese language and culture that have impacted on their understanding, attitudes, or sense of identity (AC9LJ10C05_E7)</p>
	<p>composing a ‘cultural ID profile’, blog or digital diary to exchange with other Japanese speakers, making decisions about what points of information should be included (AC9LJ10C05_E8)</p>
	<p>create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LJ10C06)</p>
	<p>independently using a variety of language elements appropriately such as plain or polite forms as appropriate to context and audience to plan, promote, explain, evaluate, recount, inform and interact, for example, creating itineraries, journals, resumes, applications, blogs, reviews, advice, dialogues, 健康のために運動をしたり、野菜を食べたりするべきです、人と話すのが好きだから、喫茶店で働きたいです (AC9LJ10C06_E1)</p>
	<p>creating bilingual texts such as subtitles, captions, brochures, posters, children’s books describing personal experiences or community events depicting intercultural encounters relevant to school’s local context, for example, school exchange programs, local Japanese festival, YouTube video introducing Australian cultural practices (AC9LJ10C06_E2)</p>
<p>Creating text in Japanese</p>	<p>sequencing ideas logically to create text cohesion using appropriate cohesive devices such as conjunctions (verb て form, だから、しかし、それに、けれども) (AC9LJ10C06_E3)</p>
	<p>applying understanding of the textual features of different text types to compose appropriate texts, noticing how the choice of language and text structure works to achieve each text’s purpose and engage the intended audiences, for example, letters, articles, messages, editorial, public service announcement, awareness and promotional materials (AC9LJ10C06_E4)</p>
	<p>using factual or imagined events and experiences to compose a range of multimodal text types such as presentations, articles, journals, websites to suit a range of audiences (family, friends, Japanese peers) and purposes (to persuade, analyse, evaluate) (AC9LJ10C06_E5)</p>

	<p>working collaboratively to compose a range of text types such as performance or interaction based on an imagined scenario that allows for experimentation with a range of expressive language, emotional range and depth, for example, focusing on relationships and interactions, retelling of a [fractured] folktale/fairy tale, social media posts) (AC9LJ10C06_E6)</p>
use a broad range of words, expressions, and idioms/proverbs to enhance the cultural authenticity of texts (AC9LJ10C07)	<p>applying understanding of cultural values such as uchi/soto and the importance of hierarchical status to convey appropriate cultural meanings in texts, for example, how roles and relationships define interaction - せんぱい、こうはい and the use of honorifics お水、ご家族。、 recognising mixed register interactions (using けいご to a manager, hearing language towards self in casual register) (AC9LJ10C07_E1)</p> <p>conveying meaning through the use of words and phrases which cannot be easily translated between English/Japanese by using them in context and culturally appropriate ways, for example, つまらないものですが、頭が悪い、かっこいい、おかげさまで、referring to family words, for example, おねえさん to refer to someone who is not related to you. (AC9LJ10C07_E2)</p> <p>applying active listening skills and understanding of conversational etiquette in Japanese by using あいづち and interjections to show attentiveness and interest, , for example, nodding, repeating heard information and confirming details at the end of a conversation, understanding nuance when using ね (confirming)、よ (assertions)、かしら、なるほど、そのとおり、そういうわけか、そうなのか, using けど to finish incomplete sentences; ところで to change topic (AC9LJ10C07_E3)</p> <p>using a range of adverbs (AC9LJ10C07_E4)</p> <p>adjusting and using a range of suffixes depending on the relationship 様、先生、ちゃん、さん、僕、あなた、お姉さん and grouping suffixes たち (AC9LJ10C07_E5)</p> <p>examining the use of popular Japanese idioms and proverbs ことわざ to understand culture and values, for example, ‘でるくいはうたれる’ ‘はなよりだんご’ ‘さるもきからおちる’ ‘一期一会 (いちごいちえ)’ (AC9LJ10C07_E6)</p> <p>understanding when it is appropriate to use idioms and how they cannot be translated or interpreted directly (AC9LJ10C07_E7)</p> <p>listening for idioms and the contextual use in film, songs and conversations, finding idioms scattered throughout pop culture and using in own texts (AC9LJ10C07_E8)</p>

Understanding language and culture

Understanding systems of language

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)

focusing on oral fluency and accuracy, exploring how rhythm, pitch and the use of connectives and gestures contribute to maintaining momentum and increasing confidence and engagement (AC9LJ10U01_E1)

identifying the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べない? 食べましょうか? (AC9LJ10U01_E2)

understanding how to make appropriate pauses and allowing for interjection, for example, dividing up a sentence into cohesive chunks to allow for the use of あいづち (AC9LJ10U01_E3)

recognising ways in which written language is different from spoken language such as being more crafted, precise, elaborated and complex, for example, using sentence fragments, だれと? どこで? それで? (AC9LJ10U01_E4)

recognising the impermanent and fluid nature of spoken language, identifying features such as interactivity, the use of repetition, pauses, interruptions and contractions (AC9LJ10U01_E5)

recognising and responding to challenges associated with clarity and pace in audio texts such as station or airport announcements or recorded phone messages (AC9LJ10U01_E6)

apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LJ10U02)

understanding that many kanji have multiple readings and that there are two types of readings, that is, on-yomi (音; on ‘reading’ or ‘sound’), Chinese-style pronunciation, and kun-yomi (訓; kun ‘reading’ or ‘explanation’), Japanese-style pronunciation; both on-yomi and kun-yomi can have multiple readings (AC9LJ10U02_E1)

understanding that kanji are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of hiragana to the stem of verbs and adjectives is called okurigana (AC9LJ10U02_E2)

developing strategies to understand kanji as a system, to infer meaning of unknown words that contain familiar kanji and unfamiliar kanji utilising clues such as radicals, and writing some kanji compound words, for example, 外国語 日本料理 (AC9LJ10U02_E3)

understanding that verbs and adjectives can be divided into groups according to the way they are conjugated and this affects the formation of tense, aspect and linking; verbs have three groups: Group 1 (go-dan doushi), Group 2 (ichi-dan doushi) and Group 3 (fukisoku doushi) and adjectives have two groups: い and な (AC9LJ10U02_E4)

understanding and applying the formation rules of verb groups such as the plain form (knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, as listed in dictionaries), て form and plain past (AC9LJ10U02_E5)

use metalanguage to reflect on and evaluate Japanese texts, and to compare use of language features in Japanese and English (AC9LJ10U03)

understanding and using a range of particles including combined particles such as のは、のが、では、 how to use も effectively, the use of は for emphasis, for example, チョコレートは好きですが、ケーキはすきじゃないです。 (AC9LJ10U02_E6)

understanding and using a variety of language structures using verb stem forms, verb て forms, plain form and plain past to express a range of ideas, for example, ~ている、~てもいいです、~てはいけません、~てはだめです、~つもりです、~とおもいます、~たり~たりします、~たい、~たくない、~かった、~やすい／にくいです (AC9LJ10U02_E7)

understanding how the concept of uchi-soto 内と外 influences word choice, for example, the appropriate use of plain forms in authentic contexts such as conversations with peers 食べる？見る？ and the importance of selecting appropriate words when discussing giving and receiving gifts and favours あげます、さしあげます (AC9LJ10U02_E8)

elaborating ideas or statements using expressions such as 今週、先週、来年、いつも、ぜんぜん、あまり、 indicating the status of actions using adverbs まだ、もう、using adverbs as intensifiers かなり, ぜんぜん, たいてい and superlative forms using 一番いちばん、 for example, 一番好きなかもくは日本語です。 (AC9LJ10U02_E9)

using Japanese counting systems (units of 10, 100, 1000 and 10,000) and associated kanji, for example, 百ひゃく、千せん、万まん, and a wider range of counter classifiers ~円、~分、~まい、~本、~つ、~日 (date) (AC9LJ10U02_E10)

using metalanguage to describe and apply grammatical concepts and language elements めいし、けいようし、どうし、ぶん, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures (AC9LJ10U03_E1)

evaluating differences in text structure and grammar between formal and informal Japanese language use such as abbreviations, dropping of particles and emphatic intonation in informal communication including face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。、うん、わかった。/はい、わかりました。、それは何？/山中やまなかさん、それは何ですか。 (AC9LJ10U03_E2)

Understanding the interrelationship of language and culture	<p>understanding the concept of borrowed and created language 外来語 and 和製英語, for example, スマホ、オムライス、メル友 , to create new meanings スマート and the emergence of such words, for example, changing attitudes to social practices, involvement in social media and digital communication (AC9LJ10U03_E3)</p> <p>reflecting on similarities and differences between English and Japanese ことわざ and their use (AC9LJ10U03_E4)</p> <p>evaluating how language choice in Japanese reflects cultural values, perspectives and identity, and compare these with their own (AC9LJ10U04)</p> <p>providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations (for example, replying positively to the enquiry お元気げんきですか), or strategies to preserve values of humility and honour (AC9LJ10U04_E1)</p> <p>discussing how the cultural value of 内うち/外そと is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate 'group', the choice of informal or formal register, and decisions about what to share/not share in general conversation (AC9LJ10U04_E2)</p> <p>discussing Japanese cultural concepts such as 恩 (owing a kindness), 義理 (a sense of duty) and 和 (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s) (AC9LJ10U04_E3)</p> <p>discussing their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication (AC9LJ10U04_E4)</p> <p>considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity, identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are expressed differently across languages and cultures (AC9LJ10U04_E5)</p> <p>interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Japanese-speaking people's identity (AC9LJ10U04_E6)</p> <p>analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Japanese language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LJ10U04_E7)</p>
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noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それは ちょっと...。、 and avoiding foregrounding the self with phrases such as お先に) どうぞ。がんばります。 (AC9LJ10U04_E8)

Years 7 and 8 (Year 7 entry)

Band level description

By the end of Year 8, students use Japanese to interact and collaborate in activities based on their personal world, classroom and beyond, they practise language structures and features, and develop understanding of the relationship between language and culture. They process and begin to interpret information and ideas in texts. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language functions, structures and features. They are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They read and write hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and use high-frequency katakana and kanji. They develop awareness about the systematic nature of Japanese grammar and its importance in conveying meaning. They use modelled and rehearsed language in familiar contexts to create texts using a range of high-frequency vocabulary and modelled language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. Students interact with peers in Japanese-speaking communities using local and digital resources. They identify connections between language and culture and compare these with their own.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
<p>Communicating meaning in Japanese</p> <p>Interacting in Japanese</p>	<p>interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LJ8EC01)</p> <p>develop language to interact in classroom exchanges, routines, tasks and</p>	<p>exchanging greetings depending on the time of day, for example, おはよう ございます。こんにちは。, using appropriate titles and terms of address such as ~先生せんせい or Simon さん、and gestures such as bowing to show respect (AC9LJ8EC01_E1)</p> <p>introducing themselves じこしょうかい using culturally appropriate formulaic expressions and gestures はじめて、どうぞ よろしく。、with bowing and appropriate eye contact (AC9LJ8EC01_E2)</p> <p>exchanging personal information with Japanese-speaking peers via online or virtual forums, for example, providing name, age, school, and language(s) spoken at home (AC9LJ8EC01_E3)</p> <p>exchanging information about daily or leisure activities or events via face-to-face or online modes of communication such as blogs or virtual conversations and comparing experiences with those of Japanese-speaking peers using cohesive devices such as conjunctions when sequencing or elaborating, for example, 日にちよう日びにえいがに行きます。それから、かいものを します。or すしが好すきです。でもさしみが好すきじゃないです(AC9LJ8EC01_E4)</p> <p>expressing likes and dislikes, for example, スポーツが好すきです。しゅくだいは ちょっと… (AC9LJ8EC01_E5)</p> <p>giving and receiving items using culturally appropriate gestures and language, for example, どうぞ。どうも ありがとうございます (AC9LJ8EC01_E6)</p> <p>describing aspects of their personal worlds, for example, friends, family, pets, teachers, school and interests using expressions such as noun は adjective です。わたしの ともだちはおもしろいです (AC9LJ8EC01_E7)</p> <p>using formulaic language to express feelings, for example, おなかがペコペこです。つかれました。さむいです。どきどきします。 (AC9LJ8EC01_E8)</p> <p>following instructions to complete an activity or to get organised, for example, たってください。三人さんにんぐループになってください。 (AC9LJ8EC02_E1)</p> <p>asking the meaning of words and how to say something in Japanese, requesting repetition and indicating whether or not they understand, for example, はい、わかりました。いいえ、ちょっと わかりません。日本語にほんごで 何なんですか。すみません、もう いちど。 (AC9LJ8EC02_E2)</p>

responsibilities (AC9LJ8EC02)	<p>using formulaic expressions to ask for clarification, for example, ~は えい語ごで 何なん ですか。十四じゅうよんページ ですか。 or permission, for example, トイレに 行いっても いい ですか。 to apologise for lateness or interrupting, for example, すみません、ちょっと いい ですか。おくれて すみません and to borrow classroom objects, for example, えんぴつを かして ください。けしゴム、ありますか (AC9LJ8EC02_E3)</p> <p>using appropriate language and behaviour when giving and receiving classroom objects, for example, どうぞ。ありがとうございます(AC9LJ8EC02_E4)</p> <p>using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons and responding to roll call, for example, きりつ, れい, ちゃくせき、はい、います。いません。 (AC9LJ8EC02_E5)</p> <p>praising, complimenting, and encouraging others, for example, じょうず ですね。いい ですね。よく できました。すごい ですね。もうちょっと です。がんばりましょう (AC9LJ8EC02_E6)</p>
engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LJ8EC03)	<p>working collaboratively to create displays, presentations or performances to showcase their Japanese learning for family, friends and school community (AC9LJ8EC03_E1)</p> <p>following instructions, for example, following a basic recipe to make やきそば, おこのみやき、まきずし or making origami (AC9LJ8EC03_E2)</p> <p>making arrangements using language related to place, time and activity, for example, 火かよう日びに テニスを しますか, and accepting or declining invitations, 火曜日はちょっと・・・、いいですね (AC9LJ8EC03_E3)</p> <p>participating in scenarios that involve ordering and purchasing goods such as food and drink, for example, すしを ください。おちゃ、おねがいします。いくらですか (AC9LJ8EC03_E4)</p> <p>participating in class activities such as word, board or electronic games, using set phrases in Japanese such as わたしの ばん、みぎ、ひだ、かった!、まけた、ざんねん、だめだった、だいじょうぶ?、がんばって!、つぎは だれ?、いち、に、さん! (AC9LJ8EC03_E5)</p> <p>planning and creating resources for the classroom environment or younger learners that may assist with learning Japanese, for example, creating or illustrating mnemonic devices, or vocab books (AC9LJ8EC03_E6)</p>

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)	<p>identifying key information such as names of people and places, times and activities in familiar contexts including conversations, advertisements, profiles and simple narratives (texts such as manga, anime, folk tales, etc.) (AC9LJ8EC04_E1)</p> <p>obtaining and organising specific information from a range of everyday Japanese texts such as emails, menus, weather reports, map and timetables and responding in Japanese (AC9LJ8EC04_E2)</p> <p>gathering, classifying and summarising results of class surveys on topics such as students' likes and interests, family, neighbourhood, activities or habits, and presenting findings to others, for example, ひるごはんに 何なにを 食たべますか。日にちよう日びに 何なにを しますか。しゅうまつに どこに 行いきますか (AC9LJ8EC04_E3)</p> <p>responding to structured stimulus questions about characters, places, events or effects in imaginative texts such as stories, films and anime using modelled language and formulaic expressions to express reactions, for example, やさしい人、おもしろい話ですね、ちょっと怖いです、楽しかったです、びっくりしました (AC9LJ8EC04_E4)</p> <p>reading and viewing texts such as anime, manga, video clips or lyrics of J-pop; responding to questions about characters, lyrics or events, for example, 誰ですか、名前は何ですか、何のイベントですか、どこですか or recreating elements by means of a storyboard, timeline or original performance (AC9LJ8EC04_E5)</p>
develop and begin to apply strategies to interpret, translate and convey cultural meaning in Japanese in familiar contexts (AC9LJ8EC05)	<p>interpreting words and expressions that do not translate easily into English and reflect aspects of Japanese culture, for example, いただきます、ごちそうさま(AC9LJ8EC05_E1)</p> <p>learning to use dictionaries and electronic translation tools to identify issues such as multiple meanings of words and the need to consider context (AC9LJ8EC05_E2)</p> <p>developing word lists, grammar rules or personal mnemonic devices to translate information (AC9LJ8EC05_E3)</p> <p>recognising it is not only words that can be translated, but also culture, behaviour and contexts (AC9LJ8EC05_E4)</p> <p>understanding cultural differences relating to social and communicative behaviours such as use of personal space and body language; being aware that meaning is not always conveyed through text, but can be conveyed through various means (AC9LJ8EC05_E5)</p> <p>using some Japanese to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LJ8EC05_E6)</p>

<p>Creating text in Japanese</p>	<p>interpreting aspects of spoken Japanese texts for others, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and gestures (AC9LJ8EC05_E7)</p>
	<p>reflect on some similarities and differences in cultural interpretations between Japanese and their own language use and behaviours (AC9LJ8EC06)</p>
	<p>developing language for expressing personal reactions to and feelings about intercultural experiences, for example, いいですね。あれ？ へえ すごい！ びっくりした！ すみません (AC9LJ8EC06_E1)</p>
	<p>adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, 母はは、ママ and お母かあさん、～さん and ～せんせい (AC9LJ8EC06_E2)</p>
	<p>describing and demonstrating differences in ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings such as おはよう。 versus おはようございます。、 or forms of respect or apology when entering a classroom しつれいします。、 at mealtimes いただきます。 or when interrupting someone すみません (AC9LJ8EC06_E3)</p>
	<p>reflecting on aspects of the experience of using Japanese that highlights intercultural differences relating to social and communicative behaviours, for example, the use of personal space and body language, and ways of accepting or refusing an offer (AC9LJ8EC06_E4)</p>
	<p>observing live or recorded interactions in different Japanese-language contexts; identifying aspects that they find confusing or surprising, for example, gestures おじぎ, levels of politeness, ways of requesting, thanking or greeting or the exchange of business cards, and comparing to own cultural forms of expression and social interaction (AC9LJ8EC06_E5)</p>
<p>create a range of spoken and written texts for familiar contexts and purposes using appropriate scripts, conventions and linguistic features (AC9LJ8EC07)</p>	<p>creating imaginative texts (may be bilingual) across a variety of modes such as written, multi-modal, role-play, digital clip, photo montage to share with others, for example, a comic strip, narrative, a commercial (AC9LJ8EC07_E1)</p>
	<p>creating bilingual texts, resources and signs for younger learners or non-Japanese speakers in the school environment (AC9LJ8EC07_E2)</p>
	<p>creating and presenting a profile of a well-known Japanese or Australian person, including details, for example, とし、かぞく、 and 好きなこと such as 食たべもの、スポーツ、かもく、どうぶつ (AC9LJ8EC07_E3)</p>
	<p>creating a video clip to communicate specific information to a particular audience, for example, a visual or virtual introduction to their family or neighbourhood or a glimpse into a week in the life of an Australian teenager for potential exchange student groups (AC9LJ8EC07_E4)</p>

	<p>designing texts for real or imagined special occasions that include the expression of culturally appropriate behaviour, for example, ねんがじょう、母の日(AC9LJ8EC07_E5)</p> <p>understanding textual conventions of familiar types of texts such as めいし, emails, conversations, speeches, advertisements, stories and songs and how they are typically constructed, for example, considering the use of particular layouts, visual images and grammatical features in advertisements, manga or brochures (AC9LJ8EC07_E6)</p> <p>using a range of familiar language in contextually appropriate ways to suit the audience and purpose, for example, writing a simple email to a host family, writing a simple narrative for young children, writing a script for how to answer the phone, and comparing with similar texts in English (AC9LJ8EC07_E7)</p> <p>reporting on events and activities in their immediate environment or personal world such as through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules, for example, きのう サッマーの し あい でした。わたしの がっこうの チームは かちました (AC9LJ8EC07_E8)</p> <p>conveying appropriate emotions in conversations suitable to the audience, for example, びっくりした、ざんねん、よかったです、マジで、本当) (AC9LJ8EC07_E9)</p> <p>understanding how to create textual cohesion using elements such as paragraphing or conjunctions to sequence and link ideas and maintain the flow of expression, for example, そして、それから、でも (AC9LJ8EC07_E10)</p>
<p>develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect Japanese cultural values and beliefs (AC9LJ8EC08)</p>	<p>creating and designing texts for cultural events that include expression of culturally appropriate behaviour/understandings, for example, 年賀状、残暑見舞い)、skits and role-plays designed to support intercultural understanding, for example, いただきます、いってらっしゃい (AC9LJ8EC08_E1)</p> <p>incorporating some basic あいづち, for example, へえ~, in spoken texts to demonstrate cultural awareness (AC9LJ8EC08_E2)</p> <p>describing and demonstrating differences in ways of showing consideration and respect for others in Japanese, for example, using particular terms of address, register and body language in greetings such as おはよう。, versus おはようございます。、 or forms of respect or apology when entering a classroom しつれいします。、 at mealtimes いただきます。 or when interrupting someone すみません。 (AC9LJ8EC08_E3)</p> <p>adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, 母、ママ and お母さん、～さん and ～せんせい (AC9LJ8EC08_E4)</p>

<p>Understanding language and culture</p> <p>Understanding systems of language</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="vertical-align: top; padding: 5px;"> <p>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)</p> <p>develop knowledge of, and use structures and features of, the Japanese grammatical and writing systems (AC9LJ8EU02)</p> </td><td style="vertical-align: top; padding: 5px;"> <p>recognising that in the copula です, and the verb suffix ます, the 'u' is devoiced in normal speech (AC9LJ8EU01_E1)</p> <p>understanding the system of Japanese sound combinations: Japanese has five vowels, a vowel can be attached to all consonants except ク, and the basic unit of sound of Japanese is mora (AC9LJ8EU01_E2)</p> <p>understanding that the sounds of hiragana and katakana are identical even though the associated scripts are different (AC9LJ8EU01_E3)</p> <p>using available combinations of katakana to experiment with the Japanese pronunciation of loan words, for example, レストラン (AC9LJ8EU01_E4)</p> <p>pronouncing all combinations of hiragana and katakana, including voiced and unvoiced forms and all combined sounds (contractions and blends) (AC9LJ8EU01_E5)</p> <p>becoming familiar with the rhythm of Japanese, recognising the concept of the 'foot' フット as the minimum unit of rhythm, and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word (AC9LJ8EU01_E6)</p> <p>understanding the origins of Japanese script (kanji from China; hiragana was formed by simplifying the form of kanji, while katakana was formed using a part of kanji) and that modern Japanese uses all three scripts depending on word origins and context (AC9LJ8EU02_E1)</p> <p>understanding and using a range of particles to perform different functions, including sentence-ending particles such as か and ね (AC9LJ8EU02_E2)</p> <p>understanding that each individual kanji represents meaning as well as sound, for example, 日 ('sun', 'day'), and that some kanji come from pictographs, for example, 山 (AC9LJ8EU02_E3)</p> <p>understanding the use of furigana as a tool to support reading (AC9LJ8EU02_E4)</p> <p>understanding the use of basic Japanese punctuation marks such as a まる(。)、てん(、) and katakana long vowel mark (ー), and the writing conventions involved when げんこうようし (both vertically and horizontally) (AC9LJ8EU02_E5)</p> <p>applying the principles of stroke order to write all kana and high-frequency kanji such as numbers, days of the week, family members, and basic adjectives and verbs (AC9LJ8EU02_E6)</p> </td></tr> </table>	<p>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)</p> <p>develop knowledge of, and use structures and features of, the Japanese grammatical and writing systems (AC9LJ8EU02)</p>	<p>recognising that in the copula です, and the verb suffix ます, the 'u' is devoiced in normal speech (AC9LJ8EU01_E1)</p> <p>understanding the system of Japanese sound combinations: Japanese has five vowels, a vowel can be attached to all consonants except ク, and the basic unit of sound of Japanese is mora (AC9LJ8EU01_E2)</p> <p>understanding that the sounds of hiragana and katakana are identical even though the associated scripts are different (AC9LJ8EU01_E3)</p> <p>using available combinations of katakana to experiment with the Japanese pronunciation of loan words, for example, レストラン (AC9LJ8EU01_E4)</p> <p>pronouncing all combinations of hiragana and katakana, including voiced and unvoiced forms and all combined sounds (contractions and blends) (AC9LJ8EU01_E5)</p> <p>becoming familiar with the rhythm of Japanese, recognising the concept of the 'foot' フット as the minimum unit of rhythm, and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word (AC9LJ8EU01_E6)</p> <p>understanding the origins of Japanese script (kanji from China; 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	<p>reading and writing all hiragana and katakana including voiced, contracted and blended sounds; understanding how to use the kana chart to support learning (AC9LJ8EU02_E7)</p> <p>using the three basic types of sentence structure in Japanese, and understanding that word order of noun phrases is flexible as long as particle use is correct, and sentences end with a verb subject は noun です。 subject は adjective です。 subject は object を verb ます (AC9LJ8EU02_E8)</p> <p>using a range of familiar verbs and adjectives to describe various activities, people and places in the present and past, including both positive and negative, for example, 行きます、みません、たべました、ききました、たのしいです、こわくないです、きびしかったです、しづかじやなかったです (AC9LJ8EU02_E9)</p> <p>creating cohesion, flow and adding detail by using conjunctions そして、それから、でも, adverbs まい日、ときどき、とても and linking nouns and adjectives おいしくて、母と (AC9LJ8EU02_E10)</p>
use familiar metalanguage to discuss Japanese language structures and features and compare with English (AC9LJ8EU03)	<p>identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements such as pronouns (AC9LJ8EU03_E1)</p> <p>developing metalanguage for communicating about language, using terms such as noun, pronoun, verb, adjective and conjunction, and cross-referencing with knowledge of English-language syntax and parts of speech (AC9LJ8EU03_E2)</p> <p>highlighting and recognising parts of speech in a text and explaining the difference in rules compared to English (AC9LJ8EU03_E3)</p> <p>identifying words of Japanese origin used in English, for example, judo, karaoke, karate, obento, sushi, and how they may be written in Japanese compared with English (AC9LJ8EU03_E4)</p> <p>recognising the use of words borrowed by Japanese from other languages such as English, French, Dutch and Portuguese, for example, サッカー、ゴルフ、パン、ランドセル and noting how these are pronounced by Japanese speakers (AC9LJ8EU03_E5)</p>

Understanding the interrelationship of language and culture	<p>identify connections between Japanese language and culture in shaping meaning and identity (AC9LJ8EU04)</p> <p>considering how the Japanese language (certain phrases) reflects traditional practices and values, for example, associated with family life - いただきます、ただいま、おかえり (AC9LJ8EU04_E1)</p> <p>identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age, gender and how language use and communication impacts these (AC9LJ8EU04_E2)</p> <p>identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして。よろしく おねがいします。or that the question おげんきですか。is a genuine health enquiry rather than a greeting (AC9LJ8EU04_E3)</p> <p>understanding that the Japanese language has many ways of expressing values such as consideration and respect, for example, どうぞ, >どうも、すみません、おくれて すみません、しつれいします、 and using indirect forms of refusal and softening responses, for example, ちょっと…。あんまり… (AC9LJ8EU04_E4)</p> <p>understanding language variation based on age, relationship, level of familiarity between participants, for example, お母さん versus 母、～さん versus ちゃん／くん, use of honorifics - ご and お, avoiding あなた when showing politeness (AC9LJ8EU04_E5)</p> <p>compare Japanese culture, beliefs, attitudes and values with students' own (AC9LJ8EU05)</p> <p>comparing and reflecting on ideas, values and key messages in Japanese texts such as the moral of a story or folk tale or identifying ideas and themes that may be similar or different across cultures, for example, Japanese concepts of おんがえし, working hard, consideration of others and humility (AC9LJ8EU05_E1)</p> <p>noticing that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions (AC9LJ8EU05_E2)</p> <p>interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Japanese-speaking people's identity (AC9LJ8EU05_E3)</p> <p>sharing reactions to intercultural experiences and considering whether their individual background, age and interests contribute to attitudes and/or beliefs that influence the experience (AC9LJ8EU05_E4)</p> <p>reflecting on how First Nations Australians ways of communicating relationships and connections to social and physical environments are similar to Japanese connection with nature and respect of the natural, unbuilt environment such as mountains, rivers, trees (AC9LJ8EU05_E5)</p>
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preparing a personal profile to exchange with Japanese-speaking students, showing cultural background, what is important to them, beliefs and interests using images, captions and symbols, and reflect on possible differences between them and Japanese students (AC9LJ8EU05_E6)

researching common Japanese culture, beliefs and values and creating a Venn diagram showing similarities and differences from their own (AC9LJ8EU05_E7)

Years 9 and 10 (Year 7 entry)

Band level description

By the end of Year 10, students initiate and sustain interactions in Japanese to share their own and others' experiences of the world in familiar and unfamiliar contexts, interpret information, ideas and perspectives, develop cultural authenticity in texts, and reflect on cultural experiences of Japanese language learning and identity. They access a range of spoken, written and multimodal sources and choose appropriate strategies to evaluate and synthesise ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their analyses. Students use hiragana, katakana and an increasing number of kanji to create a range of texts, adjusting language for different purposes and audiences. They apply their understanding of known kanji to predict the meaning of unfamiliar words. They demonstrate control of language structures and features in written and multimodal texts. Students interact with Japanese-speaking communities using local and digital resources to explore intercultural experiences. They develop understanding that there are diverse influences on ways of communication and cultural identity. They evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

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.

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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Japanese Interacting in Japanese	<p>initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about own and others' personal world (AC9LJ10EC01)</p>	<p>sharing information and expressing opinions and aspirations about teenage life, significant or special events in their own life such as celebrations, leisure activities, future plans, and comparing with those of Japanese teenagers, for example, 土曜日はぼくの誕生日パーティーでした。どうでしたか。たくさん友だちが来て、たのしかったです。行きたいです。つまらないとおもいます。 (AC9LJ10EC01_E1)</p> <p>developing strategies to initiate, sustain and extend interactions such as asking for clarification, confirmation or additional information いつしますか。だれとしますか。どうですか, and acknowledging and showing interest using appropriate gestures and expressions such as あいづち あいづち and interjections, ああ そうですか。いいですね。そうですね。へえ。はい うん。 (AC9LJ10EC01_E2)</p> <p>providing evidence or reasons to justify own opinions or planned actions, for example, ベンリだから／なので、コンビニで買かいものします (AC9LJ10EC01_E3)</p> <p>communicating with one another and with other young Japanese speakers via email, online conferencing or school-based exchanges about shared interests such as popular culture, sports and special events, or comparing aspects of school or home life, for example, 私わたしの趣味はスポーツです。山川やまかわさんはスポーツをしますか。私はスーパーでアルバイトをしています。デービッドさんはアルバイトをしていますか。 or ぶかつに入っていますか。 (AC9LJ10EC01_E4)</p>
	<p>use Japanese language in exchanges to question, offer opinions and compare and discuss ideas (AC9LJ10EC02)</p>	<p>using appropriate levels of formality for everyday exchanges such as greetings, introductions and apologies, for example, こんにちは。おそくなってすみません。ごめんね！ and thanking, inviting or congratulating one another, for example, メールをどうもありがとうございます。いらっしゃにカラオケをしませんか (AC9LJ10EC02_E1)</p> <p>engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example, 土曜日はひまでですか。土曜日はちょっと…。日曜日はどうですか。日曜日にえいがを見に行きませんか。いいですね、行きましょう (AC9LJ10EC02_E2)</p> <p>interacting in classroom routines using appropriate language to apologise, for example, すみません、しゅくだいをわされました。, to request clarification, for example, テストは何日ですか。ゆっくり言ってください。、to ask and</p>

	<p>respond to questions, for example, ～は英語で何ですか。この漢字はどう読みますか。、 to elicit or offer opinions, for example, どうおもいますか。つまらないです。、 and to ask questions or make suggestions, for example, つぎはだれですか。いっしょにしましょうか (AC9LJ10EC02_E3)</p>
	<p>enquiring about and describing the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか。テーブルの上うえにあります。学校の左ひだりにあります (AC9LJ10EC02_E4)</p>
	<p>showing appreciation and complimenting one another, for example, よくできました。うたがじょうずですね (AC9LJ10EC02_E5)</p>
	<p>discussing their language-learning experience, for example, 日本語はやさしいですね。かんじはむずかしいです。でも、おもしろいです (AC9LJ10EC02_E6)</p>
<p>discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LJ10EC03)</p>	<p>planning and completing tasks involving authentic or simulated transactions that involve negotiating and making shared decisions such as planning social events or holidays, purchasing goods, ordering food, making requests by email or text message, role-playing scenarios related to travelling or living in Japan, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう、八時ちょっと前に来てください。何をするよていですか。 (AC9LJ10EC03_E1)</p>
	<p>planning and preparing for a real or virtual event, trip or excursion such as a visit to Japan (AC9LJ10EC03_E2)</p>
	<p>reflecting on activities by offering and eliciting opinions about experiences, for example, どうでしたか、どう思いますか、たのしかったです、たのしそうです (AC9LJ10EC03_E3)</p>
	<p>expressing preferences in relation to shared plans, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前で会いましょう。じゃあ、金曜日のごご三時半に、えきの前ですね (AC9LJ10EC03_E4)</p>
	<p>making decisions about services such as specifying size, number and colour where relevant, and commenting on products, for example, おこのみやきを二つください。おいしそうですね。むらさきのLサイズをください。かわいいですね。 (AC9LJ10EC03_E5)</p>

Mediating meaning in and between languages	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LJ10EC04)	understanding the gist and recording specific details from texts such as websites, newspaper articles, documentaries, reports or podcasts on topics such as popular culture, schools, sports or leisure activities in Japan (AC9LJ10EC04_E1)
		obtaining information from a range of texts such as written, audio and visual, for example, television weather reports, interviews and digital video clips and demonstrating comprehension through a range of presentation modes such as short answers, summaries, graphs, charts, diagrams and written or digital reports (AC9LJ10EC04_E2)
		identifying variations in spoken and written informative and persuasive texts, for example, print, television and online advertisements, noticing differences in language according to intended audience, purpose and context (AC9LJ10EC04_E3)
		analysing information from a range of authentic Japanese texts such as email, travel brochure, article, review, journal/diary to respond appropriately in Japanese according to context, audience and purpose, for example, inviting a friend on a holiday, persuading parents to allow you to attend a concert, reflecting on an imagined experience, reviewing a video (AC9LJ10EC04_E4)
		synthesising factual information from a range of print, online/web-based travel and leisure texts and using it to compare options and make suggestions, for example, しんかんせんはとても高いですが、べんりだと思います。東京から京都まで二時間半かかります。バスで八時間ぐらいかかります (AC9LJ10EC04_E5)
		responding to open-ended questions about characters, places, events or effects in a range of written and audio-visual texts such as articles, stories, and videos to offer personal views and opinions on character and plot to recount and predict events and engage creatively with texts and offer alternative endings, for example, どうして○○は○○に行きましたか。○○してから、○○はどう思いましたか、もしあなたが○○さんだったら、どうしますか (AC9LJ10EC04_E6)
	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar	finding and using Japanese equivalents for conversation fillers such as 'um' and 'yes', for example, ええと、あのう、はい、うん (AC9LJ10EC05_E1)
		explaining why some terms cannot be used interchangeably in Japanese as they can in English, for example, すみません/ごめんなさい。ください/おねがいします。こんにちは/もしもし (AC9LJ10EC05_E2)
		considering differences between Japanese and English language used to describe people, for example, 目がほしい。はながたかい(AC9LJ10EC05_E3)

	<p>and unfamiliar contexts (AC9LJ10EC05)</p> <p>using print, electronic and online dictionaries effectively by taking context into account when interpreting the meaning of words or phrases, for example, ただいま、おかえり、ねます (go to bed), あし (foot/leg) (AC9LJ10EC05_E4)</p>
	<p>evaluating the effectiveness of electronic translators, for example, by comparing back-translations of short texts or formulaic phrases, identifying instances of non-equivalence and noticing the potential pitfalls of literal translation (AC9LJ10EC05_E5)</p>
	<p>using Japanese to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a Japanese exchange student or Pen Pal (AC9LJ10EC05_E6)</p>
	<p>reflecting on how intercultural contexts shape meaning in interactions and texts in Japanese and their own language (AC9LJ10EC06)</p> <p>noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それは ちょっと…。 and avoiding foregrounding the self with phrases such as (お先さきに) どうぞ。がんばります(AC9LJ10EC06_E1)</p> <p>recognising the importance of active listening skills to conversational etiquette in Japanese such as showing interest and attentiveness by using あいづち and nodding, repeating heard information and confirming details at the end of a conversation (AC9LJ10EC06_E2)</p> <p>discussing incidences in Japanese-language exchanges when miscommunication has occurred, and reflecting on why or how this happened (AC9LJ10EC06_E3)</p> <p>reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values (AC9LJ10EC06_E4)</p> <p>considering the relationship between identity and language with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese (AC9LJ10EC06_E5)</p> <p>examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication (AC9LJ10EC06_E6)</p> <p>considering whether their sense of identity changes when they use different languages (AC9LJ10EC06_E7)</p>

<p>Creating text in Japanese</p>	<p>recognising that social values and reactions such as respect or displeasure can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts (AC9LJ10EC06_E8)</p>
	<p>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)</p>
	<p>independently using a variety of language elements appropriately, including plain or polite forms appropriate to context and audience (AC9LJ10EC07_E1)</p>
	<p>applying their understanding of the function of cohesive devices such as conjunctions to sequence and link ideas and actions, for example, verb て form, だから、しかし、それに、けれども (AC9LJ10EC07_E2)</p>
	<p>applying understanding of the textual features of different text types to compose appropriate texts such as letters, notices, articles, messages, noticing how the choice of language and text structure works to achieve each text's purpose (AC9LJ10EC07_E3)</p>
	<p>structuring texts effectively, for example, using introductions, linked paragraphs, logical sequence of ideas, examples, conclusions (AC9LJ10EC07_E4)</p>
	<p>using factual or imagined events and experiences to compose a range of multimodal text types such as presentations, articles, journals, websites to suit a range of audiences (family, friends, Japanese peers) and purposes (to inform, promote, invite) (AC9LJ10EC07_E5)</p>
	<p>working collaboratively to compose and perform a skit such as a manzai based on an imagined scenario that allows for experimentation with expressive language (AC9LJ10EC07_E6)</p>
	<p>composing a range of informative and imaginative texts for different contexts, purposes and audiences (AC9LJ10EC07_E7)</p>
	<p>creating bilingual texts such as subtitles, captions, brochures, posters, children's books to describe, for example, personal experiences, community events or depict intercultural encounters relevant to school's local context (AC9LJ10EC07_E8)</p>
	<p>use a range of words, expressions and idioms/proverbs to develop cultural authenticity of texts (AC9LJ10EC08)</p>
	<p>applying understanding of cultural values such as humour and the importance of hierarchical status to convey appropriate cultural meanings in texts, for example, Understanding how roles and relationships define interaction - せんぱい、こうはい、ぼけ、つっこみ in まんざい (AC9LJ10EC08_E1)</p>
	<p>demonstrating understanding of words and phrases which cannot be easily translated between English/Japanese by using them in context and culturally appropriate ways, for example, ただいま、おかえり、お先にどうぞ、がんばりましょう、お疲れ様です (AC9LJ10EC08_E2)</p>

<p>Understanding language and culture</p> <p>Understanding systems of language</p>	<p>providing bilingual captions to explain culturally significant images of Japanese and First Nations Australian scenes, for example, country, landforms, gardens, waterholes, deserts (AC9LJ10EC08_E3)</p> <p>applying active listening skills and understanding of conversational etiquette in Japanese, by using あいづち and interjections to show attentiveness and interest, for example, nodding, repeating heard information, and confirming details at the end of a conversation (AC9LJ10EC08_E4)</p> <p>examining the use of popular Japanese idioms and proverbs ことわざ to understand culture and values, for example, ‘でるくいはうたれる’ ‘はなよりだんご’ ‘さるもきからおちる’ ‘一期一会 (いちごいちは)’ and understanding when it is appropriate to use them (AC9LJ10EC08_E5)</p> <p>listening for idioms and proverbs in film, songs and conversations to see the contextual use and using in own texts (AC9LJ10EC08_E6)</p>
	<p>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)</p> <p>select and use structures and features of the Japanese grammatical and writing systems to enhance meaning (AC9LJ10EU02)</p>

	<p>understanding and applying the formation rules of verb groups such as the plain form (knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, as listed in dictionaries), て form and plain past (AC9LJ10EU02_E5)</p> <p>understanding and using a range of particles, including combined particles such as のは、のが、では (AC9LJ10EU02_E6)</p> <p>understanding and using a variety of language structures using verb stem forms, verb て forms, plain form and plain past to express a range of ideas, for example, ~ている、～てもいいです、～てはいけません、～てはダメです、～つもりです、～とおもいます、～たり～たりします、～たい、～たくない、～かった、～やすい／にくいです (AC9LJ10EU02_E7)</p> <p>developing strategies to guess the meaning of unknown words that contain familiar kanji, for example, 小学校、中学校 (AC9LJ10EU02_E8)</p> <p>elaborating ideas or statements using expressions such as 今週、先週、来年、いつも、ぜんぜん、あまり and superlative forms using 一番いちばん、for example, 一番好きなかもくは日本語です (AC9LJ10EU02_E9)</p> <p>using Japanese counting systems (units of 10, 100, 1000 and 10,000) and associated kanji, for example, 百、千、万), and a wider range of counter classifiers ~円、～分、～まい、～本、～つ、～日 (date) (AC9LJ10EU02_E10)</p> <p>use metalanguage to reflect on and evaluate Japanese texts, and to compare language structures and features in Japanese and English (AC9LJ10EU03)</p> <p>developing metalanguage to describe and apply grammatical concepts and language elements, and organise learning resources such as verb charts and lists of vocabulary and sentence structures (AC9LJ10EU03_E1)</p> <p>noticing differences in text structure and grammar between formal and informal Japanese language use such as abbreviations, dropping of particles and emphatic intonation in informal communication including face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。、うん、わかった。/はい、わかりました。、それは何？/山中やまなかさん、それは何ですか。 (AC9LJ10EU03_E2)</p> <p>understanding the concept of borrowed and created language 外来語 and 和製英語 such as スマホ、オムライス、メル友、to at times, create new meaning, for example, スマート and the reasons such words may have emerged, for example, changing attitudes to social practices, involvement in social media and digital communication (AC9LJ10EU03_E3)</p>
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Understanding the interrelationship of language and culture	reflecting on similarities and differences between English and Japanese ことわざ and how they cannot be directly translated (AC9LJ10EU03_E4)
	analyse and explain connections between Japanese language and culture in shaping meaning, values and identity (AC9LJ10EU04)
	reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values (AC9LJ10EU04_E1)
	considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese (AC9LJ10EU04_E2)
	examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication (AC9LJ10EU04_E3)
	considering whether their sense of identity changes when they use different languages (AC9LJ10EU04_E4)
	analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Japanese language and culture, such as, the idea of ‘belonging’ and the importance of cultural group or family membership (AC9LJ10EU04_E5)
	identifying Australian ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating on the go, hugging or kissing on cheek, not using suffixes, sitting on the floor or desk, using phone on the train, speaking loudly and using direct eye contact (AC9LJ10EU04_E6)
	reflect on Japanese culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LJ10EU05)
	recognising that social values and reactions such as respect or displeasure can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts (AC9LJ10EU05_E1)

noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それは ちょっと…。 and avoiding foregrounding the self with phrases such as お先に) どうぞ。がんばります。 (AC9LJ10EU05_E5)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Japanese speaking people's identity (AC9LJ10EU05_E6)

identifying the diverse cultural contexts of Australia and significant life events that are marked in Australia and/or Japan, for example, 七五三、 birthdays, 18th/21st birthdays and 成人式、お正月 and ゴールデンウィーク or marriage, differences between lunch boxes/obento, and considering how these provide insight into cultural values or traditions (AC9LJ10EU05_E7)