

Japanese (F–10 Sequence and 7–10 Sequence)

Victorian Curriculum F–10
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Introduction

Rationale

Communication is a human imperative. Communication in Japanese 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 to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Japanese 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. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Japanese develops learners':

- communication skills
- literacy skills in their first and additional languages
- intercultural capabilities
- understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
- understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
- critical and creative thinking.

Japanese was first taught in Victoria at tertiary level in 1919. It has been taught at school level since 1935, predominantly 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 China, Indonesia, South Korea and Australia learn Japanese as an additional language.

Victoria has an established Japanese-speaking community, and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture, sport and cuisine.

Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the 2 countries. Learning Japanese provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Japan is an important nation within the Asia-Pacific and a significant contributor to economic, cultural and diplomatic relations in the region.

Aims

The 4 interrelated aims of the Japanese curriculum are to develop knowledge, understanding and skills to ensure students:

- communicate in Japanese

- understand the relationship between language and culture
- develop intercultural capabilities
- understand themselves as communicators.

Structure

Pathways

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

Sequences

Japanese is presented in 2 sequences that offer different entry points into language learning:

- F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
- 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

Strands and sub-strands

Content in Japanese is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Japanese curriculum

Strand	Engaging with Japanese Language and Culture (F–2 only)	Communicating Meaning in Japanese	Understanding Language and Culture
Sub-strands	Engaging with Japanese language Engaging with Japanese culture	Interacting in Japanese Mediating meaning in and between languages Creating text in Japanese	Understanding systems of language Understanding the interrelationship of language and culture

Engaging with Japanese Language and Culture

This entry level strand appears in Foundation to Level 2 only. It involves students' early exploration of and play with language learning. There are 2 sub-strands.

Engaging with Japanese language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

Engaging with Japanese culture

Exploring and noticing connections between language and culture.

Communicating Meaning in Japanese

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

Interacting in Japanese

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

Creating text in Japanese

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Japanese, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

- F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10

- 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

Content descriptions

In Japanese, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

Learning in Japanese

Japanese is pitched to second and additional language learners, who are the dominant group of Japanese language learners in the current Australian context.

Students of Japanese in Victorian schools come from a wide range of backgrounds. Most students will be learning Japanese for the first time, while others may have existing connections to Japanese through early learning experiences or as background Japanese speakers.

Japanese language

Japanese is a phonetic language. Japanese pronunciation follows consistent rules and is predictable.

Japanese uses 3 scripts for writing: Hiragana, the basic phonetic script representing the sounds of Japanese; Katakana, the companion phonetic script that is used predominantly for loan words; and Kanji, Chinese characters that represent meaning rather than sound (ideographs). The 3 scripts are used interdependently.

Students first experience written Japanese by learning to recognise some simple Kanji that represent introductory topics such as numbers, as well as pictographic concepts such as mountain, river or tree. Hiragana is typically the first script that students learn to write. Selected Katakana and Kanji are introduced in context, then taught systematically, contributing to script knowledge and competence. Many loan words from other languages expressed in Katakana reflect the impact of globalisation, technology and popular culture on Japanese language and culture.

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verbs. There are some differences such as word order between Japanese (subject+object+verb/copula) and English (subject+verb+object). Sentences can be enhanced by the addition of details such as adjectives, adjectival nouns or relative clauses, usually placed before the main items. As the Japanese language is highly contextual, it is not always necessary to articulate the subject, direct object or indirect object of a sentence, and pronouns are not used as frequently as in English. Japanese expresses the plural very differently to English, and counting involves using counter classifiers that reflect the nature of the item. Japanese also uses particles, which are short words that identify the grammatical function of words in a sentence.

An element of Japanese that may be unfamiliar to some learners is the system of plain and polite forms of language, which reflect respect, status, positioning and hierarchy in social and professional relationships. Plain and polite forms are represented in both spoken and written

language. For example, there are shortened sentences, abbreviated plain forms and some omitted particles in informal conversations. In writing, plain form does not only denote 'impolite' or 'informal' language, but is the accepted form for a number of text types such as picture books, diary or journal entries, social media posts and newspaper articles.

Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students' effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Japanese curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Japanese curriculum

Strand	Macro skills				
	Listening	Speaking	Reading	Writing	Viewing
Engaging with Japanese Language and Culture	ü	ü			ü
Communicating Meaning in Japanese	ü	ü	ü	ü	ü
Understanding Language and Culture	ü	ü	ü	ü	ü

Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Japanese texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](#) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

Intercultural understanding

In the Languages curriculum area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Japanese, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

The use of Japanese and English

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

Curriculum – F–10 Sequence

Foundation to Level 2

Band description

In Foundation to Level 2, Japanese language learning builds on the Victorian Early Years Learning and Development Framework and each student's prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Japanese-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Japanese, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with recognising simple, frequently used Kanji, Hiragana and some Katakana, and progressing to reading a variety of texts. They create their own simple texts about their personal world as they develop their linguistic skills.

Through engaging with texts, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Japanese language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Japanese through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Japanese uses 3 scripts: Hiragana, Katakana and Kanji. They can match words with images and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Japanese. They expand their repertoire of Japanese words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Japanese using simple metalanguage. They start to develop written competence by copying simple, frequently used Kanji, then Hiragana and then some simple Katakana to produce words and phrases with support. They respond to texts using

frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Japanese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Japanese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

Content descriptions and elaborations

Strand: Engaging with Japanese Language and Culture

Sub-strand: Engaging with Japanese language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>notice that Japanese looks and sounds different to other languages</p> <p>VC2LJ2E01</p>	<ul style="list-style-type: none"> • creating or using visual flashcards with Kanji and/or Hiragana, comparing them with alphabets and other writing systems from around the world, and noticing how Japanese looks and sounds different from other languages • singing familiar nursery rhymes such as 'Mary had a little lamb', 'Head, shoulders, knees and toes' and 'Twinkle, twinkle, little star' in Japanese, and discovering differences and similarities in how they sound, even though the lyrics may share the same meaning in English • listening to audio recordings of basic Japanese words such as colours, phrases such as greetings, nursery rhymes and animal sounds, and developing active listening skills by noticing the different sounds and pronunciation compared to English and/or other languages • practising gestures such as bowing during Japanese greetings, and exploring the different types of bows used in various situations • playing with and using tactile materials to create Japanese scripts, for example, forming Kanji numbers or Hiragana using plasticine, chalk writing on the pavement, or painting with water, and making pictures out of characters to be displayed around the classroom • noticing differences and similarities among the English alphabet, and Hiragana, Katakana and Kanji, through visual cues and prompting from the teacher, for example, 'Hiragana looks curly'; 'Kanji has straight lines and different parts' • recognising symbols and how pattern systems work, understanding how sound can be represented in different writing systems, for example, pointing to the text while reading a story to the class • discussing familiar words of Japanese origin that they may have heard before (e.g. sushi, karate, anime), and how these words sound and look in Japanese and English • participating in a guided group activity, naming some similarities and differences between Japanese and English (e.g. appearance, sound, scripts, politeness), and viewing the responses collated by their teacher in a Venn diagram or image to display in the classroom • responding to Japanese versions of familiar children's stories and folktales, identifying expressions and key points in the story, comparing them with the English-language versions, and re-enacting the stories with puppets, props or actions

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>develop oral language skills through exploring and listening to the sounds and patterns of the language</p> <p>VC2LJ2E02</p>	<ul style="list-style-type: none"> • playing and experimenting with language through participating in songs, dances, rhymes and games, and creating mnemonic devices • copying gestures and facial expressions, for example, recognising personal space, sitting in <i>seiza</i> pose, bowing, using both hands to give and receive, waving their hand for 'no' or to come, pointing to their nose to indicate 'me', counting on their hands using the Japanese gestures, and diverting eye contact • responding to spoken language and instructions through movement or creative expression, for example, counting with their fingers to a number song, or acting, gesturing or miming to respond or match meaning • participating in guided group activities and simple tasks such as games, crafts and role-plays, using movement, gestures, props, toys, images and/or digital tools to support understanding and convey meaning • engaging in shared listening, reading and viewing of texts, and discussing their reactions and the themes, familiar keywords and phrases • listening to and retelling Japanese folktales and well-known children's stories such as 「大きなかぶ」, 「三匹のこぶた」, 「いっすんぼうし」 and 「ももたろう」, and noticing the rhythm, intonation and vocabulary of the Japanese language • sitting in a circle on the floor and using Japanese words to describe the colour(s) of random objects given to them • sounding out words displayed by their teacher in simple Kanji characters (e.g. 犬, 人, 山, 川, 口) to learn the vocabulary in Japanese • locating familiar keywords and information in activities such as group reading, matching flashcards, drawing lines to images or objects, colouring, or filling in the blanks • linking movement to meaning by creating a dance or actions that match spoken language or songs

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases</p> <p>VC2LJ2E03</p>	<ul style="list-style-type: none"> • using Japanese for everyday routines and interactions, for example, はい、います／いいえ、いません for roll call, and いただきます and おいしい during meals • using appropriate forms of address and formal/informal greetings in games and everyday routines, for example, せんせい、おはようございます; ピーターさん、おはよう; さようなら; バイバイ; こんにちは • greeting each other at the beginning and end of class using appropriate gestures such as bowing and simple phrases such as おはようございます, こんにちは, ありがとう, バイバイ and さようなら • responding to images of different times of the day, greeting others at different times, and verbalising which greeting is most appropriate and why • participating in games such as guessing and matching simple words, and responding in Japanese, for example, なんですか。～です。; ～ですか。はい。／ちがいます。 • surveying each other to discover their likes and dislikes in Japanese, for example, りんごが好きですか。はい、好きです。／いいえ、好きじゃないです。 or simply responding with はい／いいえ or 好き／好きじゃない • playing movement games (e.g. fruit basket, 4 corners), listening to the teacher pronouncing Japanese words and practising saying them aloud during the game • recognising and responding to language in everyday scenarios, for example, setting up a pretend grocery store where the shopkeeper greets customers with いらっしゃいませ, and the customers respond with simple one- or 2-word requests such as これ、ください • recognising and responding to Japanese in everyday routines and interactions using simple phrases spontaneously, such as はい, いいえ, ありがとう, もうっかい and すみません • responding with a simple phrase or word to describe pictures of different activities in a day, for example, いただきます／ごちそうさまでした to a picture of someone eating, or ごめんなさい／すみません to a picture of someone apologising

Sub-strand: Engaging with Japanese culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>explore connections between language and culture through play and/or imagination</p> <p>VC2LJ2E04</p>	<ul style="list-style-type: none"> • acknowledging and celebrating linguistic and cultural diversity, for example, listening to the different sounds and ways of saying common expressions in different languages, or celebrating different events • participating in whole-class discussions about the meaning of 'culture' and 'identity', talking about their traditions, practices, and what is important to them and their way of life • recognising that Japanese is another language, and understanding that it is spoken by people in Japan and other countries, including Australia • identifying items in Australian culture that come from Japan, for example, food, art, origami, martial arts such as judo and karate, and popular culture such as anime and manga • exploring common Japanese symbols, mascots (ゆるキャラ), emblems and characters, and how they relate to culture, tradition and beliefs, such as the origami crane, cherry blossom, samurai, Kumamon, Miraitowa, Maneki Neko and kimono • engaging actively in, and sharing the enjoyment of, language, culture and texts in a range of ways, for example, listening and responding to stories, cultural displays and experiences • observing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい • celebrating holidays and festivals such as せつぶん, ひなまつり, こどもの日 and たなばた, and exploring the associated traditions and Japanese terms, for example, while discussing Children's Day, learning words such as <i>koi</i>, colours to describe carp streamers and numbers to count them, the festival month (ごがつ) and simple phrases (e.g. たのしい／おいしいです) • using their imagination to immerse themselves in a cultural experience, for example, pretending to travel in Japan on a bullet train, buying a きっぷ or えきべん, and practising polite language in various situations (e.g. ありがとう／すみません) • participating in a whole-class discussion about the differences between their own culture(s) and Japanese culture, sharing insights about how they celebrate events such as birthdays, Christmas and New Year, and comparing this to how they are celebrated by Japanese speakers

Strand: Communicating Meaning in Japanese

Sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>communicate using formulaic and modelled language relating to aspects of their personal world</p> <p>VC2LJ2C01</p>	<ul style="list-style-type: none"> greeting others by bowing, and using simple language, phrases and appropriate gestures, for example, おはようございます／おはよう; こんにちは; もしもし; さようなら／またあした／じゃまたね／バイバイ using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with others, for example, ～せんせい／～くん／～ちゃん／～さん; おはようございます／おはよう listening and responding to simple oral instructions in class when playing games, completing work, or getting ready for or finishing class, for example, たってください; すわってください; きいてください; みてください; とまってください recognising and responding to Japanese in everyday routines and interactions using phrases, for example, はい、います／いいえ、いません for the roll call; いただきます, おいしい and ごちそうさま when eating; いただきます and ただいま when entering and leaving the class; はい and いいえ for yes and no; すばらしい! and かわいい! for reactions;うれしい to express feelings; わたしの～ to indicate ownership introducing themselves in a ‘first meeting’ scenario using appropriate gestures such as bowing, using the appropriate formulaic phrases for the situation, such as はじめまして。[family name, given name] です。どうぞよろしく。 and specific pronouns わたし／ぼく, exchanging a created めいし and indicating themselves by touching their nose using modelled structures to share basic personal information (e.g. name, age, nationality, family details) with others, for example, ハリーです。オーストラリア人です。七さいです。 engaging in games such as swat it, using a fly swatter to swat greeting flashcards that match the words called out by the teacher using digital tools and rehearsed language to match words and phrases to images such as animals (e.g. いぬ, ねこ), fruits (e.g. もも, りんご), or numbers and quantity (e.g. にこ, さんこ, 七さいです, かぞくは五人です)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>participate in a range of guided language activities using formulaic expressions, and visual and spoken cues</p> <p>VC2LJ2C02</p>	<ul style="list-style-type: none"> • participating in language-focused board games, using formulaic expressions, and responding to visual and spoken cues, for example, expressing excitement (やった！) or disappointment (ざんねん！／まけた！), and using つぎ to indicate the next player's turn • responding to simple statements about themselves and their friends, likes/dislikes, family and pets, for example, making groups according to statements (e.g. 六さいの人; かぞく五人の人) • participating in games, tasks and activities that involve guessing, matching and choosing cards or objects (e.g. bingo, snap, go fish), using modelled questions and responses, for example, 犬ですか; はい／いいえ; はい、犬です／いいえ、犬じゃないです • engaging in role-plays and using formulaic expressions and cues for different situations, for example, using common phrases and visual cues to act as customers and servers in a restaurant, such as いらっしゃいませ; ～をください; はい、どうぞ • singing and responding to action songs in a group, for example, singing 「むすんでひらいて」; 「ひげじいさん」; 「きらきらぼし」; 「大きなくりの木の下で」; 「あたま・かた・ひざ・ポン」; 「パンダ・うさぎ・コアラ」 • practising tongue twisters such as なまむぎなまごめなまたまご and あかパジャマきパジャマちゃパジャマ • participating in ラジオたいそう to practise counting numbers and using simple words such as 右, 左, 下 and 前 • engaging in a くみたいそう (group exercise routine) with a 'leader' repeating words and exercises, or making their own routines in groups using simple words, numbers and movements • taking part in a guided role-play or skit in a shop or at the market, for example, バナナをください; はい、五十えんです; どうぞ; ありがとうございます • teaching a song or simple game to a buddy class or visitors, using familiar language and actions, for example, じゃんけんぽん

Sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>locate key information in a variety of texts with the Hiragana chart as support, and respond using gestures, images, words and/or formulaic phrases</p> <p>VC2LJ2C03</p>	<ul style="list-style-type: none"> • listening to and/or locating information in texts, such as colour (e.g. あか, あお, しろ, くろ, きいろ), size (e.g. 大きい, 小さい) and shape (e.g. まる, さんかく, しかく), and using it in guided drawing, building or collecting activities, for example, building a tower with coloured blocks in the order of colours they hear • developing reading strategies by comparing words within a wordlist (e.g. あかい, あおい, しろい, くろい, きいろい), identifying known Hiragana, and using the context to support the making of meaning • reading short texts or passages that include Hiragana, using the Hiragana chart to help understand unfamiliar words and find important information in the text, and playing the Hiragana hunt game to find as many Hiragana as they can in the text, for example, 'Find all of the に in the text' • listening to a Hiragana sound and identifying words that contain that Hiragana character within a text • exploring frequently used Kanji (e.g. 一, 二, 三, 山, 川, 木, 林, 森, 目, 耳, 口, 大, 小, 同), and creating posters or flashcards using mnemonic stories and images to remember the shape, sound and meaning of the Kanji • recognising keywords and points in a variety of texts, helping their understanding with visual cues such as gestures and facial expressions, for example, listening to a teacher or older student read a book out loud and responding to questions (e.g. なに, なん, いつ, どこ, だれ) • demonstrating understanding of a text through gestures, for example, acting out scenes or performing actions that represent key information or events from the text (e.g. りんごをたべます; はをみがきます; おきます; ねます) • identifying words and characters written in Japanese, and then playing digital or card games (e.g. snap or memory) that involve matching images with their corresponding words in Hiragana • 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?' • using information from print or digital texts and sequencing pictures, keywords or simple sentences in chronological order, or retelling a story by creating a storyboard, diagram or digital display

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>explore and make meaning from sounds, words and phrases for familiar objects or terms in Japanese through play, and discover how languages influence each other</p> <p>VC2LJ2C04</p>	<ul style="list-style-type: none"> • creating Kanji stones by writing the Kanji character on one side and drawing the meaning on the other, and then playing games with the stones • playing games using familiar objects or words in Japanese, for example, matching words with pictures or objects, saying the words aloud as they match • discovering loan words or borrowed phrases in Japanese from other languages and discussing how they are similar or different in pronunciation, meaning or usage • creating a simple poster or mini-booklet to help remember words and phrases related to the unit of work • playing digital, card or board games (e.g. memory, ninjas and castles / snakes and ladders, <i>sugoroku</i>) to practise saying and reading new Kanji, Hiragana and vocabulary • participating in a nature hunt, walking around the school grounds identifying insects or objects, and describing them in Japanese (e.g. しろい cloud; みどりの tree; 大きい worm; 小さい ladybug), and drawing their discoveries in a table under the heading 大きい／小さい • engaging in playful activities such as guessing games to explore sounds in Japanese, for example, imitating animal sounds such as ニャーニャー or ワンワン • playing onomato-match: listen to onomatopoeia, matching them to the images based on the sound, and creating hand actions or gestures to match, for example, てくてく (person walking); とことこ (insect scurrying); のしのし (crocodile lumbering)

Sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create spoken and written texts using words, familiar phrases and modelled language that include Hiragana, some simple Katakana and frequently used Kanji</p> <p>VC2LJ2C05</p>	<ul style="list-style-type: none"> • using simple language structures and supporting images or actions to describe and respond to imaginary characters or experiences (e.g. おばけ／おに／かっぱ／たぬき／ようかいです) • creating and illustrating a 'Big Book' with the class by drawing pictures and writing using simple, modelled structures about familiar topics such as favourite animals (e.g. かえるです; みどりです), and practising reading aloud • drawing pictures showing their daily routines, and adding words that match each activity, for example, おはよう in the morning; こんにちは at lunchtime; いただきます and ごちそうさまでした at meals; さようなら or バイバイ after school • learning about characters from a story by talking or writing about them, for example, describing the characters' names, appearance or roles in the story using simple words, practising writing the names using different scripts (Hiragana, Katakana or Kanji) • using craft items (e.g. string, rice, playdough) or digital tools (e.g. interactive whiteboard) to make, trace or copy Hiragana words and Kanji characters • beginning to copy or write individual Hiragana and Kanji (e.g. 人, 木, 山, 月, 日, 三) and short Hiragana words to construct simple texts such as comic strips, labels, captions and posters • creating a personal profile or an 'about me' poster supported by images or photos, using simple, guided sentences (e.g. 私／ぼくは～です。～さいです。～が好きです。), and practising reading them aloud • creating their own short print or digital story modelled on shared reading, for example, a だるまん story with images and labels in Hiragana • using some simple expressions, formulaic language and techniques to enhance texts, for example, speech bubbles, basic onomatopoeia and exclamation marks • creating a mini-scroll using simple calligraphy (e.g. 日本, 火山, 父の日) and decorating it with related images

Strand: Understanding Language and Culture

Sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>imitate the pronunciation and intonation of spoken Japanese, and use the Hiragana chart to understand how sounds are produced and represented</p> <p>VC2LJ2U01</p>	<ul style="list-style-type: none"> listening to and imitating Japanese speakers or recorded audio passages to practise pronunciation and intonation in Japanese singing songs or repeating language after the teacher with a focus on practising and pronouncing the 5 vowel sounds and consonant+vowel sounds, using the Hiragana chart and flashcards as support clapping out the number of sounds in Japanese words which can be recognised as syllables in English (e.g. saying the はく word おすし and clapping 3 times), and recognising the concept of mora (モーラ or 拍), the basic unit of sound in Japanese, for example, clapping out each mora in a Japanese word and guessing the number of moras by closing their eyes and holding up one finger per mora (e.g. 3 claps for いいえ, which has 3 moras) understanding that when pronouncing Japanese, it is important to pronounce each mora as one beat, practising with tongue twisters such as あかパジャマ、きパジャマ、ちゃパジャマ understanding that the independent nasal sound ん has a mora of its own, for example, こんにちは, and playing a game of しりとり with a list of familiar words such as animal names, trying to avoid ending the game with a word finishing in ん learning that statements and questions have different intonation patterns, and using gestures to indicate the intonation patterns they hear, for example, moving the arm up as the intonation rises using or creating their own mnemonic devices to remember the sounds and shapes of Hiragana by associating them with pictures (e.g. こ for coin), understanding that one Hiragana represents a mora, for example, showing on the Hiragana chart how each character represents one sound

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases</p> <p>VC2LJ2U02</p>	<ul style="list-style-type: none"> • playing games to identify sound combinations and create simple words, for example, combining Hiragana cards or blocks to make words • guessing similar-sounding words on the whiteboard or a worksheet to learn sound combinations and simple words, for example, after learning how to read か, gathering words that start with the <i>ka</i> sound and combining them with other sounds to form words (e.g. かさ, かめ, かね, かき), and highlighting all the か • following instructions such as みて, きいて, かいて and よんで, and adding ください once they are familiar with the words • participating in craft activities, such as creating simple origami cats, dogs and fish, while learning the Japanese words いぬ, ねこ and さかな • learning simple phrases such as ありがとう and おはよう, and once they are comfortable with them, creating the polite form by adding ございます • completing word searches for frequently used words, starting with easy words and then gradually more challenging ones • playing word or scavenger hunts, where they search for specific words or phrases in books, magazines or other written materials • combining Kanji to create new meanings and exploring how the sounds change, for example, 火 and 山 = 火山; 竹 and 林 = 竹林

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and explore how Hiragana, Katakana, Kanji and features of language are used to construct meaning in Japanese</p> <p>VC2LJ2U03</p>	<ul style="list-style-type: none"> • engaging in activities that involve recognising Japanese scripts (Hiragana, Katakana and Kanji) through visual aids (e.g. flashcards, interactive whiteboards) showing authentic visual texts (e.g. billboards, shopfront signs, advertisements, labels), and discussing their meanings • creating drawings or illustrations that represent the meaning of specific Kanji characters, for example, drawing a picture of a tree to match the character 木 • understanding that Japanese uses 3 different scripts for varied purposes, that each script looks different, and that the script is chosen depending on word origins and context; and viewing a children's picture book to search for the different types of script • recognising that adjectives are used to describe people, places and things, for example, matching simple adjectives to pictures (e.g. 大きい, 小さい) • applying basic stroke order, with support, when copying, tracing and writing some Hiragana and simple Kanji, for example, numbering strokes or using different coloured pencils • using basic particles as part of formulaic language, and recognising particles written in Hiragana • noticing that Japanese texts can be presented in different ways, for example, exploring examples of texts that are read from right to left then top to bottom, or from top to bottom then left to right • counting in Japanese from 1 to 20, and using numbers with counter classifiers to express the ages and number of family members (e.g. 〜さい; 〜人) • using これ and か as formulaic language to ask and respond to questions, for example, これはなんですか。これはねこです。 • recognising some familiar words in Hiragana, Katakana and Kanji, for example, numbers and pictographs (e.g. 山, 川, 口, 目, 上), and using visual and oral clues to predict the meaning

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>identify that written and spoken Japanese has grammatical structures and other language features that may be similar to or different from English and/or other languages</p> <p>VC2LJ2U04</p>	<ul style="list-style-type: none"> • recognising and naming the 3 Japanese scripts, and understanding that English uses a different alphabet with its own rules for writing and pronunciation • recognising the many loan words from English and other languages (e.g. ケーキ, ピンク, テニス, パジャマ, ピザ, サラミ), which are written in Katakana and pronounced differently in Japanese • recognising that simple statements in Japanese end in です and questions end in か, similar to the way that English uses a question mark at the end of a question • comparing Japanese and English sentence structures, highlighting different types of words using coloured pens or highlighters, noticing patterns in the grammar, and discussing the similarities and differences between them in word order, verbs, conjunctions or nouns • creating a table or T-diagram that compares English words with their corresponding Japanese words in Katakana • comparing basic word order, and writing or saying English sentences in Japanese word order, for example, 'The dog brown is' or 'I soccer play' • reading familiar texts in Japanese and comparing them with English, noting the structure, presentation, writing orientations, page progression and use of rhyme (e.g. 'Once upon a time' vs. むかしむかし) • brainstorming Japanese words that they may use or hear outside the Japanese classroom (e.g. tofu, manga, anime, emoji, tsunami, karaoke), comparing the pronunciation in English and Japanese, and, with support, making a class poster of the words in Hiragana and/or Katakana

Sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on how language, culture and identity are interconnected and discuss how Japanese-speaking communities are similar to or different from others</p> <p>VC2LJ2U05</p>	<ul style="list-style-type: none"> • exploring the meaning of ‘culture’, and understanding that it includes things we can see (e.g. how people eat or symbols used in flags), as well as things we cannot see (e.g. how people live, their thoughts about themselves and others, and how they interact with their environment) • noticing that in Japanese, there are different ways of speaking for formal and informal interactions, for example, hearing the difference between <i>ありがとう</i> and <i>ありがとうございます</i> • imitating the body language used by Japanese speakers in their everyday lives, for example, pointing to themselves and saying <i>私／ぼく</i> • 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 culture, but not to greet without bowing • becoming aware of Japanese ways of showing respect and politeness, and making comparisons with their own language(s) and culture(s), for example, using titles such as <i>せんせい</i>, bowing, and giving and receiving objects with both hands • comparing the lifestyles of children living in Australia and Japan, such as games (e.g. <i>じゃんけん</i>), mealtime etiquette, or addressing family members and friends

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>identify where Japanese is used around the world and recognise that there are many different languages spoken in communities throughout Australia</p> <p>VC2LJ2U06</p>	<ul style="list-style-type: none"> • using a world map or globe to locate the countries where Japanese is spoken, and discussing how Japanese is used beyond Japan's borders, such as through judo, manga, anime and J-pop • noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, 'You Yangs' comes from the Wadawurrung words <i>Wurdi Youang</i>, meaning 'big hill', and then exploring some Japanese place names and other place names and their meanings such as 大阪, which also means 'big hill' • sharing their own backgrounds and the languages spoken at home by creating a chart that lists frequently used phrases (e.g. for 'hello', 'excuse me', 'thank you'), or their favourite traditional or festive foods • recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. 'Uncle' or 'Aunty') depending on the relationship, and comparing these terms with Japanese and/or other languages • interacting with a guest speaker from the local Japanese community to discover that Japanese is used and valued in different places • participating in cultural days with Japanese-themed events to learn about Japanese culture • researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Japanese-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Japanese language, and discussing what the colours represent in English

Levels 3 and 4

Band description

In Levels 3 and 4, Japanese language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Japanese to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Japanese-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Japanese. Students read and write Hiragana, some simple Katakana and frequently used Kanji with support. They locate information, respond to and create texts using written and spoken Japanese. They access authentic and purpose-developed Japanese-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

Achievement standard

By the end of Level 4, students use Japanese to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. They use Hiragana and some simple Katakana and frequently used Kanji with support, appropriate to context.

Students imitate the sounds, pronunciation and intonation patterns of spoken Japanese. They demonstrate their understanding that Japanese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others' identity.

Content descriptions and elaborations

Strand: Communicating Meaning in Japanese

Sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions</p> <p>VC2LJ4C01</p>	<ul style="list-style-type: none"> • interacting with others in social exchanges including previously learnt greetings (e.g. おはようございます; こんにちは), asking おげんきですか。 and answering はい、げんきです。／いいえ、げんきじゃないです。／まあまあです。～さんは？ • using formulaic expressions to express praise or encouragement, for example, while playing a game, やった！; ざんねん！; だめ！; じょうず！; たいへん！; あぶない！; まけた。; たのしかった？; だいじょうぶ？; Oh, that was fun, でもまけた。; Anne さん, that was すごい！ • responding to and beginning to use modelled classroom instructions to play games, complete work or get ready for class, for example, role-playing teacher–student games, giving instructions as a teacher, for example, たってください; すわってください; かいてください; みてください; よんでください; まるになってください • using appropriate formulaic expressions and gestures for different contexts, for example, asking for clarification (e.g. すみません、もういちど教えてください); negotiating turn-taking (e.g. ちょっとまってください; つぎ; Matilda さんのばん。どうぞ); entering the classroom (e.g. しつれいします); asking for permission (e.g. おねがいします; せんせい、トイレに行ってもいいですか; 水をのんでもいいですか) • introducing themselves using formal, spoken, modelled language and appropriate non-verbal communication such as bowing and eye contact, for example, はじめまして、わたし／ぼくのなまえは～です。九さいです。四ねんせいです。～どしです。おんがくが好きです。へびが好きじゃないです。しゅみはサッカーです。／サッカーをします。どうぞよろしく(おねがいします)。 • exchanging information and learning new words and set phrases by using cue cards about themselves and their friends or family, for example, asking かぞくは何人ですか。; ペットがいますか。 and replying using the information on the cue card, かぞくは六人です。; はい、ペットがいます。／いいえ、ペットがいません。 • developing vocabulary by playing a game to find a partner who has a matching vocabulary or information card • conducting a survey activity to ask personal questions and collect information about members of the class, for example, すいえいが好きですか。／じょうずですか。はい、好きです。／いいえ、好きじゃないです。; じょうずですね。いいえ、へたです。; しゅみは何ですか。しゅみはすいえいです。

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures</p> <p>VC2LJ4C02</p>	<ul style="list-style-type: none"> • working collaboratively to make decisions and organise an activity, for example, planning a class party by asking and answering questions (e.g. いつ、パーティーをしますか。あした、します。／～月にします。; なにをしますか。ケーキをたべます。) • creating a simple role-play, using appropriate gestures and modelled formulaic expressions, for example, creating a script for a shopping role-play, buying and selling items such as vegetables or stationery (e.g. いらっしゃいませ; これをください; いくらですか; はい、どうぞ; ありがとうございます), and spending a set amount of money (e.g. 500 円です) • taking responsibility for にっちょく (classroom duties) by assisting with roll call by acting as the teacher and calling out names (e.g. ～さん／～くん、いますか), with students responding appropriately (はい、います／いません), distributing work, and commencing or ending lessons (e.g. きりつ、れい、ちゃくせき) • developing language activities for their peers or a buddy class, for example, playing the game だるまおとし, teaching the order of colours (e.g. あお、きいろ、あか), and modelling language for the game (e.g. やった! ; かった! ; がんばって!) • 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, or participating in group reading activities requiring turn-taking • preparing for and contributing to shared presentations and performances, for example, a Japanese item for a school assembly or a digital presentation about a class event • participate in role-plays that reflect cultural differences or influences, for example, formulaic expressions used before and after meals (いただきます; ごちそうさまでした), and leaving or returning home (ただいま; おかえりなさい)

Sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts</p> <p>VC2LJ4C03</p>	<ul style="list-style-type: none"> • locating important details in real-life texts such as advertisements, catalogues, menus and packaging, for example, looking for information such as the product name, quantity and price; discussing their findings; or recording the information in English and/or frequently used Kanji or Hiragana • translating simple texts such as manga and responding to them verbally or in writing • viewing an image (e.g. the front cover of a picture book), brainstorming words in Japanese that relate to the picture, and putting the words together into sentences to describe the image and predict events in the story • viewing or listening to a short weather report, recognising keywords such as days of the week (e.g. 月よう日はくもりです), and drawing pictures to match the weather • responding to both spoken words and gestures, for example, replying to the teacher's question えんぴつがありますか by nodding and saying はい、あります or using a hand gesture to indicate that they do not have it • using print and digital tools to gather and respond to information about their peers' home lives and activities, for example, conducting surveys on pets, sports, families, likes and dislikes, and using graphs or images to display the results • viewing images of ゆるキャラ, identifying features of the characters that indicate what or where they represent, and then creating their own unique ゆるキャラ and describing its features to the class • viewing or listening to a song or a story in Japanese, and then comparing it to the English version to understand the similarities and differences, for example, exploring a story about finding a green sheep and learning how to ask みどりのひつじはどこ？, and then comparing language features such as word order and particles with English • developing strategies and processes to locate key points of information in texts (e.g. a story) and make meaning, for example, through the use of pictures, clues and diagrams and the recognition of familiar keywords

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>develop strategies to comprehend and produce Japanese, adjusting language to convey meaning and/or intercultural understanding in familiar contexts</p> <p>VC2LJ4C04</p>	<ul style="list-style-type: none"> • explaining features of Japanese language such as the use of formulaic expressions (e.g. いってきます; ただいま) or basic counter classifiers, and the indication of politeness by using ~です and ~ます • noticing differences in the ways in which speakers of Japanese, English and other languages communicate, for example, noticing differences in communication with young children, unfamiliar adults or elderly people (e.g. おはよう vs. おはようございます), the absence of the suffix ~さん after a family member's name, and the dropping of first-person pronouns (わたし, ぼく) • creating flashcards or a poster with Japanese words and expressions that do not translate easily into English, for example, はじめまして; よろしくおねがいします; いただきます; ごちそうさまでした; がんばって; いってきます; いらっしゃいませ • taking on the role of a character from a story or situation to create and present a skit that conveys language and cultural information using non-verbal and verbal communication, for example, pointing their finger at themselves and saying わたし／ぼく in a role-play • listening to Japanese stories or folktales and retelling what they have heard, to convey vocabulary, phrases and cultural facts in their own words

Sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create and present spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions, using Hiragana with the chart as support, and some simple Katakana and frequently used Kanji VC2LJ4C05</p>	<ul style="list-style-type: none"> • creating an imaginary friend and describing them through performance, digital display, drawing or visual representation, for example: こちらは～ちゃんです。目が大きいです。かわいいです。小さいです。ケーキが大好きです。 • creating a chart, diorama, page of a 'Big Book', or digital presentation to showcase elements of their Japanese language learning to others • creating short bilingual versions of familiar texts such as songs, picture dictionaries, or captions for images, displays or photo stories • creating and/or presenting a set of simple written instructions or steps for a peer or the class to follow, for example, drawing a monster in response to prompts such as 一ばん：くちをかいてください。大きいです。; 二ばん：みみをかいてください。小さいです。 • creating informative texts, for example, describing themselves and their own family members or a friend's family members, indicating the relationship by using expressions such as 母／お母さん, using modelled language and support resources, for example, お父さんのなまえはケンです。やきゅうとおんがくが好です。やさしい人です。 • incorporating onomatopoeic sounds or expressions (e.g. ワンワン; モグモグ; やった!; たいへん; あれ?; がんばって!) into written and spoken texts to enrich texts and entertain others, for example, using speech bubbles, captions and simple expressive interjections • creating a poster or mini-book, or using digital tools to explain their daily routine and home life, for example, drawing a picture of themselves waking up in the morning, writing the caption おはようございます underneath, and adding a label with the time (e.g. 七時) • creating scaffolded texts using Hiragana, including Hiragana with diacritic marks, long vowels and blended sounds as formulaic language, as well as some Kanji relevant to the context (e.g. 大, 小, 犬, 本, 水)

Strand: Understanding Language and Culture

Sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences, using the Hiragana chart for support VC2LJ4U01	<ul style="list-style-type: none"> recognising that there are 5 vowels (<i>a, i, u, e, o</i>) and 19 distinct consonants in Japanese (<i>k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w</i>), and that vowels can be attached to most consonants to produce a <i>kana</i> (i.e. Hiragana or Katakana), by showing and using a Hiragana chart or flashcards, or listening to and singing along with a Hiragana song recognising sounds and pronouncing Hiragana characters and words, including some long vowels (e.g. おとうさん, おおきい) voiced sounds (e.g. かぞく, たべます) and blended sounds (e.g. きょう, でしょう), with reference to support resources such as the Hiragana chart, classroom word lists, personal dictionaries, or interactive audiobooks learning tongue twisters to practise the pronunciation of sounds, such as かえるぴよこぴよこ、みぴよこぴよこ、あわせてぴよこぴよこ、むぴよこぴよこ practising the pronunciation of loan words in Japanese and their English originals in spoken texts, for example, バナナはいくらですか; ペットがいますか; しゅみはサッカーです recognising some variations in intonation, for example, rising intonation in questions (e.g. これはなんですか), instructions, commands or requests (e.g. たってください), and using these intonation patterns in their own speech noticing some frequently used Kanji that may have more than one reading or 'sound' (e.g. ひ, にち and び for 日), and creating mnemonic stories and images to remember the different sounds using the Hiragana chart to create or 'crack the code' for words, such as 'm3, r1, s1, k2' for むらさき practising clapping out the moras of Japanese words to understand their rhythmic structure, starting with simple words and gradually moving to more complex ones, for example, clapping out ごちそうさま as ご•ち•そ•う•さ•ま to demonstrate the phrasing pattern recognising the concept of the minimum unit of rhythm in a Japanese 'foot' (フット) and that one foot in Japanese often consists of 2 moras, for example, ごちそうさま is pronounced as a 3-foot word ごち•そう•さま writing Japanese words or phrases and marking the breaks between feet using the • symbol, for example, writing いただきます as いた•だき•ます, and then reading it aloud

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and use Hiragana, some Katakana and frequently used Kanji, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning</p> <p>VC2LJ4U02</p>	<ul style="list-style-type: none"> • recognising and using the rules of simple Japanese word order (subject+object+verb/copula) with support, playing games such as reorganising sentences using sentence strips • developing their understanding of the present tense ～ます form with particles を and に, and beginning to use them in texts, using gestures to support learning, for example, すしをたべます; がっこうに行きます • describing people, animals, places and things using adjectives (e.g. かわいいです) or adjective+noun phrases (e.g. かわいいうさぎ), and playing a game such as swat it, where students swat a card showing the image/animal/character that matches the adjective called out by their teacher • understanding that stroke order is important for Japanese scripts, and practising numbering strokes in order when writing Hiragana, Katakana or Kanji on paper or when playing games such as Kanji whispers, writing Kanji on each other's backs with their fingers to guess the characters • recognising the function of particles and using them in sentences (e.g. は after the subject, の to indicate ownership, か for questions and が in formulaic expressions such as ～が好きです), in response to images or flashcards to describe their interests (e.g. りんごが好きです; みかんが好きじゃないです) or ownership (e.g. わたしのいぬ; わたしのえんぴつ) • recognising some Japanese writing conventions and different ways of presenting texts, for example, observing the layout and direction of texts (i.e. たてがき, よこがき), and the use of squared paper and punctuation (e.g. Japanese-style comma and full stop) • recognising and using basic counter classifiers in Japanese for different purposes (e.g. ～人, ～才, ～月, ～じ, はん, ～ど), playing a game by matching cards with numbers and corresponding images, or playing the higher/lower game to guess the number/age of people or the temperature • counting from 1 to 100, using a 100s chart in Kanji to locate numbers, and noticing the patterns in numbers across the rows and columns • seeking information using question words (e.g. なに, なん, いつ, どこ, だれ) and the sentence-ending particle か within modelled sentence structures (e.g. 何が好きですか; 何才ですか; 何人ですか; いつですか), for example, playing a guessing game by asking questions to eliminate incorrect answers • noticing the systematic and logical nature of Japanese grammar, and then playing a grammar hunt, comparing English and Japanese sentences, noticing patterns, and comparing the location of different grammatical features

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and compare familiar Japanese language structures and features with those of English and/or other languages, using simple metalanguage</p> <p>VC2LJ4U03</p>	<ul style="list-style-type: none"> • discussing the sounds of Japanese compared with English and/or other languages, for example, noticing the need to adapt to limitations when writing some loan words or foreign words (e.g. adjusting to the absence of the <i>r</i> sound when writing a name such as ‘Peter’ in Japanese), or comparing words in different languages with similar meanings • developing metalanguage for communicating about language through the use of correct terminology for parts of speech (noun, verb, particle, adjective), and creating a table, poster or graphic to display differences between languages, for example, producing a chart to show scripts, word order, conventions, grammar and pronunciation in Japanese, English and/or other languages • applying literacy knowledge in English or other known languages to recognise different elements in texts that contribute to meaning-making, for example, examining the layout, title and illustration in a picture book or speech bubbles in a manga, or becoming ‘punctuation detectives’ and finding examples of punctuation in a text • comparing familiar texts in Japanese, English and/or other languages, for example, songs, tongue twisters or poems, and noticing any similarities or differences in the words, sentence order or structure of the text, for example, ‘Mary had a little lamb’; ‘Silent night’; 「十人十色」; 「七転び八起き」 • comparing onomatopoeia in Japanese and English and/or other languages, such as animal sounds, and noticing how they are similar or different to the sound that they represent • playing a digital online or card-matching game using Hiragana words and matching picture cards (e.g. <i>karuta</i>, memory, snap) • recognising features of familiar genres of Japanese texts (e.g. picture books, digital books, commercials, manga), reading shared texts, and comparing elements such as punctuation and layout with those in similar texts in English or other languages

Sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>identify connections between personal identity, language and aspects of culture</p> <p>VC2LJ4U04</p>	<ul style="list-style-type: none"> • learning to discuss culture and language by responding to prompts (e.g. 'What do you notice?', 'Why do you think that ...?', 'How is this similar/different ...?') or using thinking strategies (e.g. 'I used to think / Now I think') • creating a 'language portrait' of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline • discussing the importance of respect and politeness in Japanese culture, for example, using specific titles, gestures and language, and noticing that the suffix ～さん can be used with anyone's name (except their own), regardless of gender, age or status • noticing how politeness, humility and respect are conveyed in different ways in Japanese language and behaviour, such as how body language and gestures can replace words, for example, bowing as an apology or as a request to be excused • understanding that language used in particular interactions can vary between cultural contexts, for example, noting the use of titles and suffixes in Japanese (せんせい, ～さん, ～ちゃん, ～くん) • learning Japanese customs and traditions, such as how to use chopsticks, table manners, and what to do when visiting shrines or shopping in Japan • viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to • identifying the Aboriginal and Torres Strait Islander Country on which they live and incorporating this into their self-introduction in Japanese • recognising and practising common language and behaviours that reflect Japanese culture and traditions, for example, when viewing excerpts from digital texts, listening for keywords and familiar phrases, and interpreting cultural expressions and behaviours to identify ways of accepting compliments or praise with いいえ instead of ありがとう, expressing humility and respect by not going first, or not using ～さん to refer to themselves • exploring elements of 'culture' (e.g. what is valued in different communities, contexts or environments; different approaches to teaching and learning in school), and understanding formulaic expressions and terms that reflect cultural values, for example, きをつけて; おそうじじかん; きゅうしょく

Levels 5 and 6

Band description

In Levels 5 and 6, Japanese language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Japanese to exchange information and ideas within their school and local environment, and engage with Japanese-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Japanese, and use simple metalanguage to reflect on their understanding. They use their knowledge of Hiragana and familiar Katakana and Kanji to obtain meaning from texts. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Japanese that are related to their immediate environment. They use appropriate combinations of sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Japanese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They use Hiragana and familiar Katakana and Kanji appropriate to context. They apply rules for pronunciation and intonation in spoken language, and apply conventions of Hiragana, Katakana, Kanji and punctuation in written language. They compare language structures and features in Japanese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

Content descriptions and elaborations

Strand: Communicating Meaning in Japanese

Sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment</p> <p>VC2LJ6C01</p>	<ul style="list-style-type: none"> • conversing with others using greetings, culturally appropriate formulaic expressions and simple questions and answers, 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。; しゅうまつに何をしましたか。サッカーをしました。 • communicating with others using a range of strategies such as active listening, turn-taking cues, requests for clarification, and respectful language, for example, はい、そうですか; ほんとうですか; ちょっといいですか; よかったですね • 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 • using basic あいづち (conversational interjections), including body language such as nodding and appropriate interjections (e.g. へー; えー!; うん; はい; うそ!; すごい!) in role-plays of simple conversations in pairs or groups • conducting じこしょうかい using familiar expressions, body language and gestures, and requesting information, for example, はじめまして、私／ぼくは～です。たんじょう日は～月です。～からきました。四人かぞくです。お父さんとお母さんとお兄さんと私／ぼくです。しゅみは～です。ペットがいます。ペットは、～です。よろしくおねがいします。 • recounting and exchanging information with members of the class or other Japanese-speaking students, about their school or home routines, leisure activities, interests or preferences, and popular culture or sport, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです; 土曜日にともだちとうみに行きました。 • exchanging simple correspondence such as greeting cards and messages based on modelled language, for example, おたんじょう日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; よいお年を!; メリークリスマス; お母さん、ありがとう; ~へ、~より

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>participate in activities that involve discussion with others, using language that expresses information, preferences and ideas</p> <p>VC2LJ6C02</p>	<ul style="list-style-type: none"> • stating their preferences in a range of activities and interactions (e.g. ～が好きです; ～が好きじゃないです; ～がきらいです; ～がだい好きです; ～がだいきらいです) and reacting to others (e.g. ほんとう？私も！), or responding to どちらが好きですか to express a preference between 2 things • making a request or asking and seeking permission to do something, for example, トイレに行ってもいいですか; 水をのんでもいいですか; えんぴつをかしてください • taking on different roles and responsibilities in the classroom as とうばん, such as recycling, calling the roll, identifying the date, describing the weather or giving instructions, for example, 本をください; ノートをだして; かみをリサイクルしてください; きりつ、れい、ちゃくせき, using appropriate gestures • playing different traditional Japanese games and activities (e.g. けんだま; ふくわらい; だるまおとし; かみふうせん), and helping each other by giving instructions or feedback, for example, はじめ！; はい; いいえ; ちがいます • sharing their thoughts and experiences in Japanese during and after activities and games, for example, たのしい／たのしかった; むずかしい／むずかしかった; たいへんだった • playing a guessing game by giving descriptions of an object to be guessed, for example, ピンクです。はるです。きれいです。 as clues for <i>sakura</i> (cherry blossom) • practising a Japanese song or poem by giving each other instructions, for example, beginning a song with はじめましょう／うたいましょう, and then counting 一、二、三, and using phrases such as いちばん, にばん and さんばん to talk about lines and verses to sing or practise • conducting digital, simulated or face-to-face shopping experiences with online catalogues or menus, comparing prices and values, and discussing their intended purchases using formulaic expressions such as ちょっとたかいです。でも、かいたいです。 • responding to and using classroom instructions to lead games, complete work or get ready for class, for example, role-playing teacher-student games by giving each other instructions (e.g. 立ってください; すわってください; 書いてください; 見てください; 読んでください; 聞いてください), leading younger learners in an うんどうかい event or game • participating in an activity for a school assembly or class performance, using language related to places, people, items, time and numbers to create promotional materials, for example, producing a poster or video to encourage recycling (e.g. ペットボトルをリサイクルしてください)

Sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose</p> <p>VC2LJ6C03</p>	<ul style="list-style-type: none"> identifying and responding to language and cultural points of information in authentic texts (e.g. advertisements, letters, conversations, brochures, announcements), for example, decoding, locating prices and ordering from a Japanese menu; finding a particular greeting on a card; recording a phone number or the time accessing, organising and presenting information relating to aspects of Japanese culture (e.g. fashion, places, festivals), using supporting resources and providing a structured summary, for example, しんかんせんです。はやいです。あおい/しろいです。; ふじさんです。たかいです。そして、ゆうめいです。火山です。 looking at images of Japanese woodblock prints such as Hokusai's <i>Thirty-six views of Mt Fuji</i>, describing what they see using adjectives and nouns, and writing simple captions for the images listening to a simple community announcement (e.g. a weekly weather forecast) and writing a short message to a friend, using modelled sentences, for example, inviting a friend with 土よう日ははれです。こうえんに行きましようか。たのしいです。十じに行きましよう。 viewing a Japanese じかんわり (school timetable) and describing it in Japanese, for example, 一じかんめはえいごです。4じかんめはこくごです。おひるやすみにひるごはんをたべます。あそびます。そうじをします。 extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, home or school routines, and discussing findings and comparing opinions, for example, 日本で子どもは、がっこうのそうじをします。オーストラリアの子どもは、がっこうのそうじをしません。 using a range of print and digital tools, surveying and compiling simple information about people's interests and preferences (e.g. favourite things, leisure activities), and presenting their findings in a range of formats (e.g. flowcharts, graphs, diagrams, oral presentations) looking at a manga and identifying aspects of the image (facial expression, body language, background), matching these to features of the text (language, speech bubble shape, type of script, font style), and then discussing how both the image and text contribute to the meaning reading a cherry blossom forecast map (e.g. dates, places, weather, temperatures) in Japanese, answering questions and writing information, for example, 'The cherry blossoms will bloom from 18 March until 4 May. The first place it will bloom is Okinawa, and the last place it will bloom is Hokkaido. In Tokyo, the capital city of Japan, it is predicted to bloom on 27 March.'

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply strategies to interpret and convey meaning and/or intercultural understanding in Japanese in familiar non-verbal, spoken and written contexts</p> <p>VC2LJ6C04</p>	<ul style="list-style-type: none"> • exploring Japanese words and expressions that capture unique cultural concepts and do not have direct translations in English, and showcasing or discussing their meanings, cultural significance and appropriate usage in different contexts, for example, はじめまして; 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 • collecting, using and explaining Katakana words and Japanese words used in their own language(s), for example, understanding the origin of the words ‘tsunami’ and ‘typhoon’ • differentiating when to use formal and informal language to suit the context and audience, for example, なまえはなに? to children and おなまえはなんですか。 to a teacher or adult • engaging in games or role-plays and responding appropriately, using both non-verbal and verbal language, for example, playing Simon says to promptly act out the given words or instructions in Japanese • recognising the systematic nature of Japanese scripts and grammatical rules, creating personal notes and resources such as flashcards and tables, and applying these to generate new language for a range of purposes • identifying and highlighting, circling or colouring nouns, verbs, adjectives, pronouns and conjunctions in a sentence or a simple reading text • using strategies to help interpret and convey meaning, considering the advantages and limitations of each resource, for example, accessing a bilingual dictionary, online translator, resource or application, or creating their own word bank • acting out a role-play and responding appropriately using non-verbal and verbal forms of communication, for example, an earthquake or tsunami drill, lunch at a Japanese school, or cheering at a sports day • performing a role-play or skit for a class or school assembly, using Japanese for the performance and English for supporting explanations, for example, performing a skit in Japanese and explaining it afterwards in English, or having the host speak in Japanese with English subtitles displayed on a screen for the audience • 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, expressions or behaviours, such as bowing appropriately, or giving and receiving a gift with both hands

Sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type, using Hiragana and familiar Katakana and Kanji</p> <p>VC2LJ6C05</p>	<ul style="list-style-type: none"> • writing a letter to students in Japan introducing themselves using Hiragana, Katakana and Kanji as appropriate, and demonstrating the use of punctuation marks such as full stops and commas, as well as grammatical conventions, for example, はじめまして。ぼくはジョンです。十一さいです。かぞくは三人です。父と母とぼくです。ペットがいます。犬のなまえはココです。 • creating a presentation about an imaginary experience, such as a dream trip to Japan, using the polite form in past or present tenses, for example, おおさかに行きました。しんかんせんで行きました。きれいなしろを見ました。 • creating a profile poster for their favourite anime character or ゆるキャラ, and presenting it to the class, for example, くまモンです。ゆるキャラです。くまモンはくまです。くろいです。ダンスが好きです。くまもとからきました。 • designing and presenting an advertisement for a sustainable, environmentally friendly product likely to appeal to their age group, for example, designing a reusable cutlery or bento set, and presenting the idea using a range of words (e.g. エコ, リサイクル) • planning and creating texts (e.g. charts, posters, storyboards, menus), and experimenting with the use of Hiragana, diacritic marks, long vowels, double consonants and blended sounds and some topic-specific words in Kanji (e.g. 見, 行, 百, 上) and Katakana (e.g. スーパー, クリスマス, チョコレート) • developing their understanding and applying some features and conventions of familiar texts, for example, experimenting with set expressions and language devices such as rhyme, rhythm, imagery and onomatopoeia, to entertain and engage target audiences • producing a 4-frame comic strip (4コマまんが) to depict daily events at home or school, incorporating onomatopoeia for a more authentic feel • producing and presenting a picture book, 'Big Book', mini-book or short, scripted scenario for members of the class, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging • producing a rap, song or haiku poem 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 • using familiar and modelled language to create informative texts, such as a photo story, ebook or personal profile, for example, profiling a member of their family or friendship group, or a famous Japanese-speaking character or person

Strand: Understanding Language and Culture

Sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences, using the Hiragana chart for support</p> <p>VC2LJ6U01</p>	<ul style="list-style-type: none"> pronouncing all the sounds in the Hiragana chart, including voiced and unvoiced sounds, combined and long vowel sounds, blended sounds and double consonants (e.g. がっこう, しゅみ) recognising and discerning differences between sounds in Hiragana, for example, たて vs. たって using the Katakana chart as reference, pronouncing some common loan words, using them in texts (e.g. アイスクリーム, インターネット) and playing games such as 'Katakana search' where students are racing to find all the Katakana within a specified section of text building their knowledge of Kanji, including their origins, common radicals and compounds, understanding that some Kanji can be pronounced differently when combined with other Kanji (e.g. 人 can be read as ひと on its own, にん in 六人, or じん in 日本人), and creating a chart or poster of different examples recognising that the Hiragana used for some particles does not match its pronunciation, for example, the particles は (<i>wa/ha</i>), へ (<i>e/he</i>) and を (<i>o/wo</i>), by creating mnemonic stories or images to match the shape and sound of the Hiragana experimenting with a keyboard with <i>rōmaji</i> input settings to type words or short sentences, and typing the correct Hiragana or Kanji in typing races where the teacher calls out a phrase or sentence understanding the use of <i>furigana</i> as a reading and pronunciation aid, and practising its application with worksheet tasks that involve writing <i>furigana</i> on top of Hiragana, Katakana, Kanji words or short sentences, using the Hiragana chart for support noticing the relationship between stress, pacing and meaning, and applying appropriate intonation patterns in familiar language to express excitement, make statements or ask questions, for example, demonstrating fluency in paired speaking activities, reading a familiar story aloud, or using lines or arrows going up or down to indicate intonation in questions and statements

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and use Hiragana, some Katakana and familiar Kanji, and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type</p> <p>VC2LJ6U02</p>	<ul style="list-style-type: none"> • using picture/word flashcards to sort or display on a student-created word wall, recognising that there are 2 groups for adjectives, い and な, and using both types of adjectives to describe a range of nouns (e.g. きれいなはな, かわいいねこ) • using flashcards to sort colours into 2 groups, and understanding that primary colours and shades (e.g. あか) can take the addition of い, that secondary and tertiary colours (e.g. ピンク), which are considered descriptive nouns, require the addition of の to convert them to the adjectival form, and that these additions are required when describing a noun with colour (e.g. あかいくつ, ピンクのドレス, ちゃいろい犬, あおいちょうちょ) • practising basic Hiragana, Katakana and Kanji stroke order, for example, recognising the order from top to bottom, left to right; that the horizontal stroke often goes first; and that 口 is made up of 3 strokes, for example, using water calligraphy paper to practise writing frequently used Kanji • understanding and using a range of particles in simple compound sentences (e.g. へ, で, に, を, と, も) by playing 'particle races', matching particles to words that would match them, for example, しんかせん + で; ともだち + と; とうきょう + に • exploring the use of が／にあります／います to refer to inanimate/animate objects by playing a game to match image cards with います／あります cards • using language such as これ, それ, あれ and どれ by matching a phrase in word bubbles to a pair of images in a manga according to their location • using conjunctions such as そして and それから to link and sequence ideas in modelled oral and written language tasks by joining sentence strips together with conjunctions • applying the language features of different types of texts, for example, using appropriate wording when opening and closing emails or letters (e.g. ~さんへ; ~より), or when starting simple phone conversations (もしもし) • writing a short script about what they are going to do or what they did during their holidays using present / present-negative / past verb forms with the teacher's support, for example, やすみに、日本に行きます／行きません／行きました; ふじさんを見ます／見ません／見ました; すしとてんぷらをたべます／たべません／たべました • identifying and using elements of different sentence structures including location words, prepositions (e.g. 上, 下), directions and the use of particles in modelled structures (e.g. しんかんせんで行きました; えんぴつはつくえの上です), or having a treasure hunt in the classroom by following clues, for example, せんせいのつくえの下に; ドアのうしろに • using some counter classifiers in Japanese (e.g. ~人, ~才, ~ぴき／ひき／びき, ~月, ~日, ~円) and understanding Japanese numerical place order (一, 十, 百, 千, 万) • understanding and using some conventions associated with げんこうようし, for example, considering the size and position within the square of diacritics, small characters such as っ, and punctuation marks such as まる, and practising writing sentences in grids

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>compare Japanese language structures and features with those of English and/or other languages, using familiar metalanguage</p> <p>VC2LJ6U03</p>	<ul style="list-style-type: none"> • arranging colour-coordinated flashcards for nouns, verbs and adjectives to create sentences in both Japanese and English, and identifying the similarities and differences between the sentence structures of Japanese and English • discussing why some words are written in Katakana and why these words cannot be pronounced identically to the original language they were borrowed from (e.g. オーストラリア), and trying to spell some words using the Katakana chart • understanding that some words originate from Aboriginal languages from different areas around Australia, for example, コアラ (koala) from the Dharug word <i>gula</i>, meaning ‘no water’, or デインゴ (dingo) from the Dharug word <i>din-gu</i>, and comparing these words to English and/or other languages and discussing their historical context • expanding the metalanguage for communicating about language, using the correct terminology for parts of speech (noun, verb, adjective), and additional terms such as pronoun and conjunction, for example, identifying parts of speech in a reading text • identifying different parts of speech by indicating the adjective or verb conjugation pattern in a sentence, and translating sentences word for word to compare differences in word order and punctuation in Japanese and English (e.g. subject+object+verb vs. subject+verb+object), for example, circling or colouring different parts of speech in a sentence • comparing features of familiar genres of Japanese texts (e.g. picture books, digital books, games, video clips, songs), for example, reading shared texts and noticing and comparing grammatical elements such as the use of tense, word order and sentence structure • using an online digital translation tool to convert simple lyrics from English to Japanese, and noticing how the words and structures change • understanding the Japanese number system and comparing it with other numerical systems (e.g. 一, 十, 百, 千, 万), and recognising the order for writing the components of the date and time in Japanese (～年～月～日; ～よう日; ～時～分), including reference to the use of the そろばん (abacus) vs. calculators • exploring idioms and expressions in Japanese, for example, さるも木からおちる (‘Even monkeys fall from trees’), and then discussing and comparing idioms and expressions in English and other languages

Sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication</p> <p>VC2LJ6U04</p>	<ul style="list-style-type: none"> • using the cultural 'iceberg model' to identify and examine the visible and invisible aspects of their own culture(s) and identity, and Japanese culture(s) and identity • learning cultural customs and etiquette, for example, learning how to bow at different angles and for different durations based on the situation and level of formality, or understanding the appropriate use of honorific language when speaking to someone of higher status or age • understanding that the use of the suffixes ~さん and ~ちゃん is not fixed or attached to the gender of the person, but is dependent upon social context, the status of the speakers, and the relationship between them • exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language • understanding the gift-giving culture in Japan, especially during <i>oseibo</i> and <i>ochūgen</i>, and practising how to wrap a gift using <i>furoshiki</i>, and what to say and do when giving or receiving gifts • discussing traditional methods that Japanese speakers use to preserve language and culture, comparing these with examples of cultural artefacts (e.g. dance, songs, artwork, artefacts or traditions) from a range of different cultures, and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples, and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom • imagining potential challenges for a visiting Japanese student spending time in an Australian home or an Australian student visiting Japan; identifying phrases, expressions and behaviours that may need explaining; and demonstrating instances of intercultural miscommunication through a text or role-play, for example, knowing what to do and say when entering a Japanese house (taking off one's shoes and saying おじゃまします), the challenges of bath time, the use of personal space, loud voices that may be considered inappropriate, and expressions such as どうぞ and すみません • explaining how Japanese language and behaviour demonstrate values and traditions, for example, considering a reluctance to volunteer or compete for attention in class, the response to compliments (じょうずですね。いいえ。), prioritising others rather than oneself (おさきにどうぞ) and vague answers rather than a clear 'no' (ちょっと…) • considering how Japanese language and interaction patterns are based around familiar routines such as mealtimes, and how greeting others reflects values associated with respect and caring for others, for example, using formulaic expressions such as いただきます; いってきます; いってらっしゃい; ただいま; おかえり • 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', for example,

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
	viewing a digital image of someone asleep on a train or someone lifting and drinking directly from a bowl

Levels 7 and 8

Band description

In Levels 7 and 8, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students use all the Hiragana and Katakana and an increasing number of Kanji. They access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Achievement standard

By the end of Level 8, students initiate and maintain Japanese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts in Hiragana, Katakana and some Kanji, which are appropriate to context, purpose and audience.

Students apply the conventions of spoken Japanese, including intonation and phrasing patterns, and continue to enhance their fluency. They demonstrate understanding of the role and function of Hiragana, Katakana and some Kanji, and that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using some metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Content descriptions and elaborations

Strand: Communicating Meaning in Japanese

Sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others</p> <p>VC2LJ8C01</p>	<ul style="list-style-type: none"> • conversing with others, using greetings and culturally appropriate formulaic responses to information phrased in different ways (e.g. いくつか vs. 何才ですか), or recognising informal questions using intonation clues (e.g. いくつか or 何才) and adjusting informal/formal responses • conversing with teachers and students, using greetings, culturally appropriate gestures and formulaic responses, and adjusting their language to use formal greetings such as おはようございます with teachers and informal greetings such as おはよう with their peers • conversing with others about family, using culturally appropriate kinship terms, for example, asking a question about someone else's mother using the polite kinship term (e.g. お母さんは何才ですか) and responding with the humble kinship term (母は 35 才です) • participating in 2 role-plays, one between local peers and another between global peers, exchanging information about their personal worlds, showing some adjustment of language to pay respect when responding, for example, 好きなかもくは何？すうがく。じゃあ、にがてなかもくは？ああ、かがく。(between local peers); 好きなかもくは何ですか。すうがくです。ああそうですか。では、にがてなかもくは何ですか。かがくです。(between global peers) • using language spontaneously to show interest in, praise, respect and concern for others, for example, using respectful language for praising (e.g. ほんとうに？；そうですか；すごいですね；すばらしい！), showing concern (e.g. それはたいへんですね), disagreeing (e.g. ええと …；ちょっと …), agreeing (e.g. そうですね、そうしましょう), encouraging (がんばって) and indicating thought (ええと) • sustaining interactions through the spontaneous use of formulaic language and あいづち to express feelings and reactions, for example, ああ、ほんとう？；つかれた；ええ、むずかしい；たのしかった；できた between students; and using formal language with the teacher when showing feelings, such as つかれました；わかりません；むずかしいです；すみません、もういちどいってください；できました • using cohesive devices to sequence and elaborate on ideas (e.g. 土よう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 and そして • sharing and requesting personal information with others and/or with real or imagined visiting students from Japan or a partner school (e.g. スポーツ, 好きなもの, 友だち, べんきょう), using culturally appropriate gestures, eye contact, and a

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
	<p>variety of sentence structures</p> <ul style="list-style-type: none"> engaging in various modes of communication with local and global peers about shared interests and experiences (e.g. sport, food, study, music), using phrases such as からてをしますか。いいえ、でも、からてが好きです。; sharing opinions and expressing preferences (e.g. すうがくはむずかしいですが、好きです); recounting experiences such as holidays or events (e.g. だれとパーティーへ行きましたか); sharing and comparing information about teenage life, such as daily routines and responsibilities (e.g. 私は友だちとバスで学校に行きます) interacting via different modes of written communication in print and digital form (e.g. letters, text messages, emails) to exchange personal information, views or feelings, for example, しゅみは何ですか。しゅみはけんどうです。へえ？けんどうですか、すごいですね。; どんなアニメが好きですか。好きなアニメは～です。～はすこしこわいです。でも、たのしいです。
<p>use language to negotiate and problem-solve collaboratively to plan projects and events</p> <p>VC2LJ8C02</p>	<ul style="list-style-type: none"> seeking permission, or asking for information, for example, トイレに行ってもいいですか; 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, anticipating and resolving differences in opinion or preferences by eliciting the opinions of others, for example, ～さん、日よう日はどうですか; じゃ、バスで行きましようか; でんしゃはどうですか planning activities involving authentic or simulated transactions that 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 (e.g. 月よう日に日本のレストランに行きましようか。月よう日は、ちょっと… じゃあ、火よう日はどうですか。) participating in a role-play involving ordering food at a restaurant and asking for information about ingredients, sizes or prices, for example, これは何ですか。にくのりょうりですか。やさいのりょうりです。; いくらですか。; これは何のていしょくですか。てんぷらのていしょくです。; どれがいちばんおいしそうですか。; 何にしますか。ハンバーガーにします。 considering and clarifying options (e.g. size, colour, quantity) when buying, ordering and selling, 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。二千円です。どれが一ばん安いですか。 participating in a speaking game called 'keep the conversation chain!', creating a chain conversation in pairs, where each person adds a link to the conversation each time to form a chain, for example, inviting a partner to go and see a movie, 日よう日にえいがを見ませんか, to which the partner declines by saying, えいがですか。えいがはちょっと…, and then adding another chain, じゃあ、買い物に行きませんか, and so on, to find out how long each pair can keep the conversation going

Sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience</p> <p>VC2LJ8C03</p>	<ul style="list-style-type: none"> • accessing information from a range of authentic and/or modified texts across a range of modes and text types, for example, viewing signs, weather reports, print advertisements, menus, packaging, brochures, websites and phone messages; obtaining, interpreting and evaluating information, opinions and ideas; and identifying important elements or text type features • viewing a food pyramid to discuss healthy food choices, for example, にくよりやさいをたくさん食べましょう • engaging with authentic Japanese commercials, video clips, songs or cartoons, and using known keywords, visual clues, context, target audience and prior knowledge to help infer meaning and guess the main idea, gist and purpose • watching an authentic TV commercial, creating a promotional poster by using the key information drawn and extracted, and synthesising all relevant information to suit the target audience and purpose • interpreting key details, taking notes from a range of texts, and recording a simple summary of essential information, for example, viewing or listening to another student's school routine, and then creating their weekly timetable • conducting surveys or interviews with others on familiar topics such as hobbies, studies, social media and opinions about issues, and presenting the information in chosen formats (e.g. written, digital), for example, 六十パーセントの人はおなじいけんです • extracting data from a chart or diagram about daily routines, and presenting a summary to the class, for example, 15人は6時間ねます。20人は朝7時におきます。 • watching an episode or a clip from a sitcom, and identifying the main plot or describing the key characters or message • after watching a short clip of a comedy such as the <i>manzai</i> duo Hyogo Boys or a folktale, creating a sequel, ending or alternative ending • discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word <i>Parwan</i> for 'magpie'), or the Yarra River (Wurundjeri term <i>Yarro Yarro</i>, meaning 'it flows'), and identifying commonly misunderstood terms and phrases in Japanese that can cause miscommunication

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts</p> <p>VC2LJ8C04</p>	<ul style="list-style-type: none"> • recognising the systematic nature of Japanese adjective and verb conjugation, creating charts and tables for reference, and applying this knowledge in creating texts • reading a short text in Japanese and responding orally, adjusting language appropriately, for example, reading a letter about proposed changes to school rules or uniforms, and then responding in a speech to be delivered to their peers • comparing translations of short Japanese texts (e.g. signs, conversations, audio messages, digital texts), and identifying their tone and style and other language features and how they influence meaning, for example, a poster that says まもってくれてありがとう。うんちは家までもって帰りましょう。 • participating in a game called 'tennis' when learning the family terms, in which one group throws a ball by saying 父 and the other group catches the ball by saying お父さん • recognising the use of the prefix お or ご with some common words (e.g. おべんとう and べんとう; おはし and はし), comparing images with captions to discuss the differences, and noticing how the level of formality changes • listening to informal spoken language that may have deviations from standard grammar (e.g. changes in word order, omissions of words), and predicting meaning or noticing differences between written forms, for example, これ、むずい for これはむずかしいです • creating 2 comic strips, one showing a dialogue between 2 students, and the other showing a dialogue between a teacher and a student, adding speech bubbles saying ありがとう in the former and the polite ありがとうございます in the latter, and explaining why • viewing and reading a manga screenshot or an anime clip, analysing the examples of colloquial, abbreviated language or onomatopoeia, for example, ガーン or ガビーン to express shock, and あけおめ to abbreviate the New Year's greeting あけましておめでとうございます

Sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures, and using combinations of Hiragana, Katakana and some Kanji appropriate to text type and context</p> <p>VC2LJ8C05</p>	<ul style="list-style-type: none"> • producing bilingual texts (e.g. captions, menus, messages, stories, instructions, subtitles) for specific purposes and audiences, considering language that may not translate directly • creating texts, selecting Hiragana and Katakana (including elongated vowels, double consonants and contractions), as well as high-frequency Kanji for verbs (e.g. 行きます, 見ます, 買います), nouns (e.g. 先生, 父, 母, 日本, 語, 学校), adjectives (e.g. 大きい, 小さい, かわいい, おもしろい, あたらしい, ふるい, 好き), interrogatives (e.g. 何) and the pronoun 私 • constructing a speech script about their family, friends and pets, and presenting it to members of the class • creating personal or informative multimodal texts about their personal world, such as a brochure about their town, an origami house with figurines for family members with a description, or a friend's profile card • using elements to enhance textual cohesion, such as paragraphing or conjunctions (e.g. そして, それから, でも, だから, それで, それに) to sequence and link ideas, and maintain the flow of expression • creating an introduction to the school and/or neighbourhood for Japanese-speaking visitors, using appropriate digital tools and including timetable information, a labelled map, staff lists and the school rules • producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town • creating informative texts, such as a brochure about a Japanese cultural event (e.g. ゆきまつり, おしょう月, 花見), sustainability efforts, rubbish sorting or the 'zero-waste' town Kamikatsu, with factual and interesting points • understanding and using features and conventions of familiar texts (e.g. emails, conversations, speeches, stories, songs), noting how they are typically constructed and how emotion is expressed, for example, writing dialogue or composing an editorial (e.g. びっくりしました! ; ざんねんでした; よかった; マジで?) • 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, a simple narrative for children of different age groups, or a script for how to answer the phone, and comparing with similar texts in English

Strand: Understanding Language and Culture

Sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply conventions of spoken Japanese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>VC2LJ8U01</p>	<ul style="list-style-type: none"> accurately pronouncing all combinations of Hiragana and Katakana, including voiced and unvoiced elements, and all combined sounds (double consonants and blended sounds), for example, reading aloud the 46 Hiragana and 46 Katakana characters, blended sounds with small <i>ya, yu</i> and <i>yo</i> (e.g. きゃ, きゅ, きょ), double consonants with small <i>tsu</i> (e.g. きって, かって), diacritics (e.g. ぶた, てんぷら) and long vowel sounds (e.g. おかあさん, おとうさん, おおきい), as well as combinations that are unique to Katakana, such as ティ, ヴィ and the long vowel mark (ー) reading Japanese tongue twisters with small や, ゆ and よ, for example, かえる、ぴよこ、ぴよこ、み、ぴよこ、ぴよこ あわせて、ぴよこ、ぴよこ、む、ぴよこ、ぴよこ; or となりのきやくはよくかきくうきやくだ pronouncing polite kinship terms by using long vowels appropriately when talking about someone else's family (e.g. お父さん, お母さん) recognising that in the copula です and the verb suffix ます, the <i>u</i> sound is devoiced in normal speech applying knowledge of the sounds of Japanese by using a keyboard with <i>rōmaji</i> input settings to type sentences and short paragraphs, selecting Hiragana, Katakana or Kanji appropriate to context using available combinations of Katakana to experiment with the Japanese pronunciation of unfamiliar loan words (e.g. ホワイトボード) approximating unfamiliar words in Katakana by applying an understanding of Japanese sound understanding how to make appropriate pauses and allow for interjections, for example, dividing up a sentence into cohesive chunks to allow for the use of simple あいづち (e.g. うん、そうですね) understanding the connection between the written representation of tone and emotion and verbal expression, for example, observing how particle use shifts tone as well as meaning in そうですね and そうですか using <i>furigana</i> to support the reading of unknown Kanji

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>use Hiragana, Katakana and some Kanji, and apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text type</p> <p>VC2LJ8U02</p>	<ul style="list-style-type: none"> comprehending the role of different scripts to represent meaning, depending on context (Katakana for loan words and onomatopoeia; Hiragana supporting Kanji through <i>furigana</i> and <i>okurigana</i>), and applying stroke-order rules for the 3 scripts recognising how the 3 Japanese scripts are used by comparing images with captions, for example, an image of rice on a plate with the caption ライス with another of rice in a bowl with the caption ご飯, noticing Western and Japanese styles of rice in Japan, and showing how Katakana is used for the loan word ライス and Hiragana and Kanji are used for the latter understanding how Japanese language use can vary depending on age, status, relationship and level of familiarity (e.g. 母／お母さん, さま／さん／ちゃん), avoiding あなた when showing politeness, and incorporating these strategies into their own practices adjusting and using a range of suffixes depending on the relationship (e.g. さま, 先生, ちゃん, さん), and grouping suffixes with たち using a range of simple and compound sentence structures in Japanese, understanding that the word order of noun phrases is flexible as long as the particle use is correct and sentences end with a verb/copula, for example, Subject は Noun です; Subject は Adjective です; Subject は Person と Means で Object を (or Place に／へ) Verb ます using a range of familiar verbs in the present and past tenses, including both positive and negative, for example, 行きます; 見ません; 食べました; 聞きませんでした understanding and using a range of particles to perform different functions, including ～から (from) and ～まで (until) for distances and time, and sentence-ending particles such as か, よ and ね using い and な adjectives in the present tense (e.g. おいしい, たのしい, しずかな) and negative forms (e.g. たかくない, しずかじゃない) creating cohesion, sequence and flow, and adding detail by using conjunctions (e.g. そして, それから, でも), adverbs (e.g. まい日, ときどき, とても), and ways to link nouns and adjectives (e.g. 母と, おいしくて) increasing precision of expression by incorporating specific counter classifiers (e.g. ～時, ～分, ～つ, ～まい, ～本), superlatives (e.g. 一番好きです), and adverbs as formulaic expressions (e.g. はやく, おそく)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on the structures and features of Japanese, and compare them with English and/or other languages, using some metalanguage</p> <p>VC2LJ8U03</p>	<ul style="list-style-type: none"> • applying knowledge of metalanguage to discuss the Japanese language in English, deepen their understanding, and increase control of grammatical concepts and language elements such as adverbs, particles and pronouns, for example, recognising a list of 10 sentences with the same sentence structures or grammatical patterns, but with varied vocabulary (e.g. いつもバスで学校に行きます), and then highlighting nouns in red, verbs in yellow and particles in blue • reflecting on similarities and differences between Japanese words used in English and loan words in Japanese from other languages (e.g. カフェ, パン, サラダ, レストラン, ワンタン, ラーメン, パスタ, ラッコ, トナカイ, ピザ) and why languages use loan words, and then discussing why Katakana was used for loan words, whereas words such as すし are often written in Hiragana • demonstrating their understanding of differences between Japanese and English language features, for example, using 'and' in English for connecting verbs, nouns and adjectives, and in Japanese using て form, と／や and くて／で, respectively • using げんこうようし (typed or handwritten) appropriately to compose and respond to texts, for example, considering the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, and placement of punctuation such as まる (。) and てん (。), and comparing with English • comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, and exploring how the audience, purpose and context influence each language version, for example, reading a road sign or community poster with a message, and discussing the target audience and purpose of the sign or poster • applying the language features of different types of texts, for example, salutations, using appropriate wording when opening and closing an email or letter (e.g. ~さんへ; ~より), or starting a phone conversation (もしもし), and comparing these to conventions used in English • discussing the difference in the text-type features between Japanese and English journal entries, for example, starting with the date, day of the week and weather in a Japanese diary, compared to simply starting with a date or opening with the phrase 'Dear diary' in English

Sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p> <p>VC2LJ8U04</p>	<ul style="list-style-type: none"> • reflecting on Japanese language and expressions that show politeness and respect compared with their own, for example, comparing family kinship terms when referring to one's own or others' family (e.g. 父／お父さん; あね／おねえさん), suffixes and titles, the use of お and ご with some nouns (e.g. おはし; おかし; ごりょうしん), and the concepts of せんぱい and こうはい • understanding how Japanese language use can vary depending on age, status, relationship and level of familiarity (e.g. 母／お母さん; さま／さん／ちゃん; avoiding あなた when showing politeness), and incorporating these into their own practices • exploring changes in the use of ～さん and ～くん in contemporary Japanese society, and discussing how gender identity can influence linguistic choices • analysing examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language, and whether they challenge or reinforce stereotypes • understanding how cultural values are reflected in language and actions to express identity, for example, kinship terms, expressing consideration and respect (e.g. どうぞ, どうも) and notions of belonging such as うち and そと • 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 from other languages into Japan (e.g. パン, ズボン) and pop-culture references such as J-pop • explaining the language used in Japanese interactions that reflects humility or deference, and avoids conflict, for example, recognising expressions used to refuse or deflect praise of one's self or one's family, or to defer to others, as well as indirect or softened language (e.g. もうすこしががんばりましょう) • focusing on a particular expression or gesture, such as giving and receiving things politely using both hands, or exchanging めいし • becoming aware of instances where direct translation is not possible and explaining why, or reflecting on some challenges of transferring meaning between languages and how some things may be lost in translation, for example, explaining why 'good luck' does not accurately translate the terms がんばってください and よろしくおねがいします

Levels 9 and 10

Band description

In Levels 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read, write and view to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media and other multimodal texts. They expand their knowledge of spoken and written Japanese language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Level 10, students contribute to and extend interactions in Japanese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion. They select and use combinations of Hiragana, Katakana and a range of Kanji appropriate to context.

Students incorporate the features, conventions and phrasing patterns of spoken Japanese to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hiragana, Katakana and Kanji, and language structures and features to make and predict meaning. They identify multiple readings of familiar Kanji in different compounds. They analyse Japanese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese to evaluate how this learning influences their ideas and ways of communicating.

Content descriptions and elaborations

Strand: Communicating Meaning in Japanese

Sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others' experiences of the world, adjusting their language in response to others</p> <p>VC2LJ10C01</p>	<ul style="list-style-type: none"> • responding to teacher requests (e.g. きょうしつに入って／パソコンをだして／ペンでかんじをかいてください) and making requests of others (e.g. 見せて; 私のとなりにすわって; ~はどこですか) • engaging in peer and self-reflection activities, such as providing evaluations or giving and receiving compliments using culturally appropriate language, for example, ~くんは日本語が上手ですね。いいえ、まあまあです。 • 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 (e.g. 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) • communicating using formal and informal language with others (e.g. in school-based exchanges, with Japanese speakers via online conferencing), about personal information and lifestyle (e.g. アルバイト, しょうらいのゆめ, ひまな時, かもく), using a variety of compound sentences, body language and communication strategies • exchanging detailed information and opinions to express their views on personal and contemporary issues and experiences, for example, discussing recycling (e.g. 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。) or other cultural topics of interest (e.g. J-pop と K-pop はオーストラリアで人気があります。) • using contextually appropriate language in response to the participants in a conversation, for example, adjusting register and tone, and using polite form with adults and plain form with their peers

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p> <p>VC2LJ10C02</p>	<ul style="list-style-type: none"> expressing their preferences in relation to shared activities and experiences (e.g. 十時のほうがいい？それはいいね。そうしましょう。), and summarising and clarifying arrangements (e.g. 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。) participating in authentic or simulated scenarios that involve negotiations and decision-making related to travelling and living in Japan to satisfy a range of preferences, such as interacting with friends and host family, or sightseeing, for example, 休みにどんなことをしたいですか。Activity を～てみたいです。じゃあ、Place はどうですか。でも、～たいです。A より B のほうがおもしろそうです。じゃあ、Place に Something を Verb (stem) に行きましょう。; 週末に Place に行きませんか。でも、月曜日にテストがあります。だから行けません。じゃあ、べんきょうしてから、行きましょう。; スキーをしたいから、さっばろへ行きましょう。でも、私はスキーができないから、あまり行きたくないです。 discussing issues or problems that occurred on a real or imagined exchange trip and homestay in Japan, and collaborating to brainstorm solutions, offer opinions and advice, and compare individual experiences, for example, すみません、バスにおくれました。つぎのバスは何時に来ますか。つぎのバスはありません。あしたのあさのバスにのってください。え？バスはあしたのあさですか。じゃあ、電車はどうですか。このへんにえきがありますか。えきはあるいて、10 分くらいですよ。このみちをまっすぐ行って、こうさてんを右にまがって、三つ目のこうさんてんをわたってください。そうすると、えきがありますよ。 creating a 'lesson' or resource to teach a particular grammar point, language structure or Kanji to the class or small group, sharing ideas to best teach and present information, addressing the needs of learners, and comparing their experiences of 'teaching' Japanese, for example, creating online quizzes by adding newly introduced Kanji or key vocabulary, and sharing the quiz with a partner

Sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience</p> <p>VC2LJ10C03</p>	<ul style="list-style-type: none"> • interviewing others to obtain information, viewpoints and details on topics of interest, and presenting the information in new ways for specific audiences, for example, a speech about a special person in their lives or about others' opinions on school rules, or a 'how to' procedural text • understanding details and summarising key information in authentic texts such as a bullet train timetable or online video clip, synthesising the extracted information to plan a 7-day trip around Japan, for example, 七日間の日本りょうこうで、東京と広島と京都に行きます。京都でおてらに行ったり、広島でへいわきねんこうえんを見学したりするつもりです。 • gathering factual information and opinions from a range of authentic Japanese texts (e.g. websites, forums, articles, videos) to create a unique response according to context, audience and purpose, for example, planning a dream holiday, persuading the school to introduce ぶかつ or a new uniform, or improve its sustainability efforts, for example, evaluating survey results about アルバイト and writing a reply to a penfriend about part-time jobs in Australia, ~によると、~パーセントの学生はアルバイトをしています。だから、二人に一人はアルバイトをしています。アルバイトのお金で本やまんがを買います。 • listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Japanese, and creating and presenting their personal profile to the class • understanding details and summarising key information, for example, using new words encountered in authentic texts (e.g. websites, newspaper articles, documentaries, reports, podcasts) on topics of local or global interest (e.g. ちきゅうおんだんかがもんだいになっています) • demonstrating a perceptive understanding of a range of texts (e.g. film, photographs, manga, historical texts, narratives) by recounting, reflecting and evaluating events from the perspective of the author and/or character(s), for example, はじめてトトロを見た時、少しこわかった。でも、また会いたい。 • interviewing Japanese students who spent 2 weeks in Australia about the similarities and differences between schools in Australia and Japan, and synthesising all the collected data to write a report about the findings, for example, このレポートは日本とオーストラリアの学校についてです。おなじこともちがうこともあります。オーストラリアの学校ではばい店でおひるごはんを買うことができますが、日本の学校ではできません。

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>VC2LJ10C04</p>	<ul style="list-style-type: none"> • comparing English translations and interpretations of Japanese texts (e.g. images, song lyrics, proverbs, anime, advertisements) that contain cultural elements and references • listening to and interpreting authentic instances of formal and informal language, for example, understanding some <i>keigo</i> in the conversation between shop assistant and customer at a デパート (e.g. ~でございます; かしまりました) and informal language used between friends (e.g. めっちゃかわいい! ; やった! ; むずい; スゲー), and reflecting on differences between spoken and written forms • 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 • creating bilingual texts (e.g. subtitles, captions, brochures, posters, children's books, video) describing personal experiences or school/community events that depict intercultural encounters, such as school exchange programs, a local Japanese festival or cultural practices • discussing how texts, such as films, plays, songs and bilingual <i>rakugo</i>, use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or etiquette • creating 2 sets of a comic strip with 4 frames or a script for 2 role-play dialogues, one showing an exchange between 2 friends or siblings (with particles often omitted and sentences fragmented), and the other showing the same dialogue between a student and a teacher (in polite form), adding speech bubbles with the correct use of polite and plain forms of verbs and adjectives • developing strategies to understand Kanji as a system, to infer the meaning of unknown words that contain familiar and unfamiliar Kanji, utilising clues such as radicals, and writing some Kanji compound words (e.g. 青森; 花見)

Sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create and present texts for diverse contexts and purposes, selecting vocabulary, expressions,</p>	<ul style="list-style-type: none"> • using a variety of language elements appropriate to context and audience, to reflect, plan, explain, evaluate, inform and interact, for example, creating personal texts such as journal entries, blog posts or dialogues about topics of personal interest or about the future (e.g. けんこうのためにうんどうをしたり、やさいを食べたりする; 人と話すのが好きだから、きっさてんではたらきたいです) • independently using a variety of language elements to explain, evaluate or inform, for example, writing a personal account of how eating habits have changed over the years and stating the reasons behind this to share on an online

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
grammatical structures, and a range of textual conventions to engage different audiences, using combinations of Hiragana, Katakana and a range of Kanji VC2LJ10C05	<p>forum to support healthy eating habits (e.g. 子どもの時、いつもチキンとチップスを食べました。でも、今は食べません。体によくないからです。さいきん、やさいをたくさん食べたいから、よくサラダを食べます。)</p> <ul style="list-style-type: none"> • creating a print or digital advertisement or travel brochure in Japanese for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear • using a variety of language elements appropriately, appropriate to context and audience, to recount, inform and interact, for example, creating a role-play dialogue discussing recent school holidays or trips (in plain or polite form to show the relationships between the speakers) to present to the class or record on a digital device to be uploaded onto the class website (e.g. 夏休みにどんなことをしましたか。ジーロングのビーチに行って、サーフィンをしました。そして、2週間たいざいして、のんびりしました。) • creating a persuasive text such as a brochure or an advertisement, using a variety of language elements appropriately, to attract tourists and to encourage them to enjoy activities at a local theme park or tourist destination (e.g. ソブリンヒルは、金の町のオープンテーマパークです。ソブリンヒルで、おもしろたいけんをすることができますから、ぜひ、来てください。ソブリンヒルで、さきんさがし (gold panning) をしたり、おいしくてゆうめいなおかしを買ったり、できますよ。ふるくてラスティックなボウリングや、ろうそくづくりもできますよ。) • planning and creating a range of informative texts (e.g. reports, article, procedural text) for different purposes and audiences, for example, 学校でけいたいをつかうこと; お好みやきの作り方; オーストラリアに住んでいる学生の一曰 <small>つく かた</small> • viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of Japanese speakers introducing the artist • writing a journal entry or a contribution for a school newsletter in Japanese reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site's significance • writing imaginative, personal or informative texts using Hiragana to write grammatical elements, Katakana for loan words, and Kanji to read and write verbs (e.g. 思います, 話します, 聞きます, 食べます, 住みます), nouns (e.g. 学校, 会話, 日本語), adjectives (e.g. 高い, 上手, 下手) and some adverbs (e.g. 時々, 早く) • sequencing ideas logically to create text cohesion using appropriate cohesive devices such as verb て form and conjunctions (e.g. だから, しかし, それに, けれども)

Strand: Understanding Language and Culture

Sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply features and conventions of spoken Japanese to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts</p> <p>VC2LJ10U01</p>	<ul style="list-style-type: none"> • focusing on oral fluency and accuracy, exploring how rhythm, pitch, and the use of connectives, あいづち and gestures contribute to maintaining momentum and increasing confidence and engagement, for example, participating in a role-play between a customer and the shop assistant at a Japanese department store, paying attention to particular expressions and sounds only used in the shopping context and demonstrating increasing confidence in verbal exchanges about the prices of items • applying active listening skills and understanding of conversational etiquette in Japanese by using あいづち and interjections (e.g. そうですね, なるほど) to show attentiveness and interest; eye contact and 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 and そうなのか; using けど to finish incomplete sentences or ところで to change topics, for example, participating in a role-play between senior and junior students, discussing their recent school trip (e.g. ディズニーランドですね。また行きたいですよ。ところで、しんかんせんにものりましたか。) • focusing on the sounds that change with <i>on-yomi</i> (音読み) and <i>kun-yomi</i> (訓読み) readings, for example, participating in an online game, matching the correct reading and Kanji by identifying the correct sounds depending on the compounds, such as 今 (いま) and 今週 (こんしゅう); 来ます (きます) and 来週 (らいしゅう) • accurately pronouncing familiar and unfamiliar words in Katakana, understanding that some new combinations of sounds have been created using small vowel sounds for loan words (e.g. デイ, ファ), and participating in Katakana bingo with words such as ティーカップ, ファストフード and フェリー • identifying the use of rising intonation when asking questions in casual speech or the ~ましょう form (e.g. 食べない? / 食べましょうか。), for example, participating in a role-play between siblings or friends, inviting them to hang out, and arranging the date and time for the outing, paying attention to rising intonation when asking questions in casual speech (e.g. あした、えいが見に行かない?), and using the volitional form (e.g. いいね。行こう!) or ~ましょう form (e.g. はい、行きましょう。) when agreeing • recognising ways that written language is different from spoken language, and that written language is more crafted, precise, elaborate and complex, for example, using sentence fragments, だれと?; どこで?; それで? • participating in a role-play between friends talking about their part-time jobs, paying attention to the use of some casual forms, including sentence fragments, when speaking, きのうパーティーだったけど、たいへんだった。へえ、だれのパーティー? どこで? それで、どうして、たいへんだったの? • recognising and responding to challenges of clarity and pace in audio texts such as station or airport announcements

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
	<p>or recorded phone messages</p> <ul style="list-style-type: none"> applying knowledge of the sounds of Japanese by using <i>rōmaji</i> input on a keyboard to type a range of texts in script, choosing Hiragana, Katakana and Kanji appropriate to context, for example, creating presentation slides with all 3 Japanese scripts appropriately, for example, 私は先週、アルバイトまであるいて行きました。1時間かかりました。でも、がんばってバイトしました。
<p>apply understanding of grammatical structures and writing systems, including Kanji compounds, to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type</p> <p>VC2LJ10U02</p>	<ul style="list-style-type: none"> understanding and selecting a variety of language structures using verb て forms, verb stem forms, and plain verb forms in present and past tense and negative forms 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; ~てみたいです; ~たり、~たりします; ~たい; ~たくない; ~かった understanding and using the polite, plain and negative forms of い and な adjectives in the present and past tenses, for example, おいしい／おいしかったです; たのしくない／たのしくなかった; しずかだ／しずかでした; よかった／よくない／よくなかった understanding and applying rules to join い and な adjectives, for example, おいしくてあまい／あおくてしろい／しずかで大きい 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 3 groups: Group 1 (五段動詞), Group 2 (一段動詞) and Group 3 (不規則動詞, <i>fukisoku dōshi</i>); and adjectives have 2 groups: い and な, for example, filling in a conjugation table to transform each word appropriately by following the conjugation rules 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 tense planning and writing texts using げんこうようし (typed or handwritten), for example, writing formal letters with set expressions and sequenced paragraphs, following conventions for quotation marks, spacing, <i>kana</i> rules and the placement of punctuation understanding and applying Kanji stroke order rules, and knowing that Kanji are used for nouns, stems of verbs and adjectives, and some adverbs, and that the Hiragana added to the stem of verbs and adjectives are called <i>okurigana</i> understanding and using a range of particles, including combined particles (e.g. のは, のが, では), how to use も effectively, and the use of は for emphasis, for example, チョコレートは好きですが、ケーキは好きじゃないです。 using Japanese counting systems (units of 10, 100, 1000 and 10,000), the associated Kanji (e.g. 百, 千, 万), and a wider range of counter classifiers (e.g. ~円, ~分, ~まい, ~本, ~つ, ~こ, ~かい) elaborating ideas or statements using expressions of time and frequency such as 今週, 先週, 来年, いつも, たいてい and あまり, using adverbs to indicate the status of actions (e.g. まだ, もう), as intensifiers (e.g. かなり, ぜんぜん), and in superlative forms using 一番 (e.g. 一番好きなかもくは日本語です)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features</p> <p>VC2LJ10U03</p>	<ul style="list-style-type: none"> • using metalanguage to describe and apply grammatical concepts, for example, adding newly introduced vocabulary to a vocabulary list under the headers of elements (e.g. めいし, けいようし, どうし, けいようどうし and せつぞくし) • understanding the concept of loan words (外来語) and created language (和製英語) such as ワンタン, ラーメン, ラッコ, トナカイ, パン, パスタ, アルバイト, スマホ, マスコミ, サステナビリティ, コスプレ and コピペする to create new meanings, and understanding the reason for the emergence of such words, for example, changing attitudes to social practices, globalisation, social media and digital communication • understanding that many Kanji have multiple readings and that there are 2 types of readings: <i>on-yomi</i> (音読み; <i>on</i> reading or 'sound'), which is the Chinese-style pronunciation, and <i>kun-yomi</i> (訓読み; <i>kun</i> reading or 'explanation'), which is the Japanese-style pronunciation • comparing language features in the Japanese and English versions of texts (e.g. weather reports, text messages), including the use of abbreviations and emoticons, and noting differences that might be culturally significant • examining the use and purpose of popular Japanese idioms and proverbs (ことわざ) in texts, to better understand culture and values, for example, てるくいはうたれる; 花よりだんご; さるも木からおちる; 一期一会; 一石二鳥; ねこに小判; ぶたに真珠

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating</p> <p>VC2LJ10U04</p>	<ul style="list-style-type: none"> • becoming aware of cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, developing an awareness of the ways of expressing feelings or emotions; maintaining harmony by avoiding conflict and direct replies to a question by using <i>それはちょっと …</i>; and avoiding foregrounding the self with phrases such as <i>お先にどうぞ</i> or <i>がんばります</i> • 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 <i>お元気ですか</i>, or strategies to preserve values of humility and honour • 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 text messages, for example, <i>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。；これは何？／上田さん、それは何ですか。</i> • discussing the use of the suffixes <i>～さん</i> and <i>～くん</i>, avoiding the assumption that using <i>～くん</i> is appropriate when addressing younger males, and being mindful about using these when meeting someone new to ensure that communication is gender inclusive • researching how linguistic innovations reflect the dynamic nature of Japanese, for example, those designed to increase inclusivity of language, such as the term <i>jibun</i> (自分), which may be used as a linguistic choice by some Japanese speakers who identify as non-binary as a first-person pronoun • analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time • considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity, and 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 • discussing how the cultural value of <i>uchi/soto</i> (内／外) 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 or not to share in general conversation • analysing and discussing the interconnected nature of the linguistic and cultural diversity of Japanese-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples • listening to and/or reading examples of an Acknowledgement of Country in Japanese and creating their own version that names the local Country for a Japanese-speaking audience

Curriculum – 7–10 Sequence

7–10 Sequence: Levels 7 and 8

Band description

In Levels 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by their prior experiences of language learning. Students use Japanese to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students use Hiragana and Katakana with the support of a chart and some Kanji. They access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, blogs and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Japanese, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

Achievement standard

By the end of Level 8, students use Japanese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. They use some familiar Hiragana, Katakana and Kanji, with support.

Students begin to use pronunciation, intonation and rhythm in spoken Japanese to develop fluency. They demonstrate understanding that Japanese has conventions and rules for Hiragana, Katakana and Kanji, and for non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others' identity.

Content descriptions and elaborations

7–10 Sequence strand: Communicating Meaning in Japanese

7–10 Sequence sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds</p> <p>VC2LJ8CM01</p>	<ul style="list-style-type: none"> • using and responding to greetings depending on the time of day, for example, おはようございます (between teacher and student) / おはよう (between students); こんにちは with appropriate titles and terms of address, such as ~先生 or ~さん; and gestures such as bowing to show respect • introducing themselves in a じこしょうかい, using culturally appropriate formulaic expressions (e.g. はじめまして; どうぞよろしく) and gestures such as bowing and appropriate eye contact • interacting with others by asking and giving their name or age, for example, おなまえは? わたしは~です。 / わたしのなまえは~です。 ; 何さいですか。 ~さいです。 • participating in a cooperative learning game such as ‘quiz, quiz, trade’, asking and exchanging the prompt cards with a word (e.g. かぞくは何人ですか / かぞくは3人です) then swapping the prompt cards and moving onto the next person • interacting with others to express likes and dislikes, for example, スポーツが好きですか。 はい、 すきです。 / いいえ、 スポーツはすきじゃないです。 ; しゅくだいはちょっと …; ~さんは何がすきですか。 • viewing 2 sets of manga showing simple greetings: one between students saying おはよう to each other and smiling, and another in which a student is saying おはよう to a teacher who responds by showing an upset facial expression and, after reading and viewing, identifying and articulating the reason behind the teacher’s expression • sharing and requesting information about health and feelings, for example, きょうはうれしい! ~さんは? ; おなかがぺこぺこです; つかれました; さむいです • sharing information about aspects of their personal worlds, for example, imparting information about their friends, family, pets, teachers, school and interests using descriptive expressions such as Noun は Adjective です (e.g. 母はつよいです; ともだちのかなさんはおもしろいです; いぬはかわいいです) • communicating in culturally appropriate ways, for example, using basic interjections (e.g. そうですね), or giving and receiving items using gestures and formulaic language (e.g. どうぞ。 どうもありがとう。) • engaging in simple written exchanges with others, for example, sharing greeting cards and messages based on modelled expressions (e.g. おたんじょう日おめでとうございます! ; メリークリスマス! ; お母さん、 ありがとう。 ; ~へ; ~より)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>develop language to interact in exchanges, routines and tasks related to their classroom and interests</p> <p>VC2LJ8CM02</p>	<ul style="list-style-type: none"> • using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons (きりつ、れい、ちゃくせき) and responding to roll call (はい、います／いいえ、いません) • following instructions to complete an activity or to get organised, for example, たってください; 三人のグループになってください • using appropriate language and behaviour when giving and receiving classroom objects (e.g. ～どうぞ。ありがとうございます。) • creating a script for an interview showing the correct modelled use of kinship terms between people, for example, by interviewing members of the class (e.g. お母さんは何才ですか。母は45才です。おにいさんは何才ですか。あには17才です。) • using formulaic expressions to ask for clarification about the meaning of words or to express misunderstanding, for example, ～はえいご／日本ごでなんですか。; 何ページですか。十四ページです。; ちょっとわかりません。 • using formulaic expressions to request permission (e.g. トイレに行ってもいいですか), to apologise for lateness or interrupting (e.g. おくれてすみません; すみません、ちょっといいですか) and to borrow classroom objects (e.g. じしよをください; けしゴムがありますか。かりてもいいですか。) • praising, complimenting and encouraging others, for example, じょうずですね; いいですね; よくできました; すごいです! ; もうちょっとです; がんばりましょう • using repair strategies, for example, asking someone to say something slowly (e.g. ゆっくりってください), saying 'sorry' or 'excuse me' (すみません; ごめんなさい), asking someone to wait a moment (e.g. ちょっとまってください), and saying 'I understand' (わかりました)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment</p> <p>VC2LJ8CM03</p>	<ul style="list-style-type: none"> • participating in a class survey, finding out about daily routines, and presenting the findings to the class after collecting the data, for example, まいにち何時におきますか／ねますか; あさごはんは何をたべますか • making arrangements using language related to place, time and activity (e.g. 火요일にテニスをしますか), and accepting or declining invitations (e.g. はい、いいですね／火요일はちょっと) • participating in an information gap activity by asking and answering questions about the timetable (e.g. ～時かんめは何ですか; ～時かんめはすうがくです; 3時かんめは何時から、何時までですか), and then completing the timetable fully • participating in a word or name guessing game, where students take it in turns to sit in front of the class and the other students guess the chosen word by asking the student わたしはすうがくですか, and the student responds only with はい or いいえ • organising activities for other students or a buddy class that may assist with learning Japanese, for example, teaching a song with actions or playing a game • participating in scenarios that involve planning, for example, ordering and buying items, such as food and drink, using modelled language (e.g. やきとりをください; おちゃおねがいします; いくらですか; どうもありがとうございました) • 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 おにぎり, or making origami with others • participating in class activities (e.g. word, board or electronic games) using set phrases in Japanese, for example, わたしのばん; みぎ／ひだり; かった！／まけた！; ざんねん; だめだった; だいじょうぶ?; がんばって!; つぎはだれ?; 一、二、三！

7–10 Sequence sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience</p> <p>VC2LJ8CM04</p>	<ul style="list-style-type: none"> • using digital tools to gather, classify and summarise the results of class surveys or interviews on topics (e.g. students' likes, interests, family, neighbourhood, activities, habits) in response to questions, for example, ひるごはんに何をたべますか; 日よう日に何をしますか; しゅうまつにどこに行きますか • noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, 'You Yangs' comes from the Wadawurrung words <i>Wurdi Youang</i>, meaning 'big hill', and then exploring some Japanese place names and other place names and their meanings such as 大阪, which also means 'big hill' • obtaining relevant information from an announcement and taking notes for a friend, for example, かんじのしゅくだいをしてください; 月よう日にだしてください; カタカナのれんしゅうをしてください • reading and viewing a brochure of a sister city and retelling the facts to a partner, for example, きょうとはふるいまちです。ゆうめいなおてらがあります。 • obtaining and organising specific information from a range of everyday Japanese texts (e.g. emails, menus, reports, maps, timetables) and responding in Japanese, for example, accessing a simple weather forecast and using this information when writing a message to a friend to go somewhere (e.g. 土よう日ははれです。うみに行きましょう。) • reading or viewing a menu at a Japanese restaurant, deciding what to eat, and ordering food, for example, 何にしますか。おすしにします。; ごちゅうもんは? おすしとおちゃをください。 • reading and viewing a poster of a local festival, and responding to questions about the place, time and activities, for example, おまつりは何時からですか; おまつりはどこですか; 何がありますか • viewing a comedy skit and discussing the characters and events, for example, おかしはおいしそうですね。だから、みかさんはおかしをたくさん食べましたね。 • discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word <i>Parwan</i> for 'magpie') or the Yarra River (Wurundjeri term <i>Yarro Yarro</i>, meaning 'it flows'), and identifying commonly misunderstood terms and phrases in Japanese that can cause miscommunication • viewing a pie chart to identify the result of a survey, and then presenting the findings to the class or fill-the-gap exercise, for example, 3人のせいとは8時におきます。38人のせいとは7時半におきます。

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>develop and apply strategies to interpret and respond to Japanese texts, and to convey meaning and intercultural understanding in Japanese in familiar contexts</p> <p>VC2LJ8CM05</p>	<ul style="list-style-type: none"> • watching a video clip and identifying the meaning of expressions used and how they were used (e.g. children leaving for school saying 行きます and the carer or parent saying いってらっしゃい), comparing them with the expressions used in Australia, and discussing how it is difficult to translate these terms exactly • reading or viewing a video or slide about grammar rules, and applying the knowledge in example Japanese texts by highlighting the past tense of verbs (～ました), the question particle か and the negative form of verbs (～ません) • reading a few dialogues and identifying particular grammatical elements such as the particles に and で, the copula ～です or ～でした, and the verbs ～ます, ～ません, ～ました and ～ませんでした, by highlighting and correcting mistakes, or doing filling-the-gap style exercises • participating in game called ‘tango’, providing a set of new vocabulary and translating these words by using translation tools to list as many equivalents as possible • providing some relevant words in English such as ‘mother’ and translating them into Japanese by using a dictionary or online translation tools to identify multiple Japanese meanings such as 母, お母さん and ははおや and the need to consider context • developing wordlists or creating their own dictionary of new words, grammar charts or personal mnemonic devices to recall, translate and interpret information • understanding that the prefix お shows respect to individuals or objects, for example, お母さん, お父さん, おすし, おかね, おはし, おかし • creating simple comic strips that show how to use おやすみ and おやすみなさい, using some appropriate conventions for this text type such as speech bubbles or stylised writing • understanding cultural differences relating to social and communicative behaviours, such as the use of personal space and body language • interpreting aspects of spoken Japanese texts for others using a range of resources, for example, providing an English commentary on a Japanese item at a class, school assembly, parent evening or community event, explaining culturally significant expressions and gestures

7–10 Sequence sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create spoken and written texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and using Hiragana and Katakana with support of the chart, and some familiar Kanji</p> <p>VC2LJ8CM06</p>	<ul style="list-style-type: none"> • creating and illustrating bilingual texts, for example, creating labels to post around the school, storybooks, posters, captions, subtitles, or an interview script using questions such as おなまえは？; ~さんは何さいですか; しゅみは何ですか • creating a profile card by using the information gained in an interview, containing names of friends or other information written in Japanese • designing and creating a bilingual menu with images of food and bilingual captions and prices for an imaginary Japanese restaurant in the local area, including a suitable name and contact details using Hiragana, Katakana and Kanji appropriately • using a range of familiar textual structures and features to suit the audience, context and purpose, for example, writing a simple email or letter to a host family using polite form, set expressions, paragraphs and salutations • understanding the 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 • producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town • creating personal texts describing their daily routine using print or digital tools, explaining what typical teenagers do by using a range of modelled grammatical structures such as Time に Object を Verb ~ます or Place に行きます • understanding how to create textual cohesion using elements such as paragraphing or conjunctions (e.g. そして, それから, でも) to sequence and link ideas and maintain the flow of expression • using a range of modelled grammatical structures when creating texts (e.g. ~です, ~ます, ~ました, ~ませんでした, ~ましょう) and appropriate punctuation, for example, full stops (。) and commas (、) • creating texts using Hiragana and Katakana, with charts and resources as support, with some Kanji for numbers, time, days of the week and high-frequency nouns, adjectives and verbs (e.g. 人, 母, 父, 先生, 日本, 大きい, 小さい, 友だち, 見ます, 行きます, 何, ~時)

7–10 Sequence strand: Understanding Language and Culture

7–10 Sequence sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise and apply the sounds and conventions of spoken Japanese to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts, using the chart for support</p> <p>VC2LJ8UL01</p>	<ul style="list-style-type: none"> accurately pronouncing all combinations of Hiragana and Katakana, including voiced and unvoiced elements, and all combined sounds (double consonants and blended sounds), for example, reading aloud the 46 Hiragana and 46 Katakana characters, blended sounds with small <i>ya</i>, <i>yu</i> and <i>yo</i> (e.g. きゃ, きゅ, きょ), double consonants with small <i>tsu</i> (e.g. きて, かって), characters with diacritic marks (e.g. ぶた, てんぷら) and long vowel sounds (e.g. おかあさん, おとうさん, おおきい), as well as combinations that are unique to Katakana, such as ティ, ヴィ and the long vowel marker ー reading Japanese tongue twisters with small や, ゆ and よ, for example, かえる、ぴよこ、ぴよこ、み、ぴよこ、ぴよこ あわせて、ぴよこ、ぴよこ、む、ぴよこ、ぴよこ; or となりのきやくはよくかきくうきやくだ creating mnemonics to help memorise basic Hiragana and Hiragana with diacritics such as <i>dakuten</i> and <i>handakuten</i> pronouncing polite kinship terms using long vowels appropriately (e.g. おとうさん, おかあさん) when talking about someone else's family participating in a game called 'tennis' when learning the family terms, in which one group throws a ball by saying 父 and the other group catches the ball by saying お父さん to develop pronunciation and fluency recognising that in the copula です and the verb suffix ます, the <i>u</i> is devoiced in normal speech understanding the system of Japanese sound combinations: Japanese has 5 vowels; a vowel can be attached to all consonants except ん; and the basic unit of sound of Japanese is a mora understanding that the sounds of Hiragana and Katakana are identical even though the associated scripts are different, for example, using a chart showing both Hiragana and Katakana on the same <i>kana</i> table, and then using available combinations of Katakana to experiment with the Japanese pronunciation of loan words (e.g. レストラン, マクドナルド) recognising the relationship between stress, pacing and meaning, and using appropriate intonation patterns for familiar language to exclaim, make statements or ask questions, for example, demonstrating fluency in reading a text aloud applying knowledge of the sounds of Japanese by using a keyboard with <i>rōmaji</i> input settings to type sentences and short paragraphs, selecting Hiragana, Katakana or Kanji appropriate to context

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>identify and use Hiragana, Katakana and some Kanji, and apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type</p> <p>VC2LJ8UL02</p>	<ul style="list-style-type: none"> • understanding the systematic nature of the Hiragana chart and Japanese grammar, reading and writing all the Hiragana and Katakana, including voiced, contracted and blended sounds • using basic types of sentence structures in Japanese, understanding that the word order of noun phrases is flexible as long as particles are used correctly, and that sentences end with a verb/copula, for example, Subject は Noun です。 ; Subject は Adjective です。 ; Subject は Object/Place を／に Verb ～ます。 • using a range of familiar verbs in the present and past tense, including both positive and negative (e.g. 行きます; 見ません; 食べました; ききませんでした) • writing a letter to a friend using appropriate formatting and formulaic phrases, including the date, greetings (～へ; ～より), and discussing how different phrases are suitable for different audiences • understanding how to use い and な adjectives in the present and past tense, positive and negative, in basic sentences, for example, たのしい, たのしかった, たのしくない; ゆうめいな, ゆうめいじゃない • understanding that adding です after a present-tense adjective in the positive and negative forms makes the sentence polite • understanding and using a range of particles to perform different functions, including sentence-ending particles such as か and ね • understanding that each individual Kanji represents meaning as well as sound, for example, 日 (sun, day), and that some Kanji come from pictographs (e.g. 山), and also understanding the role of <i>furigana</i> as a tool to support reading of unfamiliar Kanji • understanding and using basic Japanese punctuation marks such as まる (。), てん (、) and the Katakana long vowel mark (ー), and the basic writing conventions involved when using げんこうようし • applying the principles of basic stroke order to write all the Hiragana and Katakana and frequently used Kanji such as numbers, days of the week, family members, and basic adjectives and verbs • counting from 1 to 100 and using some basic Japanese counter classifiers, such as ～人, ～才, ～月 and ～日 • creating cohesion, flow and adding detail by using conjunctions (e.g. そして, それから, でも), adverbs (e.g. まい日, ときどき, とても), and linking nouns and adjectives (e.g. 母と, おいしくて)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>compare the structures and features of Japanese with English and/or other languages using some metalanguage VC2LJ8UL03</p>	<ul style="list-style-type: none"> identifying similarities and differences in the writing systems of Japanese, English and/or other language(s), including the grammatical rules or the use of elements such as pronouns and particles, and the absence of articles, for example, analysing the structures and the position of words in 2 sets of sentences, where one set consists of 10 sentences in Japanese using the same sentence structure (e.g. わたしは日曜日にかぞくとまちに行きました), and the other set lists the English translations next to them, highlighting all the verbs in yellow in both languages, and circling the particles (e.g. と and に) to compare with the English sentences listening to a Hiragana song or watching a pronunciation video and discussing how Japanese vowels differ from, or are similar to, vowels in English and/or other languages reorganising a set of laminated word cards to form a sentence with the newly introduced sentence patterns in the correct order (e.g. city／は／cause or reason／で／ゆうめい／です／。), and then discussing which particle should follow the subject, and developing metalanguage for describing features of the sentence using metalanguage for communicating information about language and its structures, using terms such as noun／めいし, pronoun／だいいめいし, verb／どうし, adjective／けいようし and conjunction／せつぞくし, and cross-referencing with understanding of the English language identifying words of Japanese origin used in English (e.g. judo, karaoke, karate, obento, tempura, emoji), and recognising and comparing how they may be expressed in Japanese, for example, listing all the relevant words, and listening to recorded sounds, identifying how each term is used in English and noting similarities and differences as they hear the sound recognising the use of loan words in Japanese that have been borrowed from other languages such as English, French, German, Dutch and Portuguese (e.g. サッカー, ゴルフ, パン, アルバイト, ピエロ, ランドセル), and noting how these are pronounced by Japanese speakers identifying tricky loan words and discussing the reason for the challenge, such as バレーボール, テーマパーク, トランプ, スタジオ and レジ

7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p> <p>VC2LJ8UL04</p>	<ul style="list-style-type: none"> • understanding Japanese language variation is based on age, relationship and the level of familiarity between participants, for example, お母さん vs. 母; ~さん vs. ~ちゃん/~くん; the use of honorifics ご~ and お~; or avoiding あなた when showing politeness • exploring the use of ~さん and ~くん in contemporary Japanese society, and discussing how gender identity can influence linguistic choices • exploring their own identity, and recognising elements of identity that may be important across all cultures, identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and incorporating this into their self-introduction in Japanese • learning about values and beliefs that are important in Japanese society and that contribute to identity, such as maintaining harmony and a sense of collective wellbeing, avoiding conflict and expressing well wishes, and how these are reflected through language and behaviours, for example, identifying some expressions such as きらいです, which is less likely to be used in order to avoid conflict or being rude to others; subtly declining an invitation by using an indirect expression such as ちょっと to maintain harmony; or only using いいえ in certain situations, such as when rebutting a compliment • exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language • 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 おげんきですか。 as a genuine health enquiry rather than a greeting • considering how certain phrases in the Japanese language reflect traditional practices and values, for example, thinking about language that is associated with family life and work (e.g. いただきます; ただいま; おかえり; おつかれさまです) • understanding that the Japanese language has many ways of expressing values such as consideration and respect (e.g. どうぞ; どうも; すみません; しつれいします), and using indirect forms of refusal and softening of responses (e.g. ちょっと …; あんまり …) • identifying common themes, key messages, values or issues in Japanese texts, such as the moral of a story or folktale, and noticing concepts, beliefs or values that may be similar or different across cultures, for example, おんがえし, working hard, consideration of others, and humility

7–10 Sequence: Levels 9 and 10

Band description

In Levels 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Level 10, students initiate and sustain Japanese to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Japanese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Japanese to create texts. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.

Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They identify multiple readings of familiar Kanji in different compounds. They discuss the structures and features of Japanese texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating.

Content descriptions and elaborations

7–10 Sequence strand: Communicating Meaning in Japanese

7–10 Sequence sub-strand: Interacting in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds</p> <p>VC2LJ10CM01</p>	<ul style="list-style-type: none"> • using a range of expressions for everyday exchanges such as greetings, introductions and apologies, or thanking, inviting or congratulating each other, for example, こんにちは。げんきですか。はい、げんきです。; おそくなってすみません。; メールをどうもありがとう。; いっしょにカラオケをしませんか。 • participating in a game called 'find a partner', moving around the room asking each other questions using prompt cards that show words for activities in Japanese, until they find the person holding the card that shows the matching activity, for example, asking えいがを見ませんか。 , to which someone with a prompt card that says 'tennis' would respond with えいがですか。 えいがはちょっと。 ; and moving on until they find someone with the prompt card for 'movie', who would respond with はい、いいですよ。 いつ行きましょうか。 • sharing information and expressing opinions and aspirations about teenage life and significant or special events in their own worlds, such as celebrations, leisure activities and future plans, and comparing them with those of others, for example, 土曜日はぼくのたん生日パーティーでした。 どうでしたか。 たくさん友だちが来て、たのしかったです。 • communicating with one another and with teenage Japanese speakers via email, online conferencing or school-based exchanges, and talking about shared interests such as popular culture, sports and special events, or global issues such as sustainability, or comparing aspects of teenage life, for example, 私のしゅみはスポーツです。 山川さんはスポーツをしますか。 ; 私はスーパーでアルバイトをしています。 デービッドさんはアルバイトをしていますか。 ; 日本でリサイクルはきびしいですか。 • providing evidence or reasons to justify their own opinions, preferences or planned actions in response to others, for example, べんりだから、コンビニで買いものをします。 さかなは体にいいから、よく食べます。 にくよりすしのほうが好きです。 行きたくないです。 つまらないとおもいます。 • developing strategies to initiate, sustain and extend interactions, such as asking for clarification, confirmation or additional information (e.g. 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, including あいづち and interjections (e.g. ああ、そうですか; いいですね; そうですね; へえ; はい; うん)

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>use Japanese language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss</p> <p>VC2LJ10CM02</p>	<ul style="list-style-type: none"> • responding to and giving instructions regarding classroom routines and tasks, and enquiring about and describing the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか。先生のつくえの上にあります。 • interacting in classroom routines using appropriate language to apologise (e.g. すみません、しゅくたいをわすれました), request clarification (e.g. ゆっくり言ってください), ask and respond to questions (e.g. ～はえい語で何ですか; このかんじはどうよみますか; テストは何日ですか; つぎはだれですか), elicit or offer opinions (e.g. どうおもいますか。つまらないです。), and make suggestions (e.g. いっしょにしましょうか) • engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example, 土曜日はひまですか。土曜日はちょっと ...、日曜日はどうですか。日曜日にえいがを見に行きませんか。いいですね、行きましょう。 • discussing their language-learning experience, for example, 日本語はやさしいですね。かんじはむずかしいですね。でも、おもしろいです。 • showing appreciation and complimenting one another, for example, よくできました。かんじが上手ですね。 • exchanging opinions or ideas, making comparisons about familiar topics such as fast food, and participating in a role-play, for example, どれが一番おいしそうですか。すしがおいしそうです。私はカレーライスのほうが好きです。そうですか。カレーライスはからいですか。いいえ、からくないですよ。すしよりおいしいですよ。
<p>use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p> <p>VC2LJ10CM03</p>	<ul style="list-style-type: none"> • making decisions about services, such as specifying size, number and colour, where relevant, and commenting on products, for example, お好みやきを二つください。おいしそうですね。; むらさきのLサイズをください。かわいいですね。 • expressing preferences in relation to shared plans (e.g. それはいいですね。そうしましょう), and summarising and clarifying arrangements, for example, 金요일のごご三時半に、えきの前で会いましょう。じゃあ、金요일のごご三時半に、えきの前ですね。 • planning and completing tasks involving authentic or simulated transactions that involve negotiating, and making shared decisions such as planning social events or holidays, purchasing goods, ordering food, making requests by email or text message, and role-playing scenarios related to travelling or living in Japan, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう。八時ちょっと前に来てください。何をするよていですか。 • reflecting on activities by offering and eliciting opinions about experiences, for example, どうでしたか; どう思いますか; たのしかったです; たのしそうですね • working collaboratively in pairs or a small group, and planning and preparing for a real or online event, trip or excursion, such as a visit to Japan, reflecting on the experience and the language and processes used

7–10 Sequence sub-strand: Mediating meaning in and between languages

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience</p> <p>VC2LJ10CM04</p>	<ul style="list-style-type: none"> obtaining information from a range of texts (spoken, written, viewed and multimodal), finding information in letters, articles, television reports, interviews or video clips, and demonstrating comprehension through a range of presentation modes (e.g. short answers, summaries, graphs, charts, diagrams, written or digital reports), for example, reading the bullet train timetable and extracting information to create a travel plan for a 7-day trip around Japan watching a video clip of a cooking show and extracting key steps to create a recipe with ingredients looking at a theme park map and extracting information about key places, and then demonstrating their understanding by responding to questions analysing photographs of dishes and listening to an interview about popular food items, and then participating in a role-play using the extracted information viewing an image of a food pyramid and discussing healthy food to eat, for example, にくよりやさいをたくさん食べましょう。さかなは体にいいです。ミルクやチーズをたくさん食べましょう。 listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Japanese, and creating and presenting their personal profile to the class analysing information from a range of authentic Japanese texts (e.g. 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 them to attend a concert, reflecting on an imagined experience, or reviewing a video 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。東京からきょうとまで二時間半かかります。バスで八時間ぐらいかかります。 understanding the gist and recording specific details from texts (e.g. websites, newspaper articles, documentaries, reports, podcasts) on topics such as popular culture, recycling, sustainability, 'zero waste', school life, sports or leisure activities in Japan responding to open-ended questions about characters, places, events or effects in a range of written and digital texts (e.g. articles, stories, videos) to offer personal views and opinions on character and plot, recount and predict events, and engage creatively with texts and offer alternative endings, for example, どうして Person は Place に行きましたか; ~してから、Thing/Person についてどう思いましたか; もし、あなたが~さんだったら、どうしますか

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>VC2LJ10CM05</p>	<ul style="list-style-type: none"> • watching a clip of an anime or video that includes examples of phrases such as すみません／ごめんなさい, こんにちは/もしもし and ください／おねがいします, discussing how each term is used, and identifying how and when to use these expressions appropriately; or acting out how to use these terms appropriately in a skit or role-play • using print, electronic and online dictionaries effectively by taking context into account when interpreting the meaning of words or phrases such as ただいま, おかえり, ねます (go to bed) and あし (foot/leg) • translating texts such as public signs, notices or advertisements from Japanese into English and vice versa, and comparing elements such as levels of politeness or degree of directness (e.g. ～ましょう form in Japanese), for example, きれいにしましょう (literally, 'Let's make it clean', which is typically expressed on English signs as 'Do not litter') • analysing a series of emails or text messages and considering differences between Japanese and English expressions and idioms (including loan words) used to describe a friend's characteristics or personality traits (e.g. センスがいい, ころがひろい, あたまがいい, はなが高い), and how these cannot be translated literally, such as こしがひくい (literally, 'hips are low', which means 'to be humble') • applying their 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 such as せんぱい, こうはい, ぼけ and つっこみ define interaction in <i>manzai</i> (漫才) • 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 (e.g. face-to-face interactions, blogs, emails), for example, あした行く?／先生、あした行きますか。; うん、わかった。／はい、わかりました。; それは何?／山中さん、それは何ですか。 • watching <i>manzai</i>, identifying the roles and relationship of ぼけ, つっこみ and particular expressions used, and then discussing the meaning of the set expressions and body gestures, acting out a selected segment, and discussing how hierarchical status was displayed

7–10 Sequence sub-strand: Creating text in Japanese

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of Hiragana, Katakana and Kanji</p> <p>VC2LJ10CM06</p>	<ul style="list-style-type: none"> • using factual or imagined events and experiences to compose a range of multimodal text types, such as presentations, articles, journal entries and websites, to suit a range of audiences (e.g. family, friends, Japanese peers) and purposes (e.g. to inform, promote, invite), for example, creating a presentation text with some photos of their house and neighbourhood and speaker's notes to be delivered to the class at a sister school in Japan • creating a party invitation card with the correct date, time and venue, as well as suitable expressions and images; writing a journal entry about the first day of work experience with appropriate content and textual conventions such as the date, day of the week and weather; or writing a personal account with a reflection on their own part-time job, including where they work, what they do and hourly rate of payment, adding how they feel about this job and how they balance work and school life • creating bilingual texts (e.g. subtitles, captions, brochures, posters, children's books), for example, describing personal experiences or community events, or depicting intercultural encounters relevant to the school's local context • applying their understanding of the textual features of different text types to compose appropriate texts such as letters, notices, articles and messages, noticing how the choice of language and text structure works to achieve each text's purpose, for example, using introductions, linked paragraphs, a logical sequence of ideas, examples, and conclusions • writing a journal entry or a contribution for a school newsletter in Japanese, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site's significance • independently using a variety of language elements appropriately, including different tenses, plain or polite forms appropriate to context and audience, and appropriate punctuation • creating a print or digital advertisement or travel brochure in Japanese for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear • applying their understanding of cohesive devices to sequence and link ideas and actions, such as verb て form or conjunctions (e.g. だから, しかし, それに, けれども) • creating texts in Hiragana and Katakana, including the use of long vowels, double consonants and contractions with known Kanji for a variety of nouns, adjectives, verbs and adverbs (e.g. 学校, 時, 早い, 好き, 思う, 見る, 買う, 時, 何) • working collaboratively to compose and perform skits or role-plays for imagined or real events and experiences, such as a <i>manzai</i> (漫才), based on a scenario that allows for experimentation with expressive language and humour

7–10 Sequence strand: Understanding Language and Culture

7–10 Sequence sub-strand: Understanding systems of language

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply features and conventions of spoken Japanese to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts</p> <p>VC2LJ10UL01</p>	<ul style="list-style-type: none"> • acting out 2 role-plays to show formal and informal dialogues – one between friends and another between a shop assistant and a customer – both asking for the price of a T-shirt • participating in an interview asking and answering questions about basic information about their personal world, such as their part-time job, leisure activities, celebrations and future plans, for example, アルバイトをしていますか。どうして、そこではたらいしていますか。じきゅうがいいからです。 • participating in verb conjugation games that involve the teacher throwing a ball to a student and saying a verb in ～ます form, and the student responding by saying the verb in dictionary form, moving the ball continuously around while the teacher calls out a variety of verbs • creating songs with counters such as a song about counters to the tune of ‘Yankee doodle’: 一つ、二つ、三つ、四つ、五つ、六つ、七つ、八つ、九つ、十、ハンバーガーを一つとコーラを二つと、アップルパイをおねがいします。 • understanding and applying differences in the pronunciation of English and Japanese versions of loan words (e.g. インターネット, セルフィ, ファストフード), and pronouncing unfamiliar Katakana words • explaining that some new notations have been devised over the years to account for the sounds of loan words (e.g. ティ, ヴィ, ヴ) • understanding how to make appropriate pauses in a sentence, dividing the sentence into cohesive chunks to allow for the use of あいづち • developing oral fluency, exploring how rhythm, pitch, and the use of connectives, interjections and gestures contribute to maintaining momentum and increasing confidence and engagement • recognising and applying patterns of intonation in Japanese, such as rising or falling intonation that is typically used when asking questions in plain or ～ましょう form, for example, 行く?; 行きますか。 • using Japanese pitch and accent patterns, for example, practising high and low pitch when pronouncing words and sentences, は ↓ し (chopstick): high-low; は ↑ し (bridge): low-high

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>apply understanding of Hiragana, Katakana and Kanji, context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type</p> <p>VC2LJ10UL02</p>	<ul style="list-style-type: none"> identifying that Kanji are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of Hiragana to the stem of verbs and adjectives is called <i>okurigana</i>, for example, rewriting sentences written in Hiragana into sentences with Kanji and <i>okurigana</i> applying multiple stroke order rules for Kanji, for example, recognising that typically, the order is from top to bottom, and left to right, starting with the horizontal stroke(s), followed by the centre vertical stroke, and then the symmetrical characters that sit on the outside recognising that many Kanji are made up of more than one component and that radicals often represent meaning and using this knowledge as a strategy to predict meaning of unknown words that contain combinations of familiar Kanji, such as 小学校／中学校, 車／電車, 中国／外国, 今週／来週 or 今／今日 understanding and using Japanese counting systems (units of 10, 100, 1000 and 10,000) and associated Kanji (e.g. 百, 千, 万), and a wider range of counter classifiers (e.g. ～円, ～分, ～まい, ～本, ～つ, ～日, ぴき／びき／ひき) understanding and using a range of particles in a range of texts, including combined particles such as のは, のが and では understanding and using a variety of language structures using verb stem forms, verb て forms, plain form and plain past tense 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; ～てみたい; ～たり、～たりします; ～たい／～たくない; ～かった; ～やすい／～にくいです understanding that verbs can be divided into 3 groups according to the way they are conjugated: Group 1 (<i>go-dan dōshi</i>), Group 2 (<i>ichi-dan dōshi</i>) and Group 3 (<i>fukisoku dōshi</i>) explaining and applying the formation rules of verb groups such as the plain form (knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, as listed in dictionaries), て form and the plain past form elaborating ideas or statements using expressions such as 今週, 先週, 来年, いつも, ぜんぜん and あまり, and superlative forms using 一番, for example, 一番好きなかもくは日本語です using げんこうようし (typed or handwritten) appropriately to compose and respond to texts, for example, considering the size of small characters, the position in the square, starting new paragraphs, numbers, writing a title and name, and the placement of punctuation

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features</p> <p>VC2LJ10UL03</p>	<ul style="list-style-type: none"> developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures understanding the concept of loan words (外来語), such as サステナビリティ, レアな, プライベート, ワンタン, ラーメン, パスタ, アルバイト, パン, ラッコ and トナカイ, and created language (和製英語), such as コスプレ, スマホ, バスケ, コスパがいい, メルアド, アニソン, ソロキャンプ and エンタメ, to create new meanings, and understanding the reason for the emergence of such words, for example, changing attitudes to social practices, globalisation, social media and digital communication understanding that many Kanji have multiple readings that can be grouped into 2 types of readings: <i>on-yomi</i> (音読み; literally, the <i>on</i> 'reading' or 'sound', i.e. Chinese-style pronunciation) and <i>kun-yomi</i> (訓読み; literally, the <i>kun</i> 'reading' or 'explanation', i.e. Japanese-style pronunciation) reflecting on similarities and differences between English and Japanese <small>ことわざ</small> and how they cannot be directly translated, for example, <small>ねこに小判</small> ; <small>ぶたに真珠</small> ; <small>七転び八起き</small> ; <small>花よりだんご</small> discussing Japanese cultural concepts such as <small>おん</small> 恩 (owing a kindness), <small>ぎり</small> 義理 (a sense of duty) and <small>わ</small> 和 (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with that of similarly significant concepts in other language(s) and culture(s)

7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
<p>reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating</p> <p>VC2LJ10UL04</p>	<ul style="list-style-type: none"> 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, for example, discussing or defining the term 'my milestones' in class, or listing 5 significant events or changes that have happened in their own life so far discussing the use of the suffixes <small>～さん</small> and <small>～くん</small>, avoiding the assumption that using <small>～くん</small> is appropriate when addressing younger males, and being mindful about using these when meeting someone new to ensure that communication is gender inclusive exploring how linguistic innovations reflect the dynamic nature of Japanese, for example, those designed to increase inclusivity of language, such as the term <i>jibun</i> (自分), which may be used as a linguistic choice by some speakers who identify as non-binary as a first-person pronoun

Content descriptions <i>Students learn to:</i>	Elaborations <i>This may involve students:</i>
	<ul style="list-style-type: none"> • analysing and discussing the interconnected nature of the linguistic and cultural diversity of Japanese-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples • analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time • identifying the diverse cultural contexts of Australia and significant life events that are marked in Australia and/or Japan, for example, birthdays, 18th/21st birthdays, せい人しき, おしょう月 and ゴールデンウィーク; marriage; differences between lunch boxes and <i>obentō</i>; and considering how these provide insights into cultural values or traditions, for example, by researching significant events (e.g. 七五三, 入学しき, そつぎょうしき) and presenting the collected information to others • identifying ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers (e.g. eating on the go, hugging or kissing on the cheek, sitting on the floor or a desk, making phone calls on the train, speaking loudly in public spaces, using direct eye contact), for example, role-playing a visitor to Japan, acting out some culturally inappropriate behaviours (e.g. stabbing foods with chopsticks, blowing one's nose at the table, eating on the street or on the train) and discussing the reaction of onlookers • listening to and/or reading examples of an Acknowledgement of Country in Japanese and creating their own version that names the local Country for a Japanese-speaking audience • noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, acknowledging ways of expressing feelings or emotions; maintaining harmony by avoiding direct replies to a question by using それはちょっと …; and avoiding foregrounding the self with phrases such as お先にどうぞ or がんばります • noticing how the cultural value of <i>uchi</i> (内) and <i>soto</i> (外) 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 or not to share in general conversation, for example, making connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving, and identifying how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。いいえ。; softening responses with expressions such as ちょっと or あんまり; and using indirect forms of refusal or disagreement