

....Educating Global Citizens

Craigslea
State High School

**Social Sciences
and Languages**

Japanese

Years 9 and 10



An Independent Public School

Year 9 Unit 1 - What are Life Stories?	Year 9 Unit 2 - What are Social Issues?	Year 9 Unit 3 - How Big is the Generation Gap?	Year 9 Unit 4 - What are our Global Connections?
<p>In this unit, students explore the life stories of inspirational young people in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss significant events that contribute to personal life stories • analyse texts about the life stories of young Japanese speakers • write biographies detailing significant life events • analyse and understand the use of adjectives to enhance descriptions in biographies • participate in intercultural experiences to reflect on the influences of inspirational young people. 	<p>In this unit, students will explore the ways in which people communicate about youth-related social issues in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • encounter authentic language in a range of spoken and written texts about youth-related social issues • use a range of language to discuss their own perspectives on youth and technology use • analyse different perspectives on youth-related social issues • investigate how globalisation influences language relating to technology 	<p>In this unit, students will explore the concept of generational differences in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss ways roles and responsibilities of teenagers have changed over time • analyse the perspectives of people from different generations • create texts about parental expectations of teenagers • reflect on ways people from different generations communicate 	<p>In this unit, students explore their connections with the wider global community including links with Japanese culture.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss experiences and connections with other countries and cultures • explore links between Australia and Japan • explore and discuss cultural values expressed in creative texts such as manzai • reflect on how global interactions shape the way we view ourselves and our place in the world
Year 10 Unit 5 - What is Advertising?	Year 10 Unit 6 - What is the Best Job in the World?	Year 10 Unit 7 - What is Environmental Conservation?	Year 10 Unit 8 - How do I get my licence in Australian and Japan?
<p>In this unit, students use language to communicate within the context of advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of spoken and written texts relating to advertising and advertisements • process and compare information about advertisements • make meaning of persuasive texts • participate in intercultural experiences to notice, compare and reflect on language and culture 	<p>In this unit, students will explore language and culture relating to youth employment in Japan.</p> <p>Students will:</p> <ul style="list-style-type: none"> • exchange ideas and opinions to negotiate and plan a careers fair • analyse information about types of employment • use Japanese to respond to a job advertisement • reflect on intercultural experiences, their own language use and cultural values associated with youth employment 	<p>In this unit, students will explore a range of different perspectives on animal conservation in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss and analyse different perspectives on animal conservation • view a variety of texts about whaling and shark culling • create texts that raise awareness about animal conservation • understand the influence of cultural values on perspectives 	<p>In this unit, students will explore how young people in Japan and Australia engage with subcultures as a form of self-expression.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss different youth subcultures and explore identity and self-expression • analyse and present information about youth subcultures in Japan • reflect on their own identity in relation to youth subcultures • discuss cultural values that are evident in youth subcultures

Year 9 Japanese Assessment Tasks

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages - Japanese Years 9 and 10 Achievement Standard.

Year 9 Unit 1 - What are Life Stories?	Year 9 Unit 2 - What are Social Issues?	Year 9 Unit 3 - How Big is the Generation Gap?	Year 9 Unit 4 - What are our Global Connections?
<p>Students produce informative texts. Students use metalanguage to describe and compare language features and rules of sentence construction.</p> <p><i>Collection of work: speaking, writing, analysing. 1-2 minute speaking task</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> produce informative texts, appropriate to audience and purpose build cohesion and complexity in texts by using conjunctions and indicate frequency by using a range of intensifiers use metalanguage to describe and compare language features and rules of sentence construction. 	<p>Students produce informative texts appropriate to audience and purpose.</p> <p><i>Collection of work: writing, speaking. 100 kana characters research task / 1-2 minute in-class task</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing use kanji to write verbs, nouns and adjectives produce informative texts, appropriate to audience and purpose, using the て form to express preferences, permission and prohibition and to describe past experiences discriminate appropriately in their use of kanji, hiragana and katakana understand the functions of the different scripts within text. Use the て form as a basis for grammar conjugations identify hybrid terms that combine Japanese and English 	<p>Students participate in a panel discussion about the roles, responsibilities and expectations of teenagers compared to previous generations.</p> <p><i>Collection of work: speaking, analysing, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs begin to use plain form to communicate with their peers use the て form and plain form to express preferences, permission and prohibition and to describe past experiences discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making use the て form and plain form verbs as a basis for grammar conjugations choose です/ます or plain form based on age, relationship, familiarity and context 	<p>Students produce and present an imaginative text, appropriate to audience and purpose, and reflect on culturally-shaped perspectives.</p> <p><i>Collection of work: speaking, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing begin to use plain form to communicate with peers produce imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences and to describe past experiences make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication use the て form and plain form verbs as a basis for grammar conjugations
Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed
<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思いま^のす、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語^の and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりが^な and ふりが^な, and understand the concept of おん/^くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ま^す or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コビ^ベ、オーガナイ^ズする、^{うち}ダンスする. They explain how key Japanese cultural values such as community, 内/^外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思いま^のす、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語^の and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりが^な and ふりが^な, and understand the concept of おん/^くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ま^す or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コビ^ベ、オーガナイ^ズする、^{うち}ダンスする. They explain how key Japanese cultural values such as community, 内/^外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思いま^のす、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語^の and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりが^な and ふりが^な, and understand the concept of おん/^くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ま^す or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コビ^ベ、オーガナイ^ズする、^{うち}ダンスする. They explain how key Japanese cultural values such as community, 内/^外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思いま^のす、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語^の and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりが^な and ふりが^な, and understand the concept of おん/^くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ま^す or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コビ^ベ、オーガナイ^ズする、^{うち}ダンスする. They explain how key Japanese cultural values such as community, 内/^外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.</p>

Year 10 Japanese Assessment Tasks

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages - Japanese Years 9 and 10 Achievement Standard.

Year 10 Unit 5 - What is Advertising?	Year 10 Unit 6 - What is the Best Job in the World?	Year 10 Unit 7 - What is Environmental Conservation?	Year 10 Unit 8 - How do I get my licence in Australian and Japan?
<p>Students translate and interpret a text, predicting unfamiliar kanji, words and expressions and reflecting on perspectives on intercultural communication</p> <p><i>Collection of work: comprehension, reading, analysing / 60 minutes + 10 minutes perusal test</i></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> use kanji to read verbs, nouns, and adjectives extract, analyse and evaluate information from written texts predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings make connections between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication understand the functions of the different scripts within text identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning identify hybrid terms that combine Japanese and English 	<p>Students produce an informative text appropriate to context.</p> <p><i>Collection of work: speaking, analysing / 2-3 minute in-class task</i></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> use correct pronunciation and adopt appropriate rhythm and phrasing produce informative texts, appropriate to audience and purpose build cohesion and complexity in texts distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings choose です/ます or plain form based on age, relationship, familiarity and context 	<p>To share information, experiences and views related to their worlds and explain how cultural values are reflected in language and behaviours.</p> <p><i>Collection of work: speaking, analysing, reflecting</i></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち ask and respond to questions, elaborating responses by providing reasons or explanations begin to use plain form to communicate with their peers use the て form and plain form to express preferences, permission and prohibition and to describe past experiences use the て form and plain form verbs as a basis for grammar conjugations explain how key Japanese cultural values are reflected in language and behaviours 	<p>Students produce informative texts, appropriate to audience and purpose, and explain how cultural values are reflected in language and behaviours.</p> <p><i>Collection of work: speaking, reflecting</i></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> use Japanese to share information, experiences and views related to their social worlds using rehearsed language use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing produce informative texts, appropriate to audience and purpose, using the て form and plain form to express preferences and to describe past experiences explain how key Japanese cultural values are reflected in language and behaviours
Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed	Achievement Standard - Elements Assessed
<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲みます, nouns, for example, 新聞, 会話, 外国語 and adjectives, for example, 早い, 上手な, 下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p> <p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours.</p>			
<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲(の)みます, nouns, for example, 新聞, 会話(かいわ), 外国語(がいこくご) and adjectives, for example, 早い, 上手な, 下手(へた)な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p>	<p>By the end of Year 10 students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲みます, nouns, for example, 新聞, 会話, 外国語 and adjectives, for example, 早い, 上手な, 下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲みます, nouns, for example, 新聞, 会話, 外国語 and adjectives, for example, 早い, 上手な, 下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います, 来ます, 聞きます, 食べます, 飲みます, nouns, for example, 新聞, 会話, 外国語 and adjectives, for example, 早い, 上手な, 下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから, けれども, and indicate frequency by using a range of intensifiers, for example, よく, たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき, おぼん, サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p>
<p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内(うち)/外(そと) and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours</p>	<p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours.</p>	<p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours.</p>	<p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ, オーガナイズする, ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ, まだです., and consideration of others are reflected in language and behaviours.</p>

Japanese	Units							
	1	2	3	4	5	6	7	8
Communicating Strand: Using Language for Communicative Purposes								
Socialising								
Engage in discussions and comparisons of young people's interests, activities and lifestyles (ACLJAC181)	✓	✓	✓	✓			✓	✓
Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion (ACLJAC182)						✓		
Develop language to reflect on the experience of learning and using Japanese (ACLJAC183)					✓			
Informing								
Analyse ideas presented in a range of texts, identifying context, purpose and intended audience (ACLJAC184)	✓	✓	✓	✓	✓	✓	✓	✓
Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation (ACLJAC185)	✓	✓	✓			✓	✓	✓
Creating								
Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences (ACLJAC186)		✓		✓				
Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons (ACLJAC187)				✓			✓	✓
Translating								
Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture (ACLJAC188)	✓				✓			
Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements(ACLJAC189)						✓		
Reflecting								
Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication (ACLJAC190)			✓					
Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions (ACLJAC191)			✓	✓	✓			✓

Japanese	Units							
	1	2	3	4	5	6	7	8
Understanding Strand: Analysing Language and Culture								
Systems of Language								
Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji (ACLJAU175)						✓		
Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation (ACLJAU176)		✓			✓	✓		
Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga (ACLJAU177)	✓	✓	✓	✓	✓		✓	✓
Explain variations in Japanese language use that reflect different levels of formality, authority and status (ACLJAU178)						✓		
Language Variation and Change								
Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships (ACLJAU196)			✓			✓		
Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange (ACLJAU197)		✓			✓			
Role of Language and Culture								
Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret (ACLJAU198)						✓	✓	✓