LANGUAGES

CONTENT

RATIONALE

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

In the Western Australian Curriculum, the Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

The Western Australian Curriculum: Languages operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

AIMS

The Western Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the target language

- extend their literacy repertoires

- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication

- develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity

- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills

- understand themselves as communicators.

ORGANISATION

CONTENT STRUCTURE

The Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.

The Languages curriculum is written on the basis that schools provide a Languages program, in at least one language, from Pre-primary to Year 10. However, where schools do not have a Languages program in place, the Authority requires schools to teach a minimum of one language, commencing with Year 3 in 2018 (Year 4 in 2019, Year 5 in 2020, Year 6 in 2021, Year 7 in 2022, Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

Each of the six Languages subjects is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication and understanding oneself as a communicator.

Within each strand, a set of sub-strands has been identified, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

COMMUNICATING

The Communicating strand focuses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts. It involves learning to use the target language for a variety of purposes.

- *Socialising*

The content focuses on interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

- *Informing*

The content develops skills to obtain, process, interpret and convey information through a range of oral, written and multimodal texts; developing and applying knowledge.

- *Creating*

The content focuses on students engaging with imaginative experience by participating in, responding to and creating a range of texts such as stories, songs, drama and music.

- *Translating*

The content focuses on developing the skills to move between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

- *Reflecting*

The content focuses on providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

The Communicating strand involves various combinations of listening, speaking, reading, and writing skills:

- ◦ interacting and interpreting meaning (spoken and written reception)

◦   interacting and creating meaning (spoken and written production)

and incorporates diverse text types and task types.

UNDERSTANDING

The Understanding strand focuses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

- *Systems of language*

The content focuses on students developing the understanding of language as a system, including sound, writing, grammatical and textual conventions.

- *Language variation and change*

The content focuses on students developing the understanding of how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

- *The role of language and culture*

The content focuses on students analysing and understanding the role of language and culture in the exchange of meaning.

YEAR LEVEL DESCRIPTIONS

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

CONTENT DESCRIPTIONS

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

ACHIEVEMENT STANDARDS

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

GLOSSARY

A glossary is provided to support a common understanding of the key terms and concepts included in the core content.

STUDENT DIVERSITY

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

STUDENTS WITH DISABILITY

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Languages. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

The Western Australian Curriculum: Languages is founded on contemporary understandings of language acquisition, where development and learning all the languages students experience in their socialisation and education form part of students' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of students' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the Western Australian Curriculum: Languages primarily addresses the learning of languages, this learning cannot be separated from the development of students' more general communicative repertoires. It is through such a relational and holistic approach to languages education that students develop their capabilities in knowing and using multiple languages. Students extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (students' first or additional language). These programs are of particular value in ensuring students continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

While the aims of the Western Australian Curriculum: Languages are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

GIFTED AND TALENTED STUDENTS

Teachers can use the Western Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Languages and/or from local, state and territory teaching and learning materials.

WAYS OF TEACHING IN THE LANGUAGES

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

The Languages learning area is made up of six distinct subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language. The content is presented through two interrelated strands Communicating and Understanding. The Communicating strand focuses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts while the Understanding strand on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Through learning a language students learn to effectively communicate in the second language they are learning, develop an intercultural capability and understanding of the role of language and culture in communication and reflect on their language use and language learning.

LANGUAGES

In Languages students learn to communicate across the five sub strands of Socialising, Informing, Creating, Translating and Reflecting. Students analyse and develop their understanding of language and culture through the three sub strands of Systems of the target language, Language variation and change and the Role of language and culture. The sub strands are designed to be taught in an integrated way with the aim that they enrich the capability of the students to become successful intercultural communicators. The strands and sub strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

To support students' learning, teachers should develop teaching and learning programs in Languages to ensure that:

- the prior knowledge of students is identified to establish a starting point for learning

- in the early years, planning includes child-initiated, self-directed and play based activities

- the sub strands within the Communicating and Understanding strands are incorporated and integrated to ensure rich learning experiences

- opportunities are provided for students to communicate in the target language and to reflect on their communication and language learning experiences

- the target language is used as a means of instruction to build the students' skills in comprehending spoken language.

To engage students in Languages, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences, or use stimulus materials to create meaningful linkages to the places where the target language is spoken

- use a wide range of authentic texts that are in the target language such as websites, tickets, films, advertisements and children's picture books

- involve students in the performance, analysis and creation of a range of creative and imaginative texts such as poems, plays, songs and stories

- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community

- provide opportunities for students to communicate with first language speakers of the language they are learning through written, digital or spoken communication

- use new and emerging technologies to engage students in their language learning and to facilitate communication between first language speakers of the target language

- include current and/or recent events, issues or 'hot topics' that are relevant to young people in the country/countries where the target language is spoken.

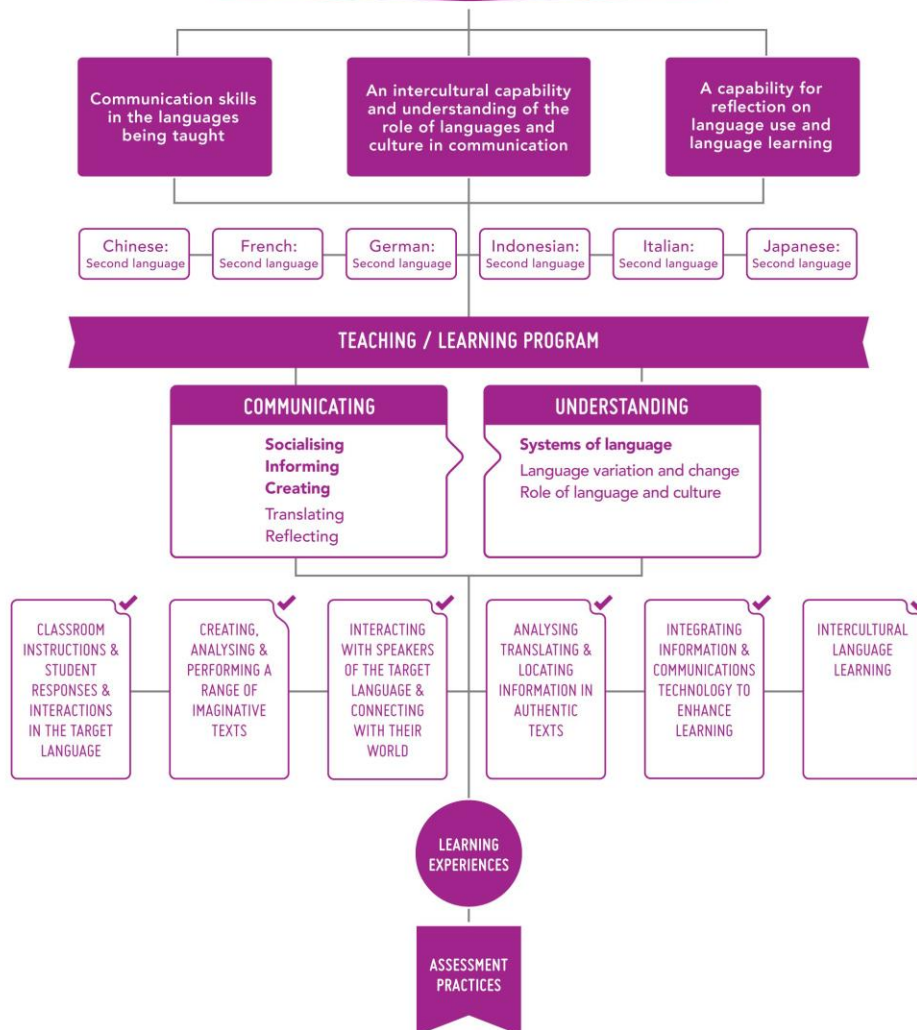Figure 1 is a visual representation of ways of teaching Languages.

For information on how to collect evidence to inform planning for ongoing learning experiences in Languages, refer to 'Ways of Assessing'.

WAYS OF TEACHING

LANGUAGES

In Languages students communicate proficiently in a language other than English, develop essential communication skills in that language, an intercultural capability and an understanding of the role of language and culture in human communication, as well as a capability for reflection on language use and language learning. The Languages curriculum is delivered through six subjects: Chinese, French, German, Indonesian, Italian and Japanese, for second language learners. Each subject is organised into two interrelated strands: Communicating and Understanding. Within each strand is a set of sub-strands that reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

THROUGH LEARNING A LANGUAGE STUDENTS ACQUIRE:

Communication skills in the languages being taught	An intercultural capability and understanding of the role of languages and culture in communication	A capability for reflection on language use and language learning

Chinese: Second language	French: Second language	German: Second language	Indonesian: Second language	Italian: Second language	Japanese: Second language

TEACHING / LEARNING PROGRAM

COMMUNICATING

Socialising
Informing
Creating
Translating
Reflecting

UNDERSTANDING

Systems of language
Language variation and change
Role of language and culture

CLASSROOM INSTRUCTIONS & STUDENT RESPONSES & INTERACTIONS IN THE TARGET LANGUAGE ✔	CREATING, ANALYSING & PERFORMING A RANGE OF IMAGINATIVE TEXTS ✔	INTERACTING WITH SPEAKERS OF THE TARGET LANGUAGE & CONNECTING WITH THEIR WORLD ✔	ANALYSING TRANSLATING & LOCATING INFORMATION IN AUTHENTIC TEXTS ✔	INTEGRATING INFORMATION & COMMUNICATIONS TECHNOLOGY TO ENHANCE LEARNING ✔	INTERCULTURAL LANGUAGE LEARNING ✔

LEARNING EXPERIENCES

ASSESSMENT PRACTICES

WAYS OF ASSESSING IN THE LANGUAGES

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in the Languages.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle

- reflective questions

- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?

- Do your assessments have a clear purpose?

- Do you design assessment tasks in a way that meets the dual purposes of formative and summative assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?

- How do you identify students' misconceptions or gaps in their learning?

- How do you identify the next skill or understanding a student, or group of students, needs to learn?

- What information do you collect to evaluate your own teaching?

- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?

- What range of evidence do you draw on when you report student performance and evaluate your teaching?

In the Languages, the two strands Communicating and Understanding are interrelated and inform and support each other. When developing assessment tasks, teachers provide students with opportunities to communicate in the language that they are learning and to demonstrate their understanding of the language needed for effective and interculturally appropriate communication. Assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. As students demonstrate their learning in different ways, teachers use ongoing assessment processes that include a diverse array of assessment strategies.

Refer to the *Judging Standards tool in the Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observation	Ongoing and first-hand observations of student learning, their responses, comprehension, pronunciation, use and understanding of a range of vocabulary and grammar documented by the teacher through the use of anecdotal notes, checklists, photographs, videos or audio recordings. Observation may take the following form: • participation in group and whole class activities such as jigsaw, gallery walks, flyswat, shared book reading or play-based learning • following instructions in the target language for a craft activity, sport, game or cooking • developing and performing in a role play • question and answer sessions • over the shoulder marking of student work.
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Short responses	Short responses to tasks may take the following form: • drawing diagrams, maps, sketches or graphs • translating text from one language to another • cloze activities, multiple choice questions or jumbled sentences • participating in games such as: sentence relay, hangman, anagrams, drawing a word/ phrase, acting out a word/phrase, asking questions to guess a character • short oral responses naming objects or images • colouring or circling an image to demonstrate comprehension of spoken text • reading for information in a written text • listening for information in a spoken text • writing a blog post, shopping list, diary entry, poem, postcard, song lyrics, menu, recipe, invitation, message, speech bubbles or comic strip • giving short oral descriptions of a stimulus picture.

Extended responses	Extended responses to tasks are longer answers that may take the following form:
	• response to a statement or question such as an email, blog post, letter, diary entry, article, short story, account or personal profile
	• response to an experience such as a film review, restaurant review, or report on an excursion
	• response to information and or data such as newspaper articles, artefacts, blog or table of statistics.
Practical and authentic tasks	The demonstration of learning through practical authentic or simulated activities may take the following form:
	• following instructions to perform a traditional or modern dance
	• cooking food and selling it at a food stall
	• setting up and running a class café
	• contributing to a class blog
	• purchasing or exchanging items from a stall
	• creating an itinerary or schedule for a class trip or excursion
	• conversing with speakers of the target language through the Internet.
Performances or oral presentations	The demonstration of learning in practical performances or presentations, interviews, role play, speeches, simulations, debates and performances may take the following form:
	• conducting an interviewing and being interviewed
	• performing a song or acting in a play
	• performing a story telling, puppet show, poetry recital, radio program, weather report
	• participating in a debate
	• delivering a speech
	• participating in a simulation activity such as asking and following directions, purchasing items from a stall
	• participating in shared, sustained conversation.
Visual representations	The demonstration of learning through making connections, showing relationships and concept mapping of student knowledge through visual representations may take the following form:
	• displaying information on Venn diagrams, maps, posters, graphs, tables, concept maps, timelines, brochures and charts
	• creating digital presentations with slides, animation or video
	• creating a comic strip or story board
	• translating information from written text into a timeline or concept map.

Portfolios	Collections of student work that provide long-term documentation of student progress and achievement may take the following form:
	• video and audio recordings of student work
	• written samples of work such as a student diary, journal of a class mascot, record of class rules/routines, labelled drawings of favourite characters from stories.

GENERAL CAPABILITIES

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Languages. The general capabilities are not assessed unless they are identified within the content.

LITERACY

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Languages, learners of all languages are afforded opportunities for overall literacy development; strengthening literacy-related capabilities that are transferable across the language being learnt, their first language and English. For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic and textual conventions
- developing semantic, pragmatic and critical literacy skills.

NUMERACY

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Languages, learners of all languages are afforded opportunities to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time and space, in their own and in others' cultural and linguistic systems.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CAPABILITY

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Each Languages subject is enhanced through the use of information and communication technology; accessing live language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge.

CRITICAL AND CREATIVE THINKING

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to reflect broadly and deeply using skills, behaviours

and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Languages, as students learn to interact with people from diverse backgrounds and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

PERSONAL AND SOCIAL CAPABILITY

Students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions; developing empathy for, and understanding of others; establishing positive relationships; making responsible decisions; working effectively in teams; and handling challenging situations constructively.

This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

In the Languages, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations; essential aspects of learning another language.

ETHICAL UNDERSTANDING

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Languages, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view.

INTERCULTURAL UNDERSTANDING

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Languages, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural

practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

CROSS-CURRICULUM PRIORITIES

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Languages. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Across the Western Australian Curriculum: Languages, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

In the curriculum students are provided with opportunities to develop an understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Across the Western Australian Curriculum: Languages, students are able to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region. They learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context. The curriculum also provides students with opportunities to engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- the languages and cultures of Asia
- people of Asian heritage who reside in Australia.

SUSTAINABILITY

Across the Western Australian Curriculum: Languages, the sustainability priority allows students to develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages, and alternative ways of caring for land and agriculture, social and political change, conservation and how language and culture evolve. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

GLOSSARY

For the purposes of the Languages syllabuses, the following definitions will apply

Accent
A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks
Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy
Production of structurally correct forms of the target language.

Adjective
A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb
A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial
A word or group of words that functions as an adverb.

Alliteration
A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry).

Audience
Intended readers, listeners or viewers.

Authentic (texts/materials)
Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author
A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Bilingualism
An ability to use two or more languages.

Biography
A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components
Individual elements of a written Chinese or Japanese character which have a separate linguistic identity.

Characters
(i) graphic symbols used in writing in some languages
(ii) assumed roles in dramatic performance

Clause
A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

Code-switching
A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates
Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin).

Cohesion
Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

Collocation
Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communicating
Communicating involves using language for communicative purposes in interpreting, creating and exchanging meaning.

Communication
A mutual and reciprocal exchange of meaning.

Communicative competence
An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence
A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

Complexity
A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing
A process of producing written, spoken, graphic, visual or multi-modal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence
A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
- drawing on language knowledge and experience (for example, gender forms)
- listening for intonation or expression cues
- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, *Sophie and her mother might come and visit, or they might stay at home*. The conjunction and links the two participants, while or links alternative options.

Content

A subject matter used as a vehicle for language learning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Creating

Creating involves engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Cues

Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation
A clear and distinct pronunciation of language.

Face
A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler
A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency
An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities
Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language
Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?* (greeting in Australian English).

Framing
A way in which elements of text are arranged to create a specific interpretation of the whole.

Genre
A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.
The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

Grapho-phonic knowledge
Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone
A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific
A grammatical form, typically a word or affix that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Identity
A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Idiomatic expressions
A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Imaginative texts
Their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Infinitive
A base form of a verb.

Informative texts
Their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Informing
Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Input
Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers
Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability
An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning
An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret
In the context of L2 learning, *interpret* refers to two distinct processes:
- the act of translation from one language to another
- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation
A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language
A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:
- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension
A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features
Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

Language functions
Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns
Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity
Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:
- politeness or kinship protocols
- the nature of language communities which use the language
- the historical and/or current relationship of a language with education in Australia
- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems/systems of Language
Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

Systems of language relates to understanding language as a system, including sound, writing, grammatical and textual conventions.

Language variation and change
Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Learning trajectory
A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Lexical cohesion
A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

Literacy resources
Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills
Four major language skills of listening, speaking, reading and writing.

Media texts
Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate
To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:
- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:
- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium
Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage
A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic
Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb
A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode
Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme
The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology
Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text
A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

Narrative
A story of events or experiences, real or imagined.

Narrative devices
Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

Noun
A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

Oracy
An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography
Writing words with correct letters or characters according to common usage.

Paralanguage
Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Pedagogy
A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance
A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Persuasive texts
Their primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles.

Phoneme
The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics
A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

Phonological awareness
Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics
A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction
An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix
A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

Preposition
A part of speech that precede a noun, phrase or pronoun, thereby describing relationships in a sentence in respect to:
- space/direction (*below*, *in*, *on*, *to*, *under* – for example, *she sat on the table*).
- time (*after*, *before*, *since* – for example, *I will go to the beach after lunch*).
- those that do not relate to space or time (*of*, *besides*, *except*, *despite* – for example, *he ate all the beans except the purple ones*)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, *in the office*, *besides these two articles*.

Productive language use
One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun
A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. **He** *ate* **it that** *evening* (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation
A manner in which a syllable is uttered.

Purposeful learning
Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question
A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:
- **closed questions** are questions for which there are predictable answers, for example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, for example, *How do you feel about that? What do you think might happen next?* They are used as a stimulus for discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read
Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language
One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating
An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:
- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Reflecting
Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Register
A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user.* For example, informal register or academic register.

Role of language and culture
Analysing and understanding the role of language and culture in the exchange of meaning.

Romanisation
A transcription from a differently scripted language, such as Chinese *Pinyin* or Japanese *Romaji*, into the Latin alphabet.

Root of a word
A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding
Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, to probe existing conceptions or to cue noticing and reflecting.

Scanning
A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script
A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge
Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

Skimming
A text processing strategy aimed at gaining information quickly without focusing on every word.

Socialising
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Speak
Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype
A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress
An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will con**duct** the orchestra; her **con**duct is exemplary.*

Suffix
A meaningful element added after the root of a word to change its meaning (for example, to show its tense: –ed in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

Synchronous
Occurring or existing at the same time.

Syntax
An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk
Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task
An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Text
An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies
Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure
Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

Text types (genres)
Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborate than a similar text in English; a request or an offer of hospitality will be expressed differently in Japanese or in German.

Textual features/textual conventions
Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone
A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation
A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Translating
Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Understanding
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Verb
A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*
auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

Word borrowing
A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

LANGUAGES JAPANESE: SECOND LANGUAGE PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、 さようなら、 じゃあ ね Introduce and share information about themselves, for example, *name* です； 五さい です Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example, だいじょうぶ？；たいへん？；すごい！；よく できました； ありがとうございます； ありがとう	Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example, ちいさい 目 です； ねずみ です；ちいさい です；かわいい です； はいいろ です；すい か です； おいしい です；いちご が すきです； へび が すきじゃない です Express praise, support and respect for others, using formulaic expressions such as おめでとう、がんばって、 じょうず	Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, かぞく は 六人 です。 おとうさん と おかあさん と おねえさん と ぼく と いもうと と あかちゃん です。いもうと は 五さい です。お かあさん は やさしい です。おとうさん は くるま が すき です。	Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日 に ともだ ち と うみ に い きます；たん生日 に ケーキ を たべます／ たべません	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を します か； いつ します か；土よう日 に サ ッカー を します； サッカー が すき ですか；ぼく も す き です Recount past activities, for example, まち に いきました	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきま した； たのしかったです；へ や に ふとん が あります； だいどころ に おか あさん が います； まっすぐ いって、 みぎ に まがって、 としょかん が あり ます；がっこう に いきましょう；はい、 いきましょう／ いいえ、ちょっと	Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を します か； いつ します か； サッカー が とくい ですか；けんくん は テニス が じょうず です；父 は サッカ ー が とくい です Negotiate an invitation for a shared experience, for example, 日よう日 に うみ に いき ませんか； いいえ、日 よう日 は ちょっ と；じゃあ、土よう日 に いきましょう

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example, むすんでひらいて、ひげじいさん、しあわせならてをたたこう Respond to teacher talk and instruction, for example, たってください; うたいましょう	Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as じゃんけんぽん, transactions, gestures and pictures, to support understanding and to convey meaning Respond to teacher talk and instruction, for example, Tia さん は、いません; はい、います; おやすみです; おくれて すみません	Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language Respond to teacher talk and instruction, for example, たって/すわって/かいて/みて/よんで/きいて ください	Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements	Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities	Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event
Informing	Recognise symbols, key words and phrases of spoken and written Japanese in rhymes, songs, labels, titles and captions in their environment and related to their personal worlds, for example, 男の子、女の子、 トイレ	Locate key words, simple *kanji* or *hiragana* and information in simple spoken and written texts such as charts, lists, *anime,* rhymes and songs related to their personal worlds	Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds	Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds	Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds	Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds
	Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words, for example, あか、おおきい	Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example, ぼく の えんぴつ です; いぬ が すき です	Convey factual information about their personal worlds using simple statements, modelled language and support materials	Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support	Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds	Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds	Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression, for example, あたまかたひざポン、 こぶたたぬききつね、 キャベツの中から Make simple statements about favourite characters in stories or songs, for example, やさしい、 かわいい、 こわい、つよい	Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example, だれ　ですか； ちいさい　ですか； おおきい　ですか； かわいい　ですか Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おに　は　こわい！； いっすんぼうし　は　ちいさい　です；もも たろう　は　つよい　です	Respond to Japanese versions of familiar children's stories and Japanese folk tales, comparing expressions at key points in the stories with English-language versions or other known stories, and re-enacting with puppets, props or actions, for example, おおきなかぶ、 もも たろう	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes	View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours	Share responses to characters, events and ideas in imaginative texts such as *anime*, folk stories and *manga*, making connections with personal experiences and feelings	Share and compare key messages in imaginative texts such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime* and compare their treatment across cultural contexts and time
	Participate in the shared performance of songs or rhymes, playing with sound patterns, verbal and non-verbal forms of expression	Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example, おむすびころりん	Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions	Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな　たべもの　は なん　ですか；なんさい　ですか	Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and	Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts	Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					modelled language, for example, くち が 大きい です； かわ に すんでいます； にく を たべます； とても こわい です		
Translating	Share with others the meaning of simple expressions related to their day, for example, どうぞ；おはようございます；いただきます；ありがとう	Identify key words in children's stories or songs and provide English translations or explanations of meaning, for example, むかしむかし；おわり Find examples of Japanese words used in English and explain what they mean, for example, *sushi, karate, origami*	Identify Japanese expressions that do not translate readily into English, for example, おべんとう、せんせい、〜さん/くん/ちゃん Identify Japanese cultural practices that are not commonly used by English speakers, for example, using two hands for giving and receiving and まる/ばつ（〇×）	Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれてすみません、しつれいします Demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response	Explain features of Japanese language protocols such as the use of formulaic expressions, for example,いってきます/ただいま；counter classifiers; the indication of politeness by using です Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま；おかえり；いらっしゃいませ Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource
Reflecting	Begin noticing how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese	Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use	Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding							
Systems of language	Recognise and experiment with reproducing sounds and rhythms of spoken Japanese by singing, reciting and repeating words and phrases in context	Recognise and reproduce the sounds and rhythms of spoken Japanese Learn how sounds are produced and represented in the three different scripts	Reproduce sounds, rhythms and intonation patterns of spoken Japanese Produce and represent basic units of sound in the three different scripts	Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o) Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a *hiragana* character	Understand that *hiragana* symbols can be combined to represent words Understand that vowel length can differentiate words in Japanese, for example, いいえ *iie* for 'no' and いえ *ie* for 'house'	Pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different	Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two *moras* make one rhythm unit (foot), for example, the copula です and the verb suffix ます
	Recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use Notice that Japanese can be written vertically or horizontally Recognise simple *kanji*, using early language strategies, for example, making play dough *kanji* characters over a template	Recognise, trace and copy some *hiragana* Recognise that *kanji* and *hiragana* have stroke order, for example, using *tai chi* to demonstrate stroke order Understand that each individual *kanji* represents meaning as well as sounds, for example, 月　Moon, 一月 January Recognise sequence of *hiragana* あ to ん, for example, through singing a *hiragana* rap song	Recognise and copy the 46 basic *hiragana,* using support such as mnemonic clues Identify known *hiragana* within a word and use that to predict the meaning Recognise and copy a few high-frequency *kanji* and *kana* such as numbers and pictographs (basic, high frequency *kanji* where the picture reflects the meaning) such as 山、川、口、目、上	Use a *hiragana* chart as a framework for reading and writing Commence basic *hiragana* script writing Begin to read and write words using *hiragana*	Commence writing their own words, structures and phrases in *hiragana* with the support of a *hiragana* chart and word lists Recognise and write frequently-used *kanji* Learn to read and write words using *hiragana*	Read and write all *hiragana*, including voiced, combined and long vowel sounds and double consonants using a *hiragana* chart Understand the use of basic Japanese punctuation marks such as まる（。）and てん（、） Read and write words, phrases and sentences using *hiragana* and simple *kanji*, for example, わたし　の　本；わたし　の　かぞく　です	Recognise and make meaning of some single and whole word *katakana* with the support of a *katakana* chart Apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji* Write simple texts using *hiragana* and *kanji* on familiar topics

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including: • knowing common forms of greetings and noticing the different levels of formality, for example, おはようございます/ おはよう • understanding different question words such as だれ /なに/どこ and the sentence-ending particle か • understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん /はなこさん/ Grant せんせい • building vocabulary to describe and label familiar and immediate objects and environments	Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including: • understanding basic word order in simple sentences, for example, noun が すき です; りんご が すき です; adjective + noun です; おおきい いぬ です • referring to numbers of things using cardinal numbers 0–10, for example, 一、二、三 • recognising that numbers 4, 7 and 9 have more than one reading • learning to describe the colour, size and shape of things, for example, みどり です; おおきい です; まる/しかく/ほし です • recognising and responding to a request using	Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including: • indicating affirmative and negative responses using はい/ いいえ; ちがいます • using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ; ありがとう • learning to use common onomatopoeia such as ぺこぺこ, わんわん • beginning to use counters in Japanese, for example, ～人、～さい • understanding how to specify items using the possessive particle の, for example, わたし の かぞく; おばあさん の いえ	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべ ます • understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • using verbs in past tense ～ました/ ～ませんでした • beginning to use counters in Japanese, for example, ～人、～ さい、～月 • indicating time and frequency using expressions such as まいにち、ときどき • telling time using ～じ/～じはん です; なんじ ですか • understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます Begin to develop a metalanguage in Japanese for talking	Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let's…, ～ ましょう • understanding and identifying elements of different sentence structures and the use of particles such as へ /で • understanding the use of ～が あ ります/います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあ ります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example,	Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – Would you…? Shall we …? ～ませんか; ～ま しょうか • understanding the use of これ/それ/あれ/ど れ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てく ださい; トイレ に いっ ても いい で すか • knowing how to use common counters and classifiers such as こ/ひき/ まい/ ぴき/えん • using conjunctions such as そして、それから to link ideas

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		verb ください, for example, すわって ください	• describing people, animals, places and things using adjective–noun phrases, for example, 大きい 目; おいしい もも	example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/ だれ and the sentence-ending particle か, for example, なに が すき ですか; なんさい ですか Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English	about language, using terms similar to those used in English	• つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/ びき/ぴき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language	Build a metalanguage in Japanese to talk about language
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal	Understand that language is organised as 'text' and that different types of texts have different features	Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts	Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose	Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations	Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values
Language variation and change	Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according	Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions	Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for	Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning	Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example,	Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop	Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	to the time of day or the occasion, for example, おはよう、こんにちは、　　こんばんは	can vary between cultural contexts, for example, the use of titles in Japanese 〜さん/〜せんせい compared with the informal use of names in Australian English	example, おはよう/おはようございます；いってらっしゃい；いってきます；ただいま；　おかえり；なに?/なんですか		おはよう/おはようございます；はし/おはし；なまえ/おなまえ		respect for authority figures, for example, しつれいします；よろしく　おねがいします
Role of language and culture	Recognise that Japanese is one of many languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, *sushi*, *origami*, *anime* and *manga*	Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society	Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language	Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan Understand that Japanese borrows from and influences other languages Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others	Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication

LANGUAGES JAPANESE: SECOND LANGUAGE YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Communcating				
Socialising	Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースのなつはとてもあついですよ；あのレストランはおいしいです。だから、いきましょう。；わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。	Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。；五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。；J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。 Express feelings and justify opinions, for example, あ、それはいいですね；どう思いますか；それは　どうですか
	Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう；バスでえんそくに行きます	Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イースターにビーチに行きましょうか、ビーチは、ちょっと…；キャンプはどうですか；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。	Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりょこうについて、おしえてください；きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。	Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse views for example, 食べ物をのこすのはもったいないです ；日本では家の中でくつをはいてはいけません
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience	Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented
	Organise and present information and ideas on texts related to aspects of their personal	Organise and present information and ideas to raise awareness of and inform others	Convey information and ideas and offer their own views on texts related to aspects of their	Convey information, comments, perspectives and experiences on different contemporary

	Year 7	Year 8	Year 9	Year 10
	and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts	about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences	personal and social worlds, using appropriate formats and styles of presentation	culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes
Creating	Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture	Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience	Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as poems, songs, dance, street art and performance
	Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences
Translating	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and/or interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, おじゃまします
Reflecting	Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events	Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses	Monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives	Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives
	Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions	Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians

	Year 7	Year 8	Year 9	Year 10
Understanding				
Systems of language	Recognise that *katakana* is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds Recognise that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech	Understand that *katakana* is used for loan words and use available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード	Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking Identify the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べる？ ／食べましょうか	Recognise multiple readings of familiar *kanji* in different compounds, for example, オーストラリア人／ やさしい人／三人；新しい／新聞／聞きます
	Recognise all *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart Write words and phrases using both *kana* and *kanji*, for example， 大きい車；小さい木 Use *furigana* to support the reading of unfamiliar *kanji*	Read and write all *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart Understand the relationship in texts between *hiragana*, *katakana* and *kanji*	Convey meaning by appropriately selecting and combining *hiragana*, *katakana* and *kanji* characters Use understanding of *hiragana* to predict meaning of unknown words	Use knowledge of familiar *kanji* to predict meaning of unknown words
	Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including; • understanding the different functions of a range of particles such as が (topic marker), を (object marker), に (time, date, place, destination, for) と (and, with), で (location, action, means), へ (direction, destination), 〜から 〜まで (from, as far as, distances) • describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます	Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including: • using verbs to indicate – I want to 〜たいです • using い and な adjectives in present and past tenses in negative forms such as たのしくなかったです；しずかじゃなかったです • using both affirmative and negative forms of particular grammatical elements in different tenses • creating cohesion and flow by using conjunctions, for example, だから、それで、それに	Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by: • understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in -*u*, -*eru* or -*iru*, the forms they are listed under in dictionaries • understanding that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs • using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group	Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by: • using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group • requesting and giving permission and expressing prohibition using verb て form, for example, 〜てもいいです；〜てはいけません；〜てはだめです • using verb stems with grammatical features such as 〜やすい／にくいです • exploring how to use plain forms in authentic contexts such as conversations

	Year 7	Year 8	Year 9	Year 10
	- using い and な adjectives in the present tense in negative forms, for example, おいしくないです；しずかじゃないです - using noun phrases with an adjective, for example きれいなうみです；おいしいレストランです - understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles - understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis - using adverbs as formulaic expressions, for example, いつも、ときどき - creating cohesion and flow by using conjunctions, for example, でも - understanding how to indicate politeness using ご and お prefixes, for example, お名前；先生のごかぞく Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements	- using counter classifiers, for example,〜時/〜分、〜つ、〜まい、〜本 - using superlatives, for example, 一ばん好きです - using adverbs and intensifiers such as ぜんぜん、たいてい Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements	- using verb て form to connect events, for example, 朝おきてジョギングをします - understanding and using the different functions of verb て form - using present continuous tense using *verb* ています, for example, ラジオを聞いています - using verb stems with grammatical features such as 〜に行きます - expressing number of actions, for example, 〜たり〜たりします - using adverbs as formulaic expressions, for example, 早く、おそく - increasing cohesion within paragraphs by using conjunctions, for example, ですから Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures	with peers, for example, 食べる？/見る？ - expressing opinions, intentions and thoughts using the plain form, for example, *plain verb* つもりです；*verb /adjective* とおもいます - using adverbs and intensifiers such as かなり - increasing cohesion within paragraphs by using conjunctions, for example, それに/それで - indicating the status of actions using adverbs such as まだ and もう - understanding the concept of *uchi-soto* 内と外 for making appropriate choices of register, for example, 食べる？；食べますか？ Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
	Understand how and why different scripts are used in different types of texts	Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or *manga*, to explain the relationship between the language and structure used and the purpose of the text	Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose	Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media
Language variation and change	Understand variations in Japanese language use that reflect different levels of formality, authority and status	Apply variations in Japanese language use that reflect different levels of formality, authority and status	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

	Year 7	Year 8	Year 9	Year 10
	Understand that the Japanese language has evolved and developed through different periods of influence and change	Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures	Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange	Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices
Role of language and culture	Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other	Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values	Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret	Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation

PRE-PRIMARY LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Japanese: Second Language with little to no prior experience of the Japanese language and culture.

In Pre-primary students communicate in Japanese, exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in group activities by performing short songs, rhymes, chants or stories in Japanese facilitated by movement and gestures. Students respond to teacher talk and instruction in Japanese.

Students become familiar with the systems of the Japanese language, beginning to recognise simple pictographic *kanji* and recreating these using kinaesthetic activities. They begin to notice that Japanese has different sounds and words to English and any other languages they may have been exposed to.

In Pre-primary students recognise that while English is the official language spoken in Australia, Japanese is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Japanese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

Communicating

Socialising

Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、さようなら、
じゃあね

Introduce and share information about themselves, for example, *name* です；五さいです (ACLJAC109)
L, C, P, IU

Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example,
だいじょうぶ？；たいへん？；すごい！；よくできました；ありがとうございます；
ありがとう (ACLJAC127)
L, N, C, P, IU

Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example,
むすんでひらいて、ひげじいさん、
しあわせならてをたたこう (ACLJAC110)
L, N, C, P, IU

Respond to teacher talk and instruction, for example,
たってください；うたいましょう
(ACLJAC111)
L, C, P, IU

Informing

Recognise symbols, key words and phrases of spoken and written Japanese in rhymes, songs, labels, titles and captions in their environment and related to their personal worlds, for example,
男の子、女の子、トイレ (ACLJAC112)
L, N, ICT, C, P, IU

Understanding

Systems of language

Recognise and experiment with reproducing sounds and rhythms of spoken Japanese by singing, reciting and repeating words and phrases in context (ACLJAU120)
L, C

Recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use

Notice that Japanese can be written vertically or horizontally

Recognise simple *kanji*, using early language strategies, for example, making play dough *kanji* characters over a template (ACLJAU121)
L, C

Notice and use context-related vocabulary to generate language

Recognise some first elements of grammar, including:
- knowing common forms of greetings and noticing the different levels of formality, for example,
  おはようございます/おはよう
- understanding different question words such as だれ/なに/どこ and the sentence-ending particle か
- understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん/はなこさん/
  Grant せんせい
- building vocabulary to describe and label familiar and immediate objects and environments
(ACLJAU122)
L, C

Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal (ACLJAU123)
L, ICT, C

Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words, for example,
あか、おおきい (ACLJAC113)
L, N, ICT, C, P, IU

Creating

Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression, for example,

あたまかたひざポン、こぶたたぬききつ
ね、
キャベツの中から

Make simple statements about favourite characters in stories or songs, for example,

やさしい、 かわいい、こわい、つよい
(ACLJAC114)
L, ICT, C, P, IU

Participate in the shared performance of songs or rhymes, playing with sound patterns, verbal and non-verbal forms of expression
(ACLJAC115)
L, ICT, C, P, IU

Translating

Share with others the meaning of simple expressions related to their day, for example,
どうぞ；おはようございます；いただきま
す；ありがとう (ACLJAC116)
L, ICT, C, P, IU

Reflecting

Begin noticing how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)
(ACLJAC119)
L, C, P, EU, IU

Language variation and change

Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example,
おはよう、こんにちは、こんばんは
(ACLJAU124)
L, C, P, IU

Role of language and culture

Recognise that Japanese is one of many languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (ACLJAU125)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Japanese with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings and to provide information about themselves, such as おはよう、さようなら、*name* です. They respond to praise, support and show respect for others using modelled formulaic expressions or English. Students participate in shared performance of well-rehearsed stories and songs and make meaning using verbal and non-verbal forms of expression. They identify most keywords and some phrases of spoken Japanese relating to their personal worlds and convey most simple, factual information with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond with guidance, using verbal and non-verbal forms of expression. Students share the meaning of simple expressions related to their day, such as *arigatou, ohayou gozaimasu* and *sayounara.* They begin to talk about how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with their own language(s).

Students become familiar with the systems of the Japanese language, experimenting with reproducing the sounds and rhythms of spoken Japanese with a satisfactory level of accuracy. They recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use and that the different scripts that can be written vertically or horizontally. They recognise and use words and expressions and simple *kanji*, such as in pictures, labels, songs, rhymes and familiar words, and some first elements of grammar with a satisfactory level of accuracy. Students begin to use common forms of greetings and show awareness of the different levels of formality, such as おはようございます／おはよう. They use different question words and the sentence-ending particle か. They identify that Japanese uses *name + suffix* instead of pronouns when referring to other people. Students begin to build vocabulary to describe and label familiar and immediate objects and environments. They comment on how language is organised as 'text.' They identify the different ways of greeting, addressing and interacting with people, and usually act accordingly. Students recognise Japanese as one of many languages spoken in Australia and around the world and begin to develop curiosity around the ideas of language and culture.

YEAR 1 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 1 Japanese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Japanese language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Japanese language and culture is from their school learning environment.

Students communicate in Japanese, interacting with the teacher and peers in Japanese to share information about themselves and to talk about their favourite things. They participate in guided group activities, using simple and repetitive language in songs, rhymes and games. They respond to teacher talk and instruction in Japanese and use formulaic expressions to express support and respect for others during class activities. Students locate key words and simple *kanji* or *hiragana* in texts such as charts, lists, rhymes and songs that relate to their personal worlds. They engage with the shared reading and viewing of Japanese texts and use simple language to describe and respond to the characters in these texts. They participate in shared performance of short imaginative texts re-enacting and retelling stories in Japanese using modelled language.

Students become familiar with the systems of the Japanese language, beginning to recognise the sequence of *hiragana* from *a* to *n* and to trace some *hiragana* characters. They build on their understanding of stroke order and that individual *kanji* represent meaning as well as sounds.

In Year 1 students start to explore Japanese words that are used in English and notice how their behaviour and body language may change when they are speaking in Japanese.

Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

Communicating

Socialising

Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example,
ちいさい　目　です；ねずみ　です；ちいさい；
です；かわいい　です；はいいろ　です；すいか　です；おいしい　です；いちご　が　すきです；
へび　が　すきじゃないです (ACLJAC109)
L, C, P, IU

Express praise, support and respect for others, using formulaic expressions such as おめでとう
がんばって、じょうず (ACLJAC127)
L, C, P, IU

Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as じゃんけんぽん, transactions, gestures and pictures, to support understanding and to convey meaning (ACLJAC110)
L, N, C, P, IU

Respond to teacher talk and instruction, for example,
はい、います；Tia さん　は、いません；
おやすみ　です；おくれて　すみません
(ACLJAC111)
L, N, C, P, IU

Informing

Locate key words, simple *kanji* or *hiragana* and information in simple spoken and written texts such as charts, lists, *anime,* rhymes and songs related to their personal worlds (ACLJAC112)
L, N, ICT, C, P, IU

Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example,
ぼく　の　えんぴつ　です；いぬ　が　すき　です (ACLJAC113)
L, N, ICT, C, P, IU

Understanding

Systems of language

Recognise and reproduce the sounds and rhythms of spoken Japanese

Learn how sounds are produced and represented in the three different scripts (ACLJAU120)
L, C

Recognise, trace and copy some *hiragana*

Recognise that *kanji* and *hiragana* have stroke order, for example, using *tai chi* to demonstrate stroke order

Understand that each individual *kanji* represents meaning as well as sounds, for example,
月　Moon, 一月 January

Recognise sequence of *hiragana* あ to ん, for example, through singing a *hiragana* rap song (ACLJAU121)
L, C

Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
- understanding basic word order in simple sentences, for example,
  noun　が　すき　です；りんご　が　すき　です；adjective + noun　です；おおきい　いぬ　です
- referring to numbers of things using cardinal numbers 0–10, for example、二、三
- recognising that numbers 4, 7 and 9 have more than one reading
- learning to describe the colour, size and shape of things, for example,
  みどり　です；おおきい　です；まる/しかく/ほし　です
- recognising and responding to a request using
  verb ください, for example, すわってください
(ACLJAU122)
L, C

Creating
Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example,
だれ　ですか；ちいさい　ですか；おおきい　ですか；かわいい　ですか

Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おに　は　こわい！；いっすんぼうし　は
ちいさい　です；ももたろう　は　つよい　です (ACLJAC114)
L, ICT, C, P, IU

Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example,
おむすびころりん (ACLJAC115)
L, ICT, C, P, IU

Translating
Identify key words in children's stories or songs and provide English translations or explanations of meaning, for example,
むかしむかし；おわり

Find examples of Japanese words used in English and explain what they mean, for example, *sushi*, *karate*, *origami* (ACLJAC116)
L, ICT, C, P, IU

Reflecting
Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese (ACLJAC119)
L, C, P, EU, IU

Understand that language is organised as 'text' and that different types of texts have different features (ACLJAU123)
L, ICT, C

Language variation and change
Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions can vary between cultural contexts, for example, the use of titles in Japanese 〜さん/〜せんせい compared with the informal use of names in Australian English
(ACLJAU124)
L, C, P, IU

Role of language and culture
Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, *sushi*, *origami*, *anime* and *manga*
(ACLJAU125)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Japanese with their teacher and each other through shared performance, guided group activities, classroom instructions and routines to provide information about themselves and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as いちご が すきです. They express praise and support and show respect for others, using some modelled expressions. Students locate most key words, simple *kanji* and *hiragana* in texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, they use Japanese and/or English to share with others meanings of key words in Japanese stories and songs. Students talk about how voice, behaviour and body language may change when speaking Japanese.

Students become familiar with the systems of the Japanese language, recognising and reproducing the sounds and rhythms of spoken Japanese with a satisfactory level of accuracy. They show some awareness of how sounds are produced and represented in the three different scripts. Students use words and expressions, trace and copy some *hiragana* and *kanji* to convey factual information at word and simple sentence level, and use some first elements of grammar with a satisfactory level of accuracy. Students begin to use basic word order in simple sentences, such as りんご が すき です, adjectives to describe the colour, size and shape of things, and experiment with responding to requests using verb ください, such as すわって くださ. Students develop number knowledge for numbers 0–10 and recognise that 4, 7 and 9 have more than one reading. They make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that in Japanese there are different ways of greeting, addressing and interacting with people. Students recognise that Japanese is one of the many languages spoken in Australia and identify some words and expressions that Japanese and English borrow from each other.

YEAR 2 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 2 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Japanese, interacting with the teacher and peers, using simple language and gestures, to talk about friends and family members. They use repetitive and formulaic language to participate in guided group activities, simple tasks and transactions. Students identify key points of information in simple spoken, written or digital texts to complete guided tasks. They respond to Japanese versions of stories they are familiar with or Japanese folktales and compare and contrast these with texts they are familiar with. Students create or re-create simple imaginative texts such as Japanese songs, poems or rhymes.

Students become familiar with the systems of the Japanese language, beginning to recognise and copy the 46 basic *hiragana* characters using supports such as mnemonics and by playing games to reinforce learning. Students are also exposed to a few high-frequency *kanji* when they relate to the learning context.

In Year 2 students recognise that all languages, including Japanese, continuously change over time through contact with each other and through changes in society. They explore Japanese expressions that do not readily translate into English and Japanese cultural practices that are not commonly used by English speakers.

Students learn Japanese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

CONTENT DESCRIPTIONS

Communicating

Socialising

Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, かぞく は 六人 です。おとうさん と
おかあさん と おねえさん と ぼく と いもうと と あかちゃん です。いもうと は 五さい です。おかあさん は
やさしい です。おとうさん は くるま が すきです。 (ACLJAC109)
L, C, P, IU

Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language (ACLJAC110)
L, N, C, P, IU

Respond to teacher talk and instruction, for example,
たって/すわって/かいて/みて/よんで/きいてください (ACLJAC111)
L, N, C, P, IU

Informing

Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds (ACLJAC112)
L, N, ICT, C, P, IU

Convey factual information about their personal worlds using simple statements, modelled language and support materials (ACLJAC113)
L, N, ICT, C, P, IU

Creating

Respond to Japanese versions of familiar children's stories and Japanese folk tales, comparing expressions at key points in the stories with
English-language versions or other known stories, and re-enacting with puppets, props or actions, for example, おおきなかぶ，ももたろう (ACLJAC114)
L, ICT, C, P, IU

Understanding

Systems of language

Reproduce sounds, rhythms and intonation patterns of spoken Japanese

Produce and represent basic units of sound in the three different scripts (ACLJAU120)
L, C

Recognise and copy the 46 basic *hiragana,* using support such as mnemonic clues

Identify known *hiragana* within a word and use that to predict the meaning

Recognise and copy a few high-frequency *kanji* and *kana* such as numbers and pictographs (basic, high frequency *kanji* where the picture reflects the meaning) such as
山、川、口、目、上 (ACLJAU121)
L, C

Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:
- indicating affirmative and negative responses using はい／ いいえ；ちがいます
- using some culturally specific parallel phrases related to giving and receiving, for example,
  どうぞ；ありがとう
- learning to use common onomatopoeia such as ぺこぺこ，わんわん
- beginning to use counters in Japanese, for example, 〜人、〜さい、
- understanding how to specify items using the possessive particle の, for example,
  わたし の かぞく；おばあさん の いえ
- describing people, animals, places and things using adjective–noun phrases, for example, 大きい 目；おいしい もも
(ACLJAU122)
L, C

Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions (ACLJAC115)
L, ICT, C, P, IU

Translating
Identify Japanese expressions that do not translate readily into English, for example,

おべんとう、せんせい、～さん/くん

Identify Japanese cultural practices that are not commonly used by English speakers, for example, using two hands for giving and receiving and まる/ばつ（〇×）(ACLJAC116)
L, ICT, C, P, IU

Reflecting
Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use (ACLJAC119)
L, C, P, EU, IU

Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose (ACLJAU123)
L, ICT, C

Language variation and change
Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for example,
おはよう/おはようございます；

いってらっしゃい；いってきます；
ただいま；おかえり；なに?/なんですか
(ACLJAU124)
L, C, P, IU

Role of language and culture
Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society (ACLJAU125)
L, C, P, IU

Achievement Standard

At standard, students interact in Japanese with their teacher and each other through routine exchanges, guided group activities, instructions and transactions to talk about friends and family members, such as かぞく は 六人 です。 They use simple formulaic structures, expressions and gestures, to make statements such as おとうさん は くるま が すきです。 Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of simple statements, modelled language and support materials to convey factual information about their personal worlds. They listen to, view and read Japanese versions of familiar children's stories and Japanese folk tales, comparing some expressions with English language. They create or recreate simple songs, poems and rhymes using gestures, familiar words and modelled language with guidance. They identify for others some Japanese expressions that do not translate readily into English and cultural practices that are not commonly used by English speakers. Students identify some of the similarities and differences between some aspects of Japanese and Australian cultural practices and use of language.

Students become familiar with the systems of the Japanese language, reproducing the sounds, rhythms, and intonation patterns of spoken language with a satisfactory level of accuracy. They recognise and copy with a satisfactory level of accuracy, the 46 *hiragana* and a few high-frequency *kanji* with support, and identify known *hiragana* within words to predict meaning. They use words and expressions and some first elements of grammar with a satisfactory level of accuracy. Students indicate affirmative and negative responses using はい/ いいえ；ちがいます and use some culturally specific parallel phrases related to giving and receiving. They learn to use common onomatopoeia such as ぺこぺこ、わんわん and begin to use counters in Japanese. Students specify items using the possessive particle の, such as わたし の かぞく. They describe people, animals, places and things using adjective-noun phrases. They identify some different forms of texts that use different structures and features to achieve their purpose. They identify some ways Japanese speakers use language differently in different situations and according to cultural norms. Students identify some ways that the Japanese language has changed over time through contact with other languages and changes in society.

YEAR 3 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 3 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Japanese, interacting with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participate in during their day, and events that occur through the year. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students are exposed to imaginative texts such as *kamishibai* (paper puppets) and respond by acting out events or identifying and comparing favourite characters and elements. They create, perform and present short imaginative texts that use familiar expressions and modelled language.

Students become familiar with the systems of the Japanese language, building their vocabulary repertoire and beginning to generate new language using verbs in the ます and negative ません form. A *hiragana* chart is used by students to support them as they begin to read and write words in *hiragana*. Students begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Japanese learning experiences and explore their own sense of identity and ways that they use language differently when they interact with different people. They begin to model and explain culture specific practices such as bowing when greeting and demonstrating hand gestures and body language that are used alongside Japanese communication.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Japanese as much as possible for classroom routines, social interactions and for learning tasks.

CONTENT DESCRIPTIONS

Communicating

Socialising

Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example,
土よう日 に ともだち と うみ に いきます；たん生日 に ケーキ を たべます／
たべません (ACLJAC127)
L, N, ICT, C, P, IU

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements (ACLJAC128)
L, C, P

Informing

Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds (ACLJAC130)
L, N, ICT, C, P, IU

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support (ACLJAC131)
L, N, ICT, C, P, IU

Creating

Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes (ACLJAC132)
L, ICT, C, P, IU

Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example,
すきな たべもの は なん ですか；
なんさい ですか (ACLJAC133)
L, C, P, IU

Understanding

Systems of language

Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)

Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a *hiragana* character (ACLJAU138)
L, C

Use a *hiragana* chart as a framework for reading and writing

Commence basic *hiragana* script writing

Begin to read and write words using *hiragana* (ACLJAU139)
L, C

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
- using verbs in ます and negative form ません
- describing actions using verb ます form, for example, すし を たべます
- understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は／を／と／も／に, and the use of が in formulaic expressions, for example,
  noun がすきです
- understanding time words associated with days of the week, months of the year and seasons
- beginning to use general counters in Japanese, for example, ひとつ、ふたつ
- seeking information using question words なに／なん／いつ／どこ／だれ and the sentence-ending particle か, for example, なに が すき ですか；なんさい で すか

Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English (ACLJAU140)
L, N, C

Translating

Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれてすみません,
しつれいします

Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response (ACLJAC134)
L, C, P, IU

Reflecting

Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese (ACLJAC137)
L, C, P, IU

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts (ACLJAU141)
L, ICT, C, IU

Language variation and change

Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning (ACLJAU142)
L, C, P, IU

Role of language and culture

Understand that Japanese is the official language of Japan and one of the major languages of the
Asia-Pacific region, a world language and an Australian community language (ACLJAU143)
L, C, IU

Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language (ACLJAU144)
L, C, P, EU, IU

ACHIEVEMENT STANDARD

At standard, students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 土よう日 に ともだち と うみ に いきます. They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.

Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a *hiragana* character. Students use a *hiragana* chart to read and write basic *hiragana* with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in ます and negative form ません and describe actions using verb ます form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words なに/なん/いつ/どこ/ だれ and the sentence-ending particle か. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese Australian and other cultures' practices and how these are reflected in language.

Year 4 Languages Syllabus

Year Level Description

Year 4 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Japanese, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students engage with a range of Japanese imaginative texts and identify key language and cultural behaviours in them. They create, perform and present imaginative texts for different audiences that allow for the exploration and enjoyment of language.

Students become familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions such as using time expressions and using verbs in the past such as the ました and ませんでした form. They read and write words in *hiragana* and high frequency *kanji* with support and scaffolding. Students are supported to reflect on Japanese language protocols that relate to their personal worlds. They begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to ensure familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Japanese as much as possible for social interactions and in learning tasks.

Communicating

Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー　を　しますか。いつ　しますか。土よう日　に　サッカー　を　します。サッカー　が　すき　ですか。ぼく　も　すき　です。

Recount past activities, for example,
まち　に　いきました (ACLJAC127)
L, N, ICT, C, P, IU

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities (ACLJAC128)
L, N, C, P

Informing

Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds (ACLJAC130)
L, N, ICT, C, P, IU

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds (ACLJAC131)
L, N, ICT, C, P, IU

Creating

View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours (ACLJAC132)
L, ICT, C, P, IU

Understanding

Systems of language

Understand that *hiragana* symbols can be combined to represent words

Understand that vowel length can differentiate words in Japanese, for example, いいえ *iie* for 'no' and いえ *ie* for 'house' (ACLJAU138)
L, C

Commence writing their own words, structures and phrases in *hiragana* with the support of a *hiragana* chart and word lists

Recognise and write frequently-used *kanji*

Learn to read and write words using *hiragana* (ACLJAU139)
L, C

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
- using verbs in past tense
  〜ました/ませんでした
- beginning to use counters in Japanese, for example, 〜人、〜さい、〜月
- indicating time and frequency using expressions such as まいにち、ときどき
- telling time using 〜じ/〜じはん　です　なんじ　ですか
- understanding words and expressions indicating direction or means of transportation, for example,
  くるま　で　がっこう　に　いきます

Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English (ACLJAU140)
L, N, C

Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose (ACLJAU141)
L, C

Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です。にく を たべます。かわ に すんでいます。とても こわい です。 (ACLJAC133)
L, C, P, IU

Translating

Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いってきます/ただいま；counter classifiers; the indication of politeness by using です

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions (ACLJAC134)
L, C, P, IU

Reflecting

Notice and describe how language reflects cultural practices and norms (ACLJAC137)
L, C, P, IU

Language variation and change

Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/おはようございます；はし/おはし；なまえ/おなまえ (ACLJAU142)
L, C, P, IU

Role of language and culture

Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan

Understand that Japanese borrows from and influences other languages (ACLJAU143)
L, C, IU

Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices (ACLJAU144)
L, C, P, EU, IU

ACHIEVEMENT STANDARD

At standard, students interact and socialise in Japanese with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as サッカー　を　しますか。いつ　しますか。土よう日　に　サッカー　を　します。Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using です. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

Students become familiar with the systems of the Japanese language, explaining that *hiragana* symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in *hiragana* with visual supports. They write some frequently-used *kanji* and read and write words using *hiragana* with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense 〜ました/ませんでした and indicate time and frequency using expressions such as まいにち、ときどき. Students tell the time using 〜じ/〜じはん　です なんじ　ですか and use words and expressions indicating direction or means of transportation. They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

YEAR 5 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.

Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.

Students become familiar with the systems of the Japanese language, reading and writing all *hiragana* with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using 〜ましょう or describing the location of homes. Students build a metalanguage in Japanese to talk about language.

Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました；たのしかったです；へや に ふとん が あります；だいどころ に おかあさん が います；まっすぐ いって、みぎ に まがって、としょかん が
あります；がっこう に いきましょう；
はい、 いきましょう／いいえ、ちょっと
(ACLJAC145)
L, ICT, C, P, EU, IU

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market
(ACLJAC146)
L, N, ICT, C, P, IU

Informing

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds (ACLJAC148)
L, ICT, C, P, IU

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds (ACLJAC149)
L, ICT, C, P, IU

Creating

Share responses to characters, events and ideas in imaginative texts such as *anime*, folk stories and *manga*, making connections with personal experiences and feelings (ACLJAC150)
L, ICT, C, P, IU

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts (ACLJAC151)
L, ICT, C, P, IU

Understanding

Systems of language

Pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり

Understand that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different
(ACLJAU156)
L, C

Read and write all *hiragana*, including voiced, combined and long vowel sounds and double consonants using a *hiragana* chart for support

Understand the use of basic Japanese punctuation marks such as まる（。）and てん（、）

Read and write words, phrases and sentences using *hiragana* and simple *kanji*, for example, わたし の 本；わたし の かぞく です
(ACLJAU157)
L, C

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:
* using verbs to indicate – let's…, 〜ましょう
* understanding and identifying elements of different sentence structures and the use of particles such as へ／で
* understanding the use of
  〜が あります／
  います to refer to inanimate/animate objects
* describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります；noun は place に います
* knowing how to use prepositions to describe the position of objects, for example，つくえ の 上 に本があります

Translating

Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり；いらっしゃいませ；
ごちそうさま

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions (ACLJAC152)
L, ICT, C, P, IU

Reflecting

Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use (ACLJAC155)
L, C, P, IU

- knowing how to use common counters and classifiers such as こ／ひき／びき／ぴき／えん
- understanding Japanese numerical place order, for example 一、十、百、千、万
- understanding different question words such as
いくら／どれ

Build a metalanguage in Japanese to talk about language (ACLJAU158)
L, N, C

Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations (ACLJAU159)
L, ICT, C, IU

Language variation and change

Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop (ACLJAU160)
L, C, P, IU

Role of language and culture

Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages (ACLJAU161)
L, C, P, IU

Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others (ACLJAU162)
L, C, P, IU

Achievement Standard

At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate with guidance, in tasks or activities or to provide information, such as まっすぐ　いって、みぎ　に　まがって、としょかん　が. Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students collect, use and explain Japanese words and expressions that do not translate easily into English. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students identify ways in which culture influences language use, and provide simple examples when comparing ways of communicating in Australian and Japanese-speaking contexts.

Students are becoming more familiar with the systems of the Japanese language, pronouncing all the sounds in the *kana* chart with a satisfactory level of accuracy and explaining that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different. Using a *hiragana* chart, students read and write all *hiragana* with a satisfactory level of accuracy. They know and use, with guidance, basic Japanese punctuation marks. They read and write words, phrases and sentences using *hiragana* and simple *kanji* with a satisfactory level of accuracy. Students use vocabulary and expressions and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. They use verbs to indicate – let's…, 〜ましょう, identify elements of different sentence structures and the use of particles. They understand the use of 〜が　あります／います to refer to inanimate/animate objects. Students use prepositions to describe the position of objects and describe locations of homes, people, animals and items, using basic structures, such as noun　は　place　に　あります. Students use common counters and classifiers and understand Japanese numerical place order. They understand different question words such as いくら／どれ. They talk in Japanese, with guidance, about how the Japanese language works. They explain with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others. They identify some ways that the Japanese language has changed over time through contact with other languages.

YEAR 6 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 6 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Japanese language and culture and their own.

Students communicate in Japanese, initiating interactions with others to share information and relate experiences about free time. They collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Japanese. Students gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students present and perform reinterpreted or created imaginative texts in Japanese.

Students are becoming more familiar with the systems of the Japanese language, developing greater fluency and accuracy in communication. They begin to use Japanese spontaneously when interacting with one another and with their teacher and use an increasing range of body language and gestures. Students write simple texts using *hiragana* and *kanji* on familiar topics and recognise some single and whole word *katakana* with the support of a chart. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. Students build a metalanguage in Japanese to talk about language.

Students make connections between cultural practices, traditions and values and language use and reflect on how these impact on intercultural communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Japanese. They are encouraged to use Japanese as much as possible for interactions, structured learning tasks and language experimentation and practice.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example,

サッカー　を　しますか；いつ　しますか；
サッカー　が　とくい　ですか；
けんくん　は　テニス　が　じょうずです；
父　は　サッカー　が　とくい　です

Negotiate an invitation for a shared experience, for example,

日よう日　に　うみ　に　いきませんか；
いいえ、日よう　日　は　ちょっと；
じゃあ、土よう日　に　いきましょう
(ACLJAC145)
L, C, P, IU

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event (ACLJAC146)
L, N, ICT, C, P, IU

Informing

Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds (ACLJAC148)
L, ICT, C, P, IU

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts (ACLJAC149)
L, ICT, C, P, IU

Creating

Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime* and compare their treatment across cultural contexts and time (ACLJAC150)
L, C, P, IU

Understanding

Systems of language

Engage with authentic spoken language, recognising how words blend

Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two *moras* make one rhythm unit (foot), for example, the copula です and the verb suffix ます (ACLJAU156)
L, C

Recognise and make meaning of some single and whole word *katakana* with the support of a *katakana* chart

Apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji*

Write simple texts using *hiragana* and *kanji* on familiar topics (ACLJAU157)
L, C

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs to indicate – Would you…? Shall we …? 〜ませんか；〜ましょうか
- understanding the use of これ／それ／あれ／どれ
- using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見てください；　　　トイレ　に　いっても　いい　ですか
- knowing how to use common counters and classifiers such as こ／ひき／　まい／　ぴき／えん
- using conjunctions such as そして、それから to link ideas

Build a metalanguage in Japanese to talk about language (ACLJAU158)
L, C

Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts (ACLJAC151)
L, C, P, IU

Translating

Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems

Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource (ACLJAC152)
L, ICT, C, P, IU

Reflecting

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments (ACLJAC155)
L, C, P, IU

Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values (ACLJAU159)
L, ICT, C, IU

Language variation and change

Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example,
しつれいします；よろしく　おねがいします
(ACLJAU160)
L, C, P, IU

Role of language and culture

Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology (ACLJAU161)
L, C, P, IU

Understand that language and culture are integral to the nature of identity and communication (ACLJAU162)
L, ICT, C, P, IU

ACHIEVEMENT STANDARD

At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange information and relate experiences about free time, such as サッカー　が　とくい　ですか；けんくん　は　テニス　が　じょうずです and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two *moras* make one rhythm unit. Students distinguish and comprehend few single and whole word *katakana* with support of a *katakana* chart. They apply, with guidance, the basic principles of stroke order to write most *hiragana* and high-frequency *kanji* and write, with guidance, simple texts using *hiragana* and *kanji* on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you …? or Shall we …? 〜ませんか；　〜ましょうか. They explain the use of これ/それ/あれ/どれ and use the verb て form as a formulaic expression, such as when giving instructions or seeking permission. They use common counters and classifiers and conjunctions such as そして、それから to link ideas. Students talk in Japanese about how the Japanese language works. They apply formulaic expressions with satisfactory accuracy and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.

YEAR 7 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 7 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Some students begin Year 7 with proficiency in languages other than Japanese and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Their growing textual knowledge, developed through English literacy, supports their developing Japanese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Japanese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They engage in tasks and activities that involve planning events or experiences and negotiating arrangements. Students read, view and interact with a growing range of short texts for a variety of informative, transactional and communicative purposes. They engage with a range of imaginative texts, expressing opinions and ideas about the themes and values in the texts and exploring the techniques that are used to connect with the audience. Students create and perform imaginative texts such as songs, plays or short stories.

Students better understand the systems of the Japanese language, learning to read and write all *katakana* characters and further developing their understanding of the relationship between how *hiragana*, *katakana* and *kanji* are used in texts. They understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system including understanding the functions of the particles が, を, に, と, で, へ, 〜から, 〜まで using them to form sentences. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.

In Year 7 students make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example,パースのなつはとてもあついですよ；あのレストランはおいしいです。
だから、いきましょう。；わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。 (ACLJAC163)
L, C, P, IU

Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example,六時半に学校であいましょう；バスでえんそくに行きます (ACLJAC164)
L, N, ICT, C, P, IU

Informing

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds (ACLJAC166)
L, ICT, C, P, IU

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts (ACLJAC167)
L, ICT, C, P, IU

Creating

Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences (ACLJAC168)
L, ICT, C, P, IU

Understanding

Systems of language

Recognise that *katakana* is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds

Recognise that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech (ACLJAU174)
L, C

Recognise all *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart

Write words and phrases using both *kana* and *kanji*, for example，大きい車；小さい木

Use *furigana* to support the reading of unfamiliar *kanji* (ACLJAU175)
L, C

Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;
- understanding the different functions of a range of particles such as が (topic marker), を (object marker), に (time, date, place, destination, for)
  と (and, with), で (location, action, means), へ (direction, destination), 〜から 〜まで (from, as far as, distances)
- describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます
- using い and な adjectives in the present tense in negative forms, for example,おいしくないです；しずかじゃないです
- using noun phrases with an adjective, for example, きれいなうみです；おいしいレストランです
- understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles

Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences (ACLJAC169)
L, ICT, C, P, IU

Translating
Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other (ACLJAC170)
L, ICT, C, P, IU

Reflecting
Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events

Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication (ACLJAC172) (ACLJAC173)
L, C, P, EU, IU

- understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis
- using adverbs as formulaic expressions, for example, いつも、ときどき
- creating cohesion and flow by using conjunctions, for example, でも
- understanding how to indicate politeness using ご and お prefixes, for example, お名前; 先生のごかぞく

Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements (ACLJAU176)
L, N, C

Understand how and why different scripts are used in different types of texts (ACLJAU177)
L, ICT, C, P, IU

Language variation and change
Understand variations in Japanese language use that reflect different levels of formality, authority and status (ACLJAU178)
L, ICT, C, P, IU

Understand that the Japanese language has evolved and developed through different periods of influence and change (ACLJAU179)
L, C, P, IU

Role of language and culture
Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other (ACLJAU180)
L, ICT, C, IU

Achievement Standard

At standard, students initiate and participate in spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as パースのなつはとてもあついですよ。 Students engage in the planning of Japanese events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using rehearsed descriptive and expressive language, and modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. Students translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. They interact and engage with Japanese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. Students consider how their biography influences their identity and communication.

Students better understand the system of the Japanese language, recognising that *katakana* is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds. They identify that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech. Students identify some *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart. They write, accurately, some words and phrases using both *kana* and *kanji.* Students use *furigana* to support the reading of unfamiliar *kanji,* with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand the different functions of a range of particles and describe daily routines and schedules for a week, using a range of particles to form sentences. They use い and な adjectives in the present tense in negative forms and use noun phrases with an adjective. Students understand that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles. They understand the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis. Students use adverbs as formulaic expressions, create cohesion and flow by using conjunctions, and understand how to indicate politeness using ご and お prefixes. Students describe how the Japanese language works, using some relevant metalanguage to describe grammatical concepts and language elements. They discuss how and why different scripts are used in different types of texts. Students identify variations in Japanese language use that reflect different levels of formality, authority and status. They describe some ways in which that Japanese language has evolved and developed through different periods of influence and change. Students identify that Japanese language and culture are interrelated, both shaping and reflecting each other.

YEAR 8 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 8 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Japanese, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views and experiences of significant events, special occasions or milestones. They engage in activities that involve planning experiences and activities that require negotiating and solving problems. They also participate in transactions that involve purchasing goods and services. Students read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They respond to a range of imaginative texts, analysing ideas, themes, values and techniques that are used to engage and entertain the audience. Students create and present a range of simple texts that involve imagined contexts and characters such as raps, poems and cartoons.

Students better understand the systems of the Japanese language, developing proficiency in reading and writing sentences and short texts written in *hiragana*, *katakana* and simple *kanji*. They demonstrate increased control of context-related vocabulary and elements of the Japanese grammatical system including using both affirmative and negative forms of particular grammatical elements in different tenses and use conjunctions such as だから、それで、それに to express a range of ideas and experiences in written and spoken forms. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.

Students monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Japanese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content Descriptions

Communicating

Socialising

Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。 (ACLJAC163)
L, C, P, IU

Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example,イースターにビーチに行きましょうか。ビーチは、ちょっと…；キャンプはどうですか。；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。 (ACLJAC164)
L, N, ICT, C, P, IU

Informing

Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience (ACLJAC166)
L, ICT, C, P, IU

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences (ACLJAC167)
L, ICT, C, P, IU

Creating

Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture (ACLJAC168)
L, ICT, C, P, IU

Understanding

Systems of language

Understand that *katakana* is used for loan words and use available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example,
ホワイトボード (ACLJAU174)
L, C

Read and write all *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart

Understand the relationship in texts between *hiragana*, *katakana* and *kanji* (ACLJAU175)
L, C

Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:
- using verbs to indicate – I want to
  〜たいです
- using い and な adjectives in present and past tenses in negative forms such as
  たのしくなかったです/しずかじゃなかったです
- using both affirmative and negative forms of particular grammatical elements in different tenses
- creating cohesion and flow by using conjunctions, for example,
  だから、それで、それに
- using counter classifiers, for example,
  〜時、〜分、〜つ、〜まい、〜本
- using superlatives, for example,
  一ばん　好き　です
- using adverbs and intensifiers such as
  ぜんぜん、たいてい

Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements (ACLJAU176)
L, C

Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience (ACLJAC169)
L, ICT, C, P, IU

Translating
Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture (ACLJAC170)
L, ICT, C, P, IU

Reflecting
Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness
of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses

Consider how their own biography influences their identity and communication and shapes their own intercultural experiences (ACLJAC172) (ACLJAC173)
L, C, P, EU, IU

Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or manga, to explain the relationship between the language and structure used and the purpose of the text (ACLJAU177)
L, ICT, C, P, IU

Language variation and change
Apply variations in Japanese language use that reflect different levels of formality, authority and status (ACLJAU178)
L, C, P, IU

Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures (ACLJAU179)
L, ICT, C, P, IU

Role of language and culture
Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values (ACLJAU180)
L, ICT, C, P, IU

ACHIEVEMENT STANDARD

At standard, students initiate and maintain spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on significant social events, special occasions or milestones. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as イースターにビーチに行きましょうか。Students participate in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share most key ideas and some information from a range of texts related to aspects of their personal and social worlds, and present them in different formats for the intended audiences. They organise and present key information on texts related to aspects of their personal and social worlds, and make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts. They make some connections with personal experiences and other imaginative texts in their own language and culture. Students create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some accuracy, including those that use language with colloquial or cultural association. They consider why there might be differences in interpretation and how language reflects elements of culture. Students participate in intercultural interactions with Japanese speakers, begin to describe cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their own intercultural experiences.

Students better understand the systems of the Japanese language, describing that *katakana* is used for loan words and using some available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words. They read and write, accurately, some *katakana*, including voiced, unvoiced, contracted and blended sounds, using the *kana* chart. Students identify the relationship in texts between *hiragana, katakana* and *kanji*. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students use verbs to indicate I want to ～たいです and use い and な adjectives in present and past tenses in negative forms, such as たのしくなかったです/しずかじゃなかったです. They use both affirmative and negative forms of particular grammatical elements in different tenses, and create cohesion and flow by using conjunctions, for example, だから、それで、それに. Students use counter classifiers, superlatives, adverbs and intensifiers, such as ぜんぜん、たいてい. They discuss how the Japanese language works, using relevant metalanguage to describe grammatical concepts and language elements. Students identify most of the structures and key features of familiar texts in Japanese, and discuss the relationship between the language and structure used, and the purpose of the text. Students describe variations in Japanese language use that reflect different levels of formality, authority and status. They discuss that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences, such as globalisation and exposure to other languages and cultures. Students analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values.

YEAR 9 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 9 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture.

Students communicate in Japanese, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They have a growing repertoire of formulaic expressions that are essential for everyday Japanese interactions. Japanese is also used to engage in shared activities such as planning and managing an event or experience. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Japanese cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Japanese language, increasing control of context-related vocabulary and achieving a higher level of sophistication of expression through mastering the use of the plain form of verbs and the use of the verb て form. They build on their mastery of *hiragana* and *katakana* and understand sound variation in the pronunciation of borrowed words. Students further develop a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements and to organise learning resources.

Students increasingly monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。；五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。
(ACLJAC181)
L, ICT, C, P, IU

Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりょこうについて、おしえてください；きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。 (ACLJAC182)
L, N, ICT, C, EU, IU

Informing

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience (ACLJAC184)
L, ICT, C, P, EU, IU

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation (ACLJAC185)
L, ICT, C, P, EU, IU

Creating

Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience (ACLJAC186)
L, C, P, IU

Understanding

Systems of language

Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve, and applying it when speaking

Identify the use of rising intonation when asking questions in casual speech or ましょう form, for example,
食べる？ ／食べましょうか (ACLJAU192)
L, C

Convey meaning by appropriately selecting and combining *hiragana*, *katakana* and *kanji* characters

Use understanding of *hiragana* to predict meaning of unknown words (ACLJAU193)
L, C

Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:
- understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries
- understanding that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs
- using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group
- using verb て form to connect events, for example, 朝おきてジョギングをします
- understanding and using the different functions of verb て form
- using present continuous tense using verb ています, for example, ラジオを聞いています
- using verb stems with grammatical features such as 〜に行きます。
- expressing number of actions, for example, たり〜たりします

Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films (ACLJAC187)
L, C, P, IU

Translating
Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts (ACLJAC188)
L, ICT, C, P, IU

Reflecting
Monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives

Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions
(ACLJAC190) (ACLJAC191)
L, ICT, C, P, EU, IU

- using adverbs as formulaic expressions, for example, 早く、おそく
- increasing cohesion within paragraphs by using conjunctions, for example, ですから

Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures (ACLJAU194)
L, C

Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose (ACLJAU195)
L, ICT, C, IU

Language variation and change
Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships (ACLJAU196)
L, C, P, EU, IU

Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange (ACLJAU197)
L, ICT, C, P, IU

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)
L, C, P, EU, IU

ACHIEVEMENT STANDARD

At standard, students initiate, in part, and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and some expressive language to share, compare and justify personal opinions, such as 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. Students analyse ideas and most information and, in part, identify context, purpose and intended audience, from a range of texts related to aspects of their personal and social worlds. They convey information and ideas and offer their views on texts, using some appropriate formats and styles of presentation. Students provide examples of how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader or audience. They create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and/or interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. Students monitor their language choices when using Japanese and, at times, consider their own and others' responses and reactions in intercultural communication. They question some assumptions and values and occasionally modify language and behaviours in relation to different cultural perspectives. Students reflect on cultural differences between Japanese-language and English-language communication styles and discuss how these affect intercultural interactions.

Students better understand the system of the Japanese language, identifying the basic intonation and phrasing patterns of spoken Japanese, taking the form of a downward curve, and applying it when speaking, with a satisfactory level of accuracy. They identify and sometimes use rising intonation when asking questions in casual speech or ましょう form. Students convey meaning by appropriately selecting and combining *hiragana, katakana* and *kanji* characters and use understanding of familiar *kanji* to predict meaning of unknown words, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand and apply the rules of the plain form and know that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries. They understand that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs. Students use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. They use verb て form to connect events and understand and use the different functions of verb て form. Students use present continuous tense using verb ています, and use verb stems with grammatical features, such as 〜に行きます。 They express number of actions, for example, たり〜たりします, use adverbs as formulaic expressions and increase cohesion within paragraphs by using conjunctions. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They compare textual features and conventions used in Japanese and English media texts, and identify how the choice of language and structure work to achieve each text's purpose. Students analyse some variations in language use that reflect different social and cultural contexts, purposes and relationships. They explore changes to both Japanese and Australian English, and identify reasons for these changes. Students explore how the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.

YEAR 10 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 10 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Japanese language may feature in these.

Students communicate in Japanese, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They also compare and evaluate ideas and information on contemporary culture and social issues from a range of perspectives. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students explore imaginative texts such as poems, songs and dance and identify humorous or emotional elements that reflect cultural values or norms. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the Japanese language, developing a broader knowledge of vocabulary and producing sophisticated language related to requesting and giving permission and expressing opinions, intentions and thoughts, utilising the plain form. They use character charts as a systematic framework for recognising patterns for verb conjugation and apply the formation rules of each verb group. Students also use a greater number of *kanji* and increasingly apply their understanding of known *kanji* to predict the meaning of unfamiliar words. They further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures.

Students reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。; J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。

Express feelings and justify opinions, for example, あ、それはいいですね;どう思いますか；それはどうですか (ACLJAC181)
L, ICT, C, P, IU

Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse views, for example,
食べ物をのこすのはもったいないです;日本では家の中でくつをはいてはいけません (ACLJAC182)
L, ICT, C, P, EU, IU

Informing

Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented (ACLJAC184)
L, ICT, C, P, EU, IU

Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes (ACLJAC185)
L, N, ICT, C, P, IU

Creating

Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as

Understanding

Systems of language

Recognise multiple readings of familiar kanji in different compounds, for example, オーストラリア人、やさしい人、三人、新しい、新聞、聞きます (ACLJAU192)
L, C

Use knowledge of familiar kanji to predict meaning of unknown words (ACLJAU193)
L, C

Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:
- using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group
- requesting and giving permission and expressing prohibition using verb て form, for example,
〜てもいいです;〜てはいけません;〜てはだめです
- using verb stems with grammatical features such as 〜やすい／にくいです
- exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？/見る？
- expressing opinions, intentions and thoughts using the plain form, for example, plain verb つもりです, verb /adjective とおもいます
- using adverbs and intensifiers such as かなり
- increasing cohesion within paragraphs by using conjunctions, for example,
それに、それで
- indicating the status of actions using adverbs such as まだ and もう
- understanding the concept of uchi-soto 内と外 for making appropriate choices of register, for example,
食べる？/食べますか？

poems, songs, dance, street art and performance (ACLJAC186)
L, C, P, IU

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences (ACLJAC187)
L, C, P, IU

Translating
Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, おじゃまします (ACLJAC188)
L, ICT, C, P, IU

Reflecting
Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives

Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians (ACLJAC190) (ACLJAC191)
L, ICT, C, P, IU

Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures (ACLJAU194)
L, C

Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media (ACLJAU195)
L, C, P, IU

Language variation and change
Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships (ACLJAU196)
L, C, P, IU

Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices (ACLJAU197)
L, ICT, C, P, IU

Role of language and culture
Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation (ACLJAU198)
L, ICT, C, P, IU

ACHIEVEMENT STANDARD

At standard, students initiate and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on young people's experiences and interest in contemporary culture and social issues. They use familiar descriptive and expressive language in formal and informal exchanges to express feelings and justify personal opinions, such as 日本のリサイクルはかなりきびしいです。 Students sustain, and sometimes extend, interactions to exchange resources and information, solve problems and manage diverse views. Students compare and evaluate some ideas and information from a range of perspectives, identifying how context and culture affect how information is presented. They use modes of presentation, appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students explain how humorous, emotional or aesthetic effects are used in imaginative texts to reflect cultural values or experiences. They create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. Students describe how cultural perspectives and concepts have been represented when translating and interpreting from one language to another. They describe the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians.

Students better understand the systems of the Japanese language, identifying some multiple readings of familiar *kanji* in different compounds. They use understanding of familiar *kanji* to predict meaning of unknown words, with a satisfactory level of accuracy. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. Students request and give permission and express prohibition using verb て form and use verb stems with grammatical features, such as ～やすい／にくいです. Students explore how to use plain forms in authentic contexts, such as conversations with peers, and express opinions, intentions and thoughts using the plain form, for example, plain verb つもりです, verb/adjective とおもいます. They use adverbs and intensifiers, such as かなり, and increase cohesion within paragraphs by using conjunctions. Students indicate the status of actions using adverbs, such as まだ and もう, and understand the concept of *uchi-soto* 内と外 for making appropriate choices of register. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They identify, analyse and compare some textual features and conventions in Japanese and English texts that characterise social and informative media. Students analyse, in part, and explain variations in language use that reflect different social and cultural contexts, purposes and relationships. They describe changes to both Japanese and other language and culture, and identify how language use has the power to influence social and cultural relationships and practices. Students explore how the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.