

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with others to share interests and experiences, exchange information and express opinions and feelings	Engage in discussions and comparisons of young people's interests, activities and lifestyles
Engage in activities that involve collaboration, planning, organising, negotiating and transacting	Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion
Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification	Develop language to reflect on the experience of learning and using Japanese
Informing	
Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats	Analyse ideas presented in a range of texts, identifying context, purpose and intended audience
Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts	Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation
Creating	
Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences	Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences
Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others	Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons
Translating	
Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other	Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture
Work collaboratively to design bilingual resources to convey information to the school community	Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements
Reflecting	
Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use	Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication
Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating	Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions
Understanding	
Systems of language	
Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds	Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds
Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji	Use knowledge of familiar kanji to predict meaning of unknown words
Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation	Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations
Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga	Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English
Language variation and change	
Explain 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
Understand that the Japanese language has evolved and developed through different periods of influence and change	Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange
Role of language and culture	
Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other	Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret
Achievement Standard	
<p>By the end of Level 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、^{なん}何で、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは フットボールが 好きです。でも、母は フットボールが 好きじゃないです。 . Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月曜日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分^{まえ}、前) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、including for example に to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not. Students understand that the pronunciation of katakana is the same as that of hiragana, and that the</p>	<p>By the end of Level 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、かいわ がいいくご^の会話, 外国語 and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p> <p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふり</p>

<p>pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use し and な adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぽん、じゅっぷん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さん and 母), phrases (for example, どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ~さん and ~さま) and titles (for example, ~先生) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, もうすこしがんばりましょう。. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.</p>	<p>が な, and understand the concept of おん / く ん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です / ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする.</p> <p>They explain how key Japanese cultural values such as community, うち / そと and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours.</p>
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