

### Levels 7 and 8

### Levels 9 and 10

Communicating	
<b>Socialising</b>	
Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures	Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances	Participate in activities that involve transacting, negotiating, planning and participating in events and experiences
Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement	Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
<b>Informing</b>	
Locate key points of information in a range of texts and resources and use the information in new ways	Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms	Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
<b>Creating</b>	
Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts	Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content
Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources	Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences
<b>Translating</b>	
Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions	Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions	Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations
<b>Reflecting</b>	
Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour	Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making
Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity	Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time
<b>Understanding</b>	
<b>Systems of language</b>	
Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation	Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds
Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji	Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words
Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity	Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas
Identify textual conventions of familiar spoken, written and multimodal types of texts	Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects
<b>Language variation and change</b>	
Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants	Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships
Understand that the Japanese language both influences and is influenced by other languages and cultures	Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change
<b>Role of language and culture</b>	
Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages	Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony
<b>Achievement Standard</b>	
<p>By the end of Level 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつ れいします。 They comprehend and respond to familiar questions, such asだれ、何、どこ 、いつ、何よう日、どんな、 and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high- frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、せんせい、先生、日本、大きい、小さい、友だち、行きます 、食べます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non- verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それ から。 They translate and interpret short spoken texts, explaining Japanese gestures and expressions</p>	<p>By the end of Level10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, らいしゅう 来週 の土曜日にサッカーをしませんか。土曜日はちょっと... 。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ～と思います、 ～からです。 They maintain and extend interactions by requesting repetition or clarification and by using あいづち。 They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。 Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけ ません、～てもいいです、～ています), and the plain form (～たり～たりします、～と 思います、～つもり)。 They extend or qualify their message by using adverbs such as とくに 、ときどき、時々、 and link ideas by using conjunctions, such as それに、だから、けれども。 Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかえり。 They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p>

<p>that do not readily translate into English, for example,はじめてまして、どうぞよろしく。 . They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.</p> <p>Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system.</p> <p>Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～ 月、～ひき/びき/びき . They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。</p> <p>いいえ。、 softening responses with expressions such as ちよっと or あんまり、 and using indirect forms of refusal or disagreement.</p>	<p>Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、 で (purpose/by) and へ (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピー . Students explain how Japanese cultural values such as the importance of community, うちそと内 / 外、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。</p>
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