

JAPANESE
K–10

DRAFT SYLLABUS FOR
CONSULTATION

15 AUGUST – 25 SEPTEMBER 2016

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BOSTES K–10 SYLLABUS DEVELOPMENT PROCESS

The BOSTES process for the development of K–10 syllabuses to include Australian curriculum content involves expert writers and opportunities for broad consultation with teachers and other stakeholder groups in order to receive the highest quality advice from across the education community.



This project will follow the BOSTES syllabus development process, recognising the substantial review and development work that the Australian Curriculum, Assessment and Reporting Authority (ACARA), together with all states and territories has undertaken.

The *Languages K–10 Framework* forms the basis for the development of the *Japanese K–10 Draft Syllabus* and is structured according to the elements of a K–10 syllabus.

Each subsection of the *Japanese K–10 Draft Syllabus* addresses a syllabus component and includes an explanation of the component's purpose.

ASSITING RESPONDANTS

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

INTRODUCTION

THE K–10 CURRICULUM

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses are developed with respect to some overarching views about education. These include the *BOSTES K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

BOSTES syllabuses include agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for Languages. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the Languages K–10 Framework takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The *K–10 Curriculum Framework* also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *NSW K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on the Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Japanese K–10 Syllabus* will contribute to the curriculum, and to students' achievement of the broad learning outcomes, will be outlined in the syllabus rationale.

DIVERSITY OF LEARNERS

The *Japanese K–10 Draft Syllabus* is inclusive of the learning needs of all students. Syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections: Students with special education needs; Gifted and talented students; Students learning English as an additional language or dialect; Students with prior language learning.

STUDENTS WITH SPECIAL EDUCATION NEEDS

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- outcomes from an earlier Stage, using age-appropriate content
- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of Standard Australian English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Japanese K–10 Syllabus* through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

STUDENTS WITH PRIOR LANGUAGE LEARNING AND/OR EXPERIENCE

Students can commence language study at any point along the K–8 continuum and with a range of prior language experiences which include either the language of the syllabus or a different language. They may have engaged with a language in either formal or less formal contexts. They may have been exposed to a language through family members or student exchange. Students have started school as mono-, bi- or plurilinguals. The *Japanese K–10 Syllabus* aims to provide sufficient flexibility through the differentiation of teaching and learning strategies, including content for students with prior learning, to cater for the learning needs of all students.

JAPANESE KEY

The following codes and icons are used in the *K–10 Japanese Draft Syllabus*.

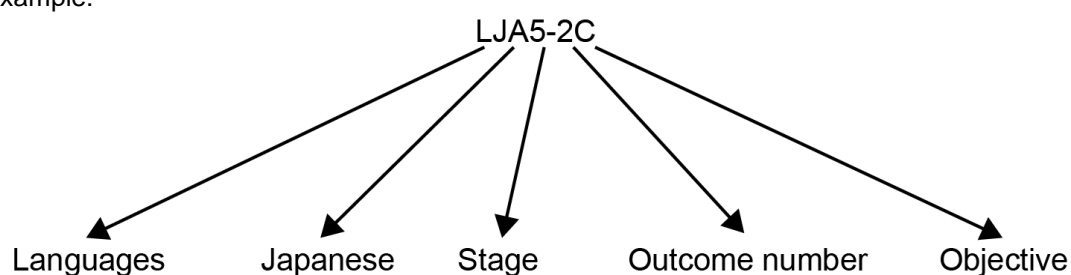
OUTCOME CODING

Syllabus outcomes will be coded in a consistent way. The code identifies the language, stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the Japanese syllabus, outcome codes indicate subject, stage and outcome number and objective. For example:

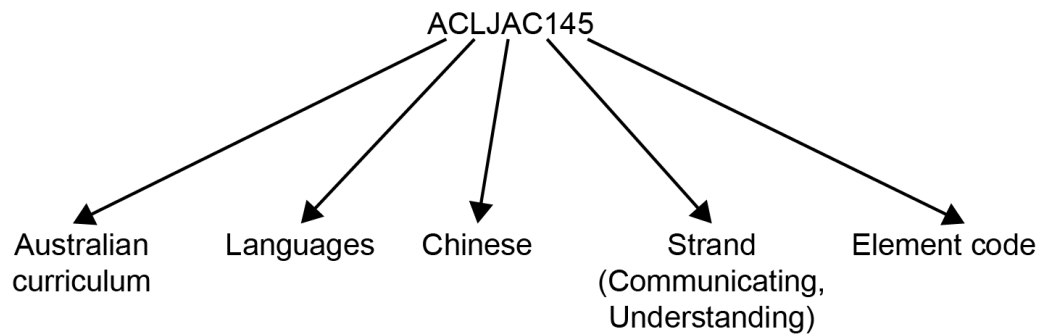


Outcome code	Interpretation
LJA2-1C	Languages, Japanese, Stage 2 - Outcome number 1 (Communicating)
LJA5-7U	Languages, Japanese, Stage 5 - Outcome number 7 (Understanding)
LJALS-2C	Languages, Japanese, Life Skills - Outcome number 2 (Communicating)

CODING OF AUSTRALIAN CURRICULUM CONTENT

The syllabus will contain Australian curriculum content descriptions for Japanese in a generic form with Australian curriculum codes in brackets at the end of each generic content description, for example:

- initiate interactions and exchange information with teacher and peers, for example (ACLJAC145)




Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLJAC130, ACLJAC134, ACLJAC132).


LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, will be incorporated and identified by icons in the *K–10 Japanese Draft Syllabus*.


Cross-curriculum priorities


 Aboriginal and Torres Strait Islander histories and cultures

 Asia and Australia's engagement with Asia

 Sustainability

General capabilities


 Critical and creative thinking


 Ethical understanding

 Information and communication technology capability


 Intercultural understanding


 Literacy


 Numeracy

 Personal and social capability

Other learning across the curriculum areas

 Civics and citizenship

 Difference and diversity

 Work and enterprise

RATIONALE



for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students study the subject
- how it contributes to the purpose of the K–10 Curriculum Framework
- how it prepares students for further schooling.



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Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Learning languages increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. There are also large Japanese-speaking communities in Hawaii, Peru and Brazil. Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japan has been a close strategic and economic partner of Australia for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of this part of Asia.

Japanese has been taught in Australian educational institutions for over a century, and experienced rapid growth in schools in the 1960s. Increased trade and tourism activity in the following decades have strengthened interest in learning Japanese, and ensured the continued growth and development of Japanese language programs in both primary and secondary schools.

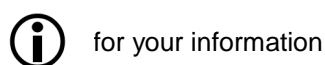
The ability to communicate in Japanese contributes significantly to socio-cultural understanding between Australia and Japan, and enables students to gain insights into the contributions that have been made by Japanese-speaking communities to Australian, and indeed, to global society. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Japanese language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of NSW, to which Japanese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students acquire communication skills and extend their literacy repertoires. They develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of diversity and difference. They develop their understanding of their own participation and ways of being in the world, and reflect on their own heritage, values, culture and identity.

The study of Japanese in Kindergarten to Year 10 prepares students to engage with one of the differentiated Japanese syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, hospitality, education and international relations.

THE PLACE OF THE JAPANESE K–10 SYLLABUS IN THE K–12 CURRICULUM

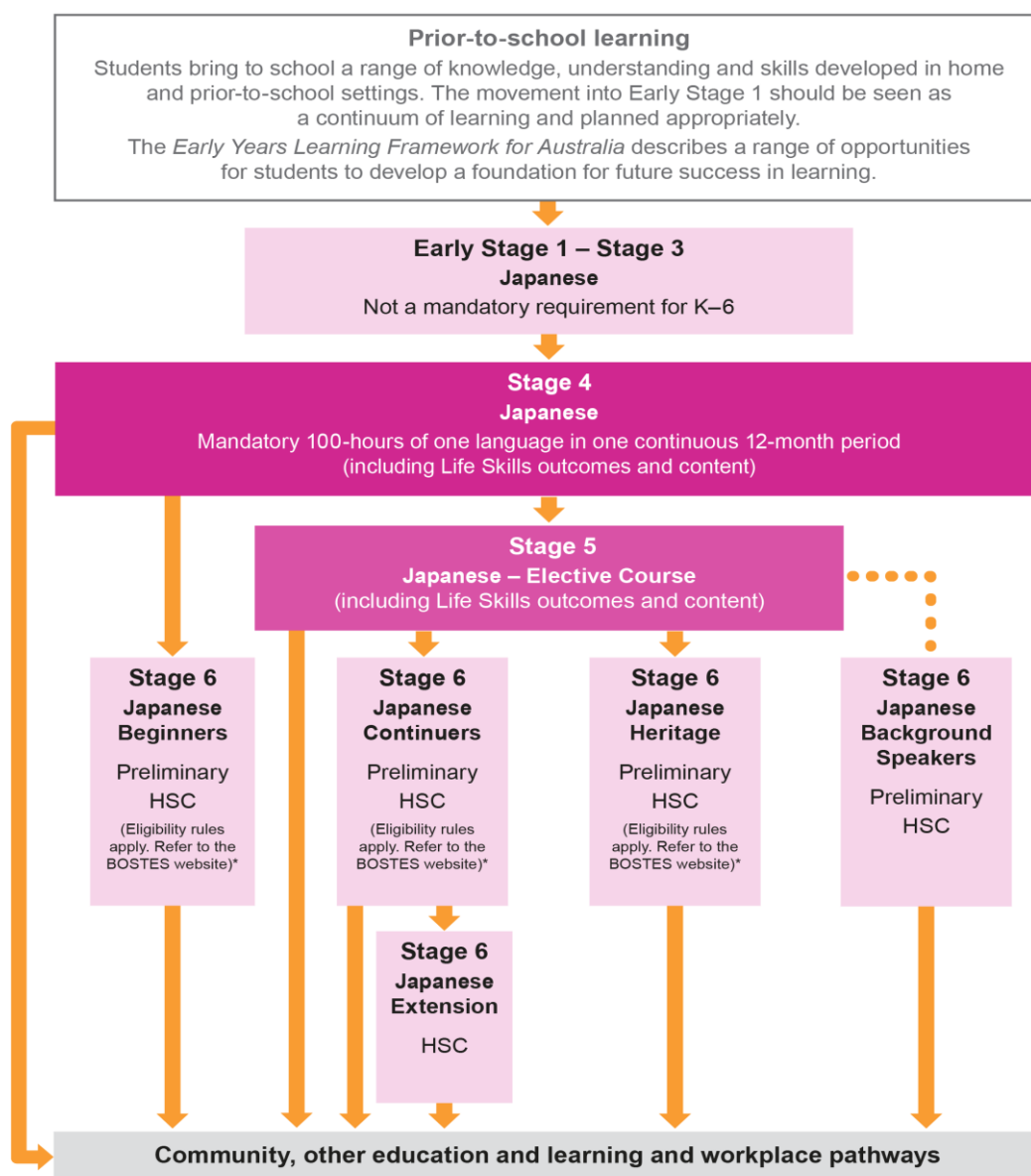


for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the K–10 syllabus in the K–12 curriculum as a whole.



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* Refer to the Eligibility for Stage 6 Languages Courses for more information.

AIM



for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

The aim of Japanese in Years K–10 is to enable students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

OBJECTIVES



for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from a syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

KNOWLEDGE, UNDERSTANDING AND SKILLS

COMMUNICATING

Students communicate in Japanese by:

- **interacting** – exchanging information, ideas and opinions, and planning, negotiating and taking action
- **accessing and responding** – obtaining, processing and conveying information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

UNDERSTANDING

Students understand and analyse in Japanese or English:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure
- **language variation and change** – understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The Communicating and Understanding strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the Language and the stage of learning.

VALUES AND ATTITUDES

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Values and attitudes are an integral part of the teaching and learning process. They are distinct from knowledge, understanding and skills objectives and are not written with stage outcomes. Values and attitudes should not be included in the assessment of student achievement of knowledge, understanding and skills.

OUTCOMES



for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the *Chinese K–10 Draft Syllabus*.



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TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

COMMUNICATING

Objective – Communicating Students communicate in Japanese by: interacting – exchanging information, ideas and opinions, and planning, negotiating and taking action					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-1C interacts in simple exchanges in Japanese	LJA1-1C participates in play-based learning and classroom routines in Japanese	LJA2-1C participates in guided classroom activities in Japanese	LJA3-1C interacts with others in Japanese to exchange information and to engage in classroom activities	LJA4-1C uses Japanese to interact, plan and take action	LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action

Objective – Communicating Students communicate in Japanese by: accessing and responding – obtaining, processing and conveying information through a range of spoken, written, digital and/or multimodal texts					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-2C engages with Japanese texts	LJA1-2C identifies key words and information in simple texts	LJA2-2C locates and classifies information in texts	LJA3-2C obtains and organises information from texts, using contextual and other clues	LJA4-2C identifies main ideas and obtains information in texts	LJA5-2C obtains and interprets information from a range of texts
LJAe-3C responds to spoken and visual texts through actions, gestures, single words or phrases	LJA1-3C presents information using a range of supports	LJA2-3C presents information using modelled language	LJA3-3C presents information in different formats	LJA4-3C uses Japanese to present information and ideas in a range of formats for different audiences	LJA5-3C manipulates Japanese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts

Objective – Communicating Students communicate in Japanese by: Composing – creating spoken, written, bilingual, digital and/or multimodal texts					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-4C composes texts in Japanese using visual supports and other scaffolds	LJA1-4C composes simple texts in Japanese using modelled language	LJA2-4C composes texts in Japanese using model language and sample sentence patterns	LJA3-4C composes imaginative and informative texts in Japanese incorporating familiar language	LJA4-4C applies a range of linguistic structures to compose imaginative and informative texts in Japanese in a range of formats for different audiences	LJA5-4C experiments with linguistic patterns and structures to compose imaginative and informative texts in Japanese in different formats for a range of audiences, purposes and contexts

UNDERSTANDING

Objective – Understanding Students understand and analyse in Japanese or English: systems of language – understanding the language system including sound, writing, grammar and text structure					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-5U recognises spoken and written Japanese	LJA1-5U recognises and reproduces the sounds of Japanese, understanding how they are represented in the written form	LJA2-5U recognises intonation patterns of Japanese	LJA3-5U applies key features of Japanese pronunciation and intonation, and apply basic writing conventions	LJA4-5U applies Japanese pronunciation and intonation patterns and writing conventions	LJA5-5U demonstrates how Japanese pronunciation, intonation and writing conventions are used to convey meaning
	LJA2-6U recognises language patterns in statements, questions and commands	LJA2-6U demonstrates understanding of elements of grammar in familiar language patterns	LJA3-6U demonstrates understanding of grammatical structures	LJA4-6U recognises and manipulates familiar grammatical structures	LJA5-6U analyses the function of complex grammatical structures
LJAe-6U recognises that there are different kinds of texts	LJA1-7U recognises features of familiar texts	LJA2-7U demonstrates an awareness of purpose and audience in texts	LJA3-7U recognises variations in linguistic and structural elements in familiar texts	LJA4-7U identifies linguistic and structural conventions and cultural influences in a range of texts	LJA5-7U analyses the effects of linguistic and structural features in texts

Objective – Understanding Students understand and analyse in Japanese or English: language variation and change – understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-7U recognises that languages borrow words from each other	LJA1-8U recognises similarities between Japanese and other languages	LJA2-8U identifies changes in Japanese due to contact with other languages	LJA3-8U explores how Japanese is influenced by and influences other languages	LJA4-8U examines how Japanese interacts with other languages and cultures	LJA5-8U analyses the impact on Japanese of social, cultural and intercultural influences

Objective – Understanding Students understand and analyse in Japanese or English: role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LJAe-8U recognises that other languages are spoken in their immediate environment and the world	LJA1-9U recognises similarities and differences between Japanese and their own language and culture	LJA2-9U recognises terms and expressions in Japanese that reflect cultural practices, and make comparisons with their own and other communities	LJA3-9U makes connections between their own cultural practices and language use and those of Japanese - speaking communities	LJA4-9U recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community	LJA5-9U explains and reflects on the interrelationship between language, culture and identity

STAGE STATEMENTS



for your information

In NSW syllabuses stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning.

Australian curriculum achievement standards underpin the development of the stage statements.



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Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

PRIOR-TO-SCHOOL LEARNING

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five learning outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

EARLY STAGE 1

By the end of Early Stage 1, students interact in Japanese with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases. They use formulaic Japanese phrases for everyday interactions such as thanking or apologising. They participate in shared listening, reading or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, drawing and singing. Students identify key words in spoken texts, such as names of people or objects, and

match simple words to pictures, such as classroom objects. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that Japanese sounds different to English, and mimic Japanese pronunciation, approximating sounds. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Japanese in the written form. They identify words in English that are borrowed from Japanese and vice versa. They understand that Japanese is used in Japan and other places in the world, and explore different languages that are used by their peers or family, or in their local community. They have a growing awareness of the culture of Japanese-speaking communities, and identify some Japanese cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They interact in Japanese with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions. Students use features of the Japanese sound system, including pitch, accent, rhythm and intonation, and understand that the Japanese written form comprises *hiragana*, *katakana* and *kanji*. They share information about their family background, and their own prior learning and/or experience of Japanese.

STAGE 1

By the end of Stage 1 students interact in Japanese with their peers and teacher to exchange greetings and simple information. They use Japanese in play-based learning contexts, classroom routines and structured conversations, using modelled language. They identify key words and information in simple texts, such as charts, songs, rhymes and lists, and convey information, using key words, phrases, gestures, objects and other supports. They compose simple texts in Japanese using modelled language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken Japanese, and understand that sounds are represented in three different scripts in Japanese. They copy some hiragana and a few high-frequency kanji, and identify key elements of grammar in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. Students recognise that Japanese and English borrow words and expressions from each other and other languages. They understand that Japanese is an international language, and that there are many Japanese-speaking communities in Australia and around the world. They reflect on similarities and differences between Japanese and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They interact with their peers and teacher by introducing themselves and expressing their needs, wishes, likes and dislikes. They participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They obtain, organise and share key points of information from simple spoken, written, digital and visual texts, and compose simple texts, using modelled sentence structures and illustrations to support meaning. Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They write simple texts in hiragana, and familiar katakana and kanji, recognising parts of speech and basic word order. They understand that

the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on the role of Japanese language and culture in their own lives.

STAGE 2

By the end of Stage 2 students interact in Japanese with their peers and teacher to exchange information, follow instructions and collaborate in guided classroom activities. They locate and classify information in texts, such as advertisements, menus or excerpts from anime, and present information using modelled language and graphic, visual or digital supports. They compose texts in Japanese, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs, for the classroom.

Students reproduce pronunciation and intonation patterns, identifying sound-hiragana relationships. They write simple texts in hiragana and high-frequency katakana and kanji, and identify basic elements of grammar in familiar language patterns. They identify language features and textual conventions in familiar texts, recognising purpose and audience, and variations in language use according to mode of delivery and context. Students give examples of changes in Japanese due to contact with other languages. They identify terms and expressions in Japanese that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They interact in Japanese with their peers and teacher to share information, experiences and feelings, and collaborate in tasks and activities that involve planning and simple transactions. They obtain and organise information from spoken, written, digital and visual texts, and convey information relating to different contexts in spoken, written and digital modes, using models. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs and notices, digital picture dictionaries or word banks for the classroom and school community. Students apply intonation and phrasing patterns of spoken Japanese, recognising that most kanji have more than one reading, and that pronunciation changes according to kanji compounds. They write texts in hiragana, katakana and familiar kanji, applying their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Japanese and English-speaking contexts, identifying similarities and differences in language use and behaviours.

STAGE 3

By the end of Stage 3 students interact with others in Japanese to exchange information about their personal world. They engage in classroom activities and collaborate with their peers to plan a group activity or shared event. They obtain and organise information from a range of written, spoken and digital texts, using contextual and other clues to elicit meaning, and present information in different formats for specific audiences. Students compose imaginative and informative texts, using familiar language and scaffolds, for a variety of purposes and audiences, and create bilingual texts, such as signs, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising the relationship between sounds, words and meaning. They write texts in hiragana, high-frequency katakana and familiar kanji, applying basic writing conventions. They understand the systematic nature of Japanese rules, and use basic grammatical structures to present information. They identify how linguistic and structural

features in familiar texts vary according to audience and purpose, mode of delivery and context. Students explore how Japanese is influenced by and influences other languages, recognising that there is diversity within the Japanese language. They describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Japanese-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They initiate interactions in Japanese with others to exchange information, ideas and opinions, and collaborate with peers in shared tasks and experiences to make choices and arrangements, organise events and complete transactions. They obtain, classify and respond to information from a range of texts, and convey ideas and information in a variety of formats for different audiences. They compose imaginative and informative texts for a range of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community. Students apply the Japanese sound system, including variations in tone, stress and phrasing. They use an increasing range of kanji in written texts, applying basic structures and features of Japanese grammar to present information and elaborate on meaning. They reflect on their experiences in Japanese and English-speaking contexts, discussing adjustments made when moving from English to Japanese and vice versa.

STAGE 4

By the end of Stage 4 students interact with others in Japanese to exchange information on a range of topics. They ask and respond to a range of questions and give opinions. They engage in collaborative tasks and activities that involve making plans and arrangements.

Students identify main ideas and specific information in a range of written, spoken and digital texts and present information and ideas in a range of formats for different audiences. They plan, draft and present imaginative and informative texts, using stimulus materials and modelled language, and create bilingual texts and learning resources.

Students apply Japanese pronunciation and intonation patterns in a range of sentence types and vocabulary. They read and write hiragana, read katakana and write familiar katakana words. They read and write high-frequency kanji, applying stroke order conventions. They understand elements of Japanese grammar, including the systematic nature of verb conjugation, variations in word order and the use of particles in simple sentences. Students identify features of familiar spoken, written and multimodal texts, understanding how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants.

Students examine how Japanese influences and is influenced by other languages and cultures, identifying borrowed words used in Japanese and English, and Japanese words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in Japanese society. Students share their reactions to intercultural experiences, considering how their own ways of communicating and expressing identity are shaped by the values and beliefs of their community.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions on a range of topics and issues, and engage in collaborative tasks and activities that

involve planning, making decisions and shared transactions. They obtain and analyse information from a range of written, spoken and digital texts, and convey information and ideas on a variety of topics, events or experiences. They compose imaginative and informative texts in different formats according to purpose and audience. They apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use hiragana, katakana and familiar kanji in simple texts, and elements of Japanese grammar and sentence structure to express ideas. Students explore the impact of technology on Japanese and how Japanese has changed over time through interaction with other languages and cultures. They explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, impacts on their sense of identity and ways of communicating.

Students with a background in Japanese

Students with a background in Japanese have more sophisticated communicative skills and knowledge and understanding of language and culture. They exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and convey information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. Students compose imaginative and informative texts in a range of formats according to purpose and audience. They apply the Japanese sound system, explaining variations in tone, stress and phrasing. They use an increasing range of kanji in texts, identifying the form and function of components in individual characters, and apply their knowledge of Japanese grammar to organise and elaborate on ideas and opinions. Students explore the impact of technology on Japanese and how Japanese has changed over time through interaction with other languages and cultures. They analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of Japanese contributes to their sense of identity and is important to their Japanese cultural heritage.

STAGE 5

By the end of Stage 5 students initiate and sustain interactions with others in Japanese to share information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems.

Students obtain and interpret information from a range of written, spoken, visual or multimodal texts, and present information, opinions and ideas on a range of issues in different formats for specific audiences, purposes and contexts. They plan, draft and present imaginative and informative texts in a range of formats to express ideas, attitudes and values, and create bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Japanese. They write texts comprising hiragana, katakana and familiar kanji, recognising that kanji can have different readings, and using knowledge of familiar kanji to predict the meaning of new vocabulary. They understand the systematic nature of Japanese grammar, and use complex structures to present information and express ideas and opinions. Students analyse the effects of linguistic and structural features in texts, understanding their interrelationship between context, purpose and audience. They explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose.

Students analyse the impact on Japanese of social, cultural and intercultural influences, including media, technology, globalisation and popular culture. They understand that language, culture and

communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of Japanese have more developed communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions with others to discuss and debate ideas and points of view, and obtain, interpret and evaluate information, ideas and opinions from a range of texts. They convey information and ideas from different perspectives and compose a range of imaginative and informative texts in a variety of formats for specific audiences, purposes and contexts. Students apply intonation and phrasing patterns in both formal and informal speech, using their knowledge of familiar kanji to predict the meaning of unknown words. They understand how sophistication in expression can be achieved by using complex grammatical structures, including a variety of verb and adjective conjugations. They research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use. They analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs.

Students with a background in Japanese

Students with a background in Japanese have more sophisticated communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions in Japanese with others to discuss and debate ideas and points of view, and analyse texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They convey information and ideas from different perspectives and compose a range of imaginative and informative texts in a variety of formats for specific audiences, purposes and contexts, experimenting with genre, textual features and stylistic devices. Students apply intonation and phrasing patterns in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They use a wide range of kanji in written texts, and apply complex grammatical structures to enhance communication and achieve particular effects. They research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use. They discuss how meanings vary according to cultural assumptions that Japanese and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Japanese and English-speaking contexts.

ORGANISATION OF CONTENT



for your information

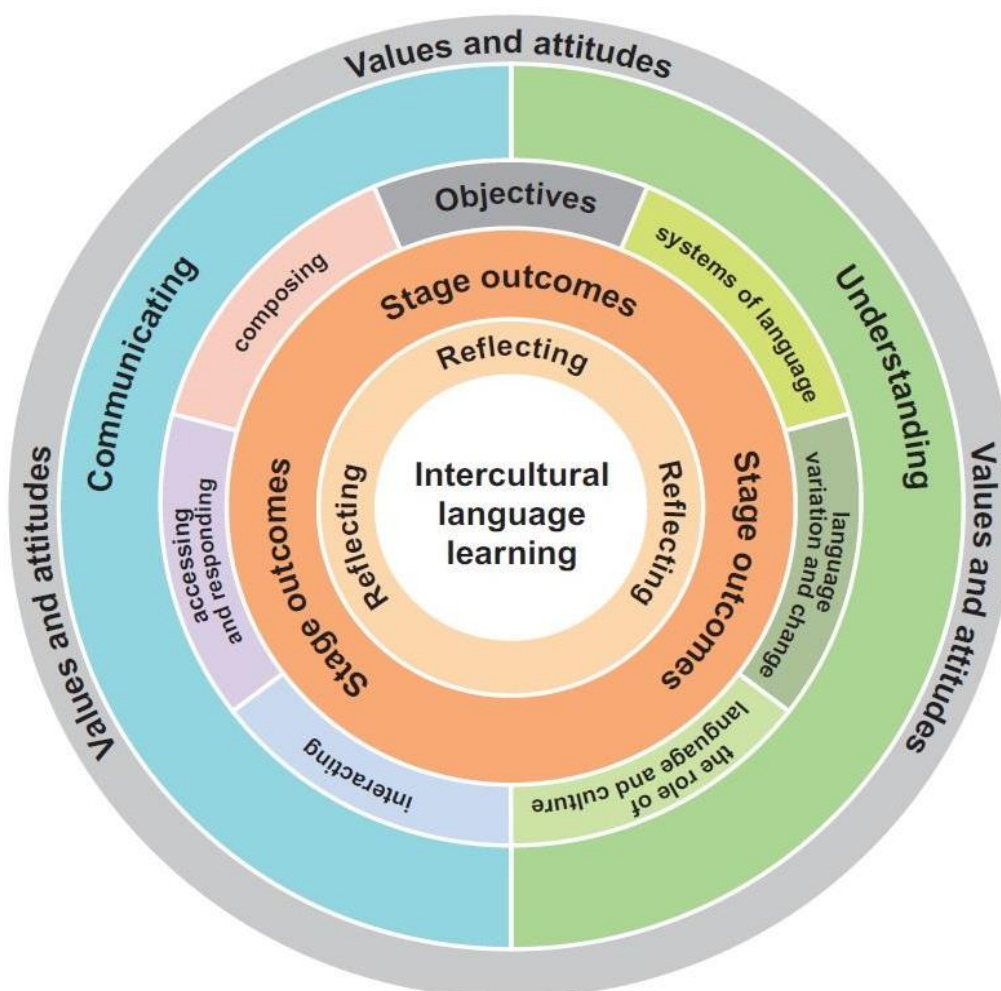
In NSW syllabuses for Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content will provide a sound basis for students to successfully move to the next stage of learning.



consult

The *Japanese K–10 Syllabus* will be organised in the following way:



CONTENT



for your information

The content of the Japanese K–10 Draft syllabus has been developed from the Languages K–10 Framework with one pathway and one learning sequence K–10 that has been designed to accommodate a range of learners and school programs. The content will be organised through the two interrelated strands: *Communicating* and *Understanding* and related objectives.

Content including knowledge and understanding of linguistic structures and vocabulary should be taught in an integrated way by providing meaningful learning experiences for students through a range of relevant and appropriate teaching and learning strategies.

Relevant and significant learning experiences or rich tasks involve purposeful language use. Unlike form-focused language activities and exercises (see Glossary), these tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms.

Rich tasks may be authentic, for example to take a Japanese-speaking person on a tour around a school or to participate in an experiment; or simulated, for example, to compose an email to a Chinese-speaking friend or read a friend's blog.

Tasks provide the organising structure and context for meaning-focused language learning.

LEARNING ACROSS THE CURRICULUM



for your information

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

The learning across the curriculum areas include the cross-curriculum priorities and general capabilities from the Australian curriculum as well as other areas identified by BOSTES as important learning for all students.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Aboriginal and Torres Strait Islander histories and cultures 🖐️

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment, identifying local Aboriginal and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

Asia and Australia's engagement with Asia 🌐

Students learning Japanese engage with rich content and contexts for developing their knowledge and understanding of Asian societies, languages, cultures, values and beliefs. They learn to communicate and interact in Japanese in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Japanese and other Asian cultures. They understand that there are Japanese-speaking communities in Japan, Australia and around the world, and that there is diversity within the Japanese language. They identify words and expressions that Japanese and English borrow from each other and other languages. They explore the impact on Japanese of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability 🌱

Learning Japanese provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Japanese-speaking communities in Japan, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Japanese language and culture, and across languages and cultures. Students develop their knowledge, skills and understanding about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they learn to live and work in ways that are both productive and sustainable.

Critical and creative thinking

Students develop critical and creative thinking as they interact in Japanese with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Japanese language and culture and making comparisons with other languages and cultures. They think creatively when composing imaginative and informative texts in Japanese in different formats for a range of contexts, purposes and audiences.

Ethical understanding

Students learning Japanese are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Japanese-speaking communities, students learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Japanese-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability

Accessing live Japanese environments and texts via digital media contributes to the development of students' ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students Interact with Japanese speakers in online contexts, and access multimodal resources, digital environments and technologies to enhance their learning. They engage with digital texts to obtain, interpret, reorganise and present information, opinions and ideas. They use word-processing skills to produce written texts in *hiragana*, *katakana* and *kanji*. They create imaginative and informative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages enables students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students learning Japanese make connections between cultural practices and language use, identifying culture-specific terms and expressions in Japanese and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students understand how cultural identity influences ways of communicating, thinking

and behaving. They reflect on their experiences when interacting in Japanese and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Japanese develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in Japanese, as well as English. For background speakers of Japanese, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning Japanese make connections between spoken language and Japanese *hiragana*, *katakana* and *kanji*. They read Japanese texts, using their knowledge of *kanji* to predict the meaning of new words, and write texts comprising *hiragana*, *katakana* and familiar *kanji*. They use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose imaginative and informative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Japanese and English textual features, and linguistic and cultural elements.

Numeracy

Students develop numeracy capability as they communicate in Japanese in everyday situations. They use Japanese numbers for counting and measuring, understanding and using *kanji* in written texts. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and Japanese events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Learning languages supports students in developing their capacity to manage their own lives, their relationships, work and learning more effectively. Students develop personal and social capability as they interact with Japanese speakers in culturally appropriate ways in a range of contexts and situations, understanding the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Japanese texts and resources to obtain, interpret and evaluate information, and creating their own imaginative and informative texts to express their ideas, opinions and beliefs.

Students explore connections between Japanese language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Japanese-speaking communities. They understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and citizenship 🇦🇺

As students engage in learning Japanese, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students understand the concept of community identity within the context of multicultural Australia. They explore cultural representations that contribute to a sense of identity in Japanese-speaking, their own and other communities, identifying cultural symbols, such as flags or traditional dress, and exploring ways in which people express their culture through music, dance, traditional stories, food, games and celebrations.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Japanese language and culture, such as media, technology, globalisation and popular culture. They appreciate the richness of Japanese language and culture, and the significant social, economic and cultural contributions of Japanese-speaking communities to Australian society and the world.

Difference and diversity 🌐

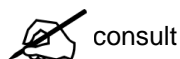
Through their learning of Japanese, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about values, attitudes, customs and traditions in Japanese-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Japanese in diverse contexts, understanding the importance of using culturally appropriate language and behaviour.

The study of Japanese fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, language and race, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Japanese, students learn about the living and working conditions of Japanese-speaking communities, and understand the impact of social, economic and technological developments. Students learning Japanese develop skills in communication, collaboration, negotiation and problem-solving that equip them for participation in a range of work settings, and enable them to become more effective and valuable members of the workforce. The ability to communicate in Japanese broadens future employment opportunities for students in an increasingly globalised world.

CONTENT FOR EARLY STAGE 1



COMMUNICATING

INTERACTING

OUTCOME

A student:

> interacts in simple exchanges in Japanese LJAe-1C

CONTENT

Students:

- exchange simple greetings and information, for example: (ACLJAC109) 🌐 🗿
 - introducing self, using culturally appropriate gestures 🌐 🗿
 - greeting others at different times of the day outside and inside the classroom, eg
こんにちは、こんばんは、さようなら、おやすみなさい 🗿
 - encouraging students to say thank you when receiving worksheets, eg
ありがとうございます。 🗿
 - understanding differences between greeting a teacher/parents and peers, eg
おはよう・おはようございます 🌐 🗿
- participate in classroom routines and activities and follow simple instructions, for example: (ACLJAC110) 🗿
 - following simple instructions, eg みてください、きいてください、しずかに、すわってください、たってください 🗿
 - participating in classroom routines, eg opening and closing lessons 🗿
 - counting down in Japanese using hand gestures before and after activities

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by exchanging greetings and responding to questions, for example: 🌐 🗿
 - indicating likes and dislikes, eg ~が大好きです。 🌐 🗿
 - sharing personal information about themselves and their family 🌐 🗿
 - sharing a details about their weekend with their peers and teacher, using simple sentences 🌐 🗿
- participate in class routines and activities by responding to instructions and taking turns, for example: 🌐 🗿
 - learning the rules of a new game, eg Japanese Hopscotch (けんけんぱ) , What's the time Mr Wolf? (おおかみさん、いまなんじですか?) , Hide and seek (かくれんぼ) 、じゃんけんぽん あっちむいてホイ and deciding who will be 'it' eg おに、 who will be 'hiding' and how the game is won eg 勝ち、負け 🌐 🗿

- taking part in a simple experiment involving observation, using expressions, eg 見えます、見えません、うかびます、しずみます、つめたいです、あたたかいです 🧪🧴

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > engages with Japanese texts LJA e-2C
- > responds to spoken and visual texts through actions, gestures, single words or phrases LJAe-3C

CONTENT

Students:

- participate in shared listening, speaking and viewing activities, for example: (ACLJAC114) 🗣️👂
 - singing songs with actions, eg ひげじいさん、ちいさなはたけ、き
 - listening to songs with visual images that involve onomatopoeic sounds and discussing them 🗣️
 - following picture book stories or interactive digital texts 🗣️
- respond to simple or familiar stories, songs and rhymes through actions, drawing and singing, for example: (ACLJAC114) 🗣️👂
 - singing and responding to songs with actions, eg ひげじいさん、ちいさなはたけ、きらきらぼし
 - listening to onomatopoeic sounds and drawing pictures to show how they felt when listening, eg びゅんびゅん、わんわん、ぽたぽた 🗣️
 - following familiar stories and responding to questions, eg この人はだれですか、このひとのなまえはなんですか、ここはどこですか。これはなんですか。 🗣️👂

Content for students with prior learning and/or experience

Students:

- identify key words and specific information in simple spoken and visual texts, for example: 🗣️👂
 - listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg つぎはなにがおこるとおもいますか。、このひとはどんなひとですか。、この人とともだちになりたいですか。 🗣️👂
- share information, using illustrations and gestures to support meaning, for example: 🗣️👂
 - drawing a picture and explaining it using gestures to support meaning 🗣️
 - completing illustrations for a storyboard by drawing a picture of the main character, after listening to and viewing picture books and familiar multimodal stories 🗣️
 - re-enacting a familiar story, eg using expressions むかしむかしあるところに・・・、これは～です。 🗣️

COMMUNICATING

COMPOSING

















OUTCOME

A student:

- > composes texts in Japanese using visual supports and other scaffolds LJAe-4C
















CONTENT

Students:

- describe objects and people using visual supports, for example: (ACLJAC115)  
 - describing size, colour and shape of objects around the classroom/school  
 - learning vocabulary by singing 'The Rainbow Song' in Japanese, using a familiar tune
 - describing what they saw on an excursion, using simple adjectives and nouns and then drawing pictures  
 - responding to question words, eg これはおおきいですか。チョコレートは好きですか。 
 - using adjectives, eg おおきい、ちいさい、ながい、みじかい、ふとい、ほそい to describe visual images  
- label objects and images, for example: (ACLJAC117) 
 - using digital technology to draw pictures of classroom objects to be used as labels in the classroom and around the school, eg きょうしつ、しょくいんしつ、ばいてん、こうちょうしつ、まど、ドア、かべ  
 - cutting and pasting words to label an image, eg labelling body parts of an animal/person  
 - labelling the days of the week during morning routine, eg げつようび、かようび、すいようび 
 - identifying the weather, eg はれ、くもり、あめ
 - assigning labels to a photo, eg family members 

Content for students with prior learning and/or experience

Students:

- compose simple texts, using illustrations and actions, for example:  
 - composing and performing simple action chants or repetitive raps  
 - composing a spoken text based on a visual prompt, eg a picture  
 - creating a calendar  
- create bilingual word lists and labels for the classroom, for example:  
 - labelling classroom objects 
 - creating a bilingual picture dictionary  
 - making a class word wall or display of an event, eg a sports day or school concert (eg げつようびははれです。あしたは うんどうかいです。)  

UNDERSTANDING

SYSTEMS OF A LANGUAGE

OUTCOME

A student:

- > recognises spoken and written Japanese LJAe-5U
- > recognises that there are different kinds of texts LJAe-6U

CONTENT

Students:

- recognise the sounds of Japanese, for example: (ACLJAU120) 🗣️
 - recognising the concept that one *kana* represents a basic unit of a Japanese sound 🗣️
 - learning the rhythm of Japanese
 - practising the sounds of Japanese by singing the あいうえお *hiragana* song
 - noticing that statements and questions have different intonation patterns 🗣️
- recognise that the sounds of Japanese are represented in three scripts, for example: 🗣️
 - recognising that there are three scripts in Japanese text and discussing the difference in purpose of *hiragana*, *katakana* and *kanji* 🗣️
 - participating in games, such as ‘bingo’ and ‘snap’ using the 46 basic *hiragana* 🗣️
 - tracing and copying *hiragana*, and own name in *katakana* 🗣️
- understand that language is organised as ‘text’, for example: (ACLJAU123) 🗣️
 - understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long 🗣️
 - recognising that language is text and comparing and contrasting the same text type in English and Japanese, eg a letter written in Japanese and in English 🗣️
 - noticing that Japanese can be written vertically or horizontally
 - naming familiar texts, eg a story, rhyme, song or conversation 🗣️

Content for students with prior learning and/or experience

Students:

- recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation, for example: 🗣️
 - recognising pitch, accent, rhythm and intonation when listening to stories 🗣️
 - accurately pronouncing all combinations of *hiragana* and *katakana*, including voiced and unvoiced forms and all combined sounds (contractions and blends) 🗣️
 - understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different 🗣️
- recognise and understand the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*, for example: 🗣️
 - understanding that *katakana* is used for foreign words, eg テレビ、ペン、マーカー 🗣️
 - understanding that every *kanji* has meaning 🗣️
 - making pictograms for *kanji* 🗣️

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > recognises that languages borrow words from each other LJAe-7U

CONTENT

Students:

- recognise that Japanese and English borrow words from each other, for example: (ACLJAU125)
 - recognising that there are Japanese loan words, and that these are written in *katakana*
 - comparing pronunciation and intonation of Japanese loan words with English pronunciation and vice versa

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > recognises that other languages are spoken in their immediate environment and the world
LJAe-8U

CONTENT

Students:

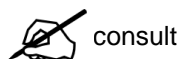
- understand that Japanese is one of the many languages spoken in Australia, for example: (ACLJAU143) 🇯🇵🇦🇺🇬🇧
 - discussing where students have heard Japanese spoken, such as Japanese restaurants, supermarkets, audio books or radio 🇯🇵🇦🇺🇬🇧
 - identifying local Aboriginal languages 🇯🇵🇦🇺🇬🇧
 - discussing why there are different languages spoken by their peers 🇯🇵🇦🇺🇬🇧
 - creating a data display of the different languages represented in the class 🇯🇵🇦🇺🇬🇧🇬🇧🇦🇺🇬🇧
- recognise that there are cultural practices that differ from their own, for example: (ACLJAC118) 🇯🇵🇬🇧
 - discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background 🇯🇵🇬🇧🇬🇧🇬🇧
 - sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in Japanese-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🇯🇵🇬🇧🇬🇧🇬🇧

Content for students with prior learning and/or experience

Students:

- share information about their family background, for example: 🇯🇵🇬🇧🇬🇧
 - creating a personal profile, using drawings, images or photos, including where their family is from, who speaks Japanese and/or other languages or dialects at home 🇯🇵🇬🇧🇬🇧
 - discussing elements of Japanese identity, eg animal signs 🇯🇵🇬🇧🇬🇧

CONTENT FOR STAGE 1



COMMUNICATING

INTERACTING

OUTCOME

A student:

- > participates in play-based learning and classroom routines in Japanese LJA1-1C

CONTENT

Students:

- interact with teacher and peers to exchange greetings and simple information, for example: (ACLJAC109) 🗣️
 - following instructions to learn a song or play a game, eg 〜てください。 🗣️
 - dressing up as different persona in different contexts and performing a mini role play, eg between teacher and students at school in the morning (おはよう・おはようございます), parents and child before going to school (おかえりなさい、ただいま、いってらっしゃい、いってきます), same aged friends at lunch, different aged friends 🗣️
 - using appropriate greetings at occasions, eg ‘Grandparents’ Day’ or when visiting the principal’s office, eg おはよう and おじいさん、おばあさん おはようございます 🗣️🗣️
 - inviting students from older grades and introducing self to them, eg はじめまして。ぼく・わたしは__です。 どうぞよろしく。 🗣️🗣️
- participate in class routines and structured conversations using modelled language, for example: (ACLJAC110, ACLJAC111) 🗣️🗣️
 - engaging in classroom routines, eg すわって、たって、ノートをひらいて、みて 🗣️
 - using ‘backchanneling’ when participating in conversations to show engagement as a listener, eg ああ、そうです、へー、え？ 🗣️
 - sharing weekend activities on Mondays with teacher and peers, using visuals to respond, eg pointing to the beach (eg しゅうまつ、〜にいきました、〜をみました、〜をあそびました、〜をたべました) 🗣️🗣️

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by introducing themselves and expressing needs, wishes, likes and dislikes, for example: 🗣️🗣️
 - introducing self to peers, students from older grades or different schools, including likes and dislikes 🗣️
 - initiating a conversation with a student from another class, eg ジョンくん すみません 🗣️🗣️
 - introducing peers to a new student or visitor to the school, eg アナさんです、わたしのともだちです。 🗣️🗣️
 - expressing gratitude after receiving a gift, eg ありがとう 🗣️🗣️

- participate in class routines and guided activities by responding to questions, following instructions and asking for permission, for example: 🌸👤
 - following classroom instructions and routines 👤
 - participating in contemporary and traditional games, such as 'memory', using questions including 'Whose turn is it?', 'How many pairs do you have? 🌸👤
 - asking for permission, eg to go to the bathroom, to have a drink of water
(eg 〜でもいいですか。) 👤

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > identifies key words and information in simple texts LJA1-2C
- > presents information using a range of supports LJA1-3C

CONTENT

Students:

- locate specific items of information in texts, such as charts, songs, rhymes and lists, for example: (ACLJAC112, ACLJAC114) 🌟👉
 - listening to key words in stories, rhymes or songs, and responding by using visual cues and facial expressions 🌟👉
 - recognising simple *hiragana* or words in familiar contexts, eg labels, titles or posters 🌟
 - connecting sound with symbols and words, eg by selecting the correct symbol in a *hiragana* chart, and circling the correct illustration that matches text 🌟
 - responding to information used in guided activities, eg drawing, building or making 🌟
 - sequencing images, eg *manga*, and connecting the images using appropriate conjunctions (eg *そして、それから、そのあと*) 🌟
- convey information using key words, phrases or gestures, objects and other supports, for example: (ACLJAC113) 🌟👉
 - drawing a picture from the descriptions provided in a spoken text 🌟
 - listening to questions and demonstrating understanding by responding, using gestures, はい・いいえ, and pointing at pictures 🌟
 - listening to familiar story books with simple sentences in Japanese, and drawing corresponding pictures to fill a story board 🌟👉
 - responding to games with actions, eg the Japanese version of ‘Simon says’ 「__せんせいがいいました。てはあたま」 🌟👉

Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: 🌟👉
 - sequencing images, eg *manga*, and connecting the images, using appropriate conjunctions (eg *そのまえに、だから、そのあと、でも*) 🌟👉
 - participating in guided activities, eg drawing a picture from the descriptions provided in a spoken text 🌟
 - responding to a conversation about shopping, by identifying the items to be purchased 🌟👉
 - using a calendar to share knowledge about the dates for upcoming celebrations or events, eg birthdays, ‘Grandparents’ Day’, school terms and sports days 🌟👉
- share information using modelled sentence structures and illustrations to support meaning, for example: 🌟👉
 - labelling a series of related and unrelated visuals, eg *ぞうはおおきいです。and これはぞうです。りんごがすきです。だから、まいにち りんごを たべます。* 🌟

- answering questions about a classroom presentation, eg だれといきましたか、なにをしましたか、どこにすんでいますか 🌟👉
- presenting their knowledge of places in Japan and Australia, eg places they have visited or where they have relatives, supported with photographs (eg ここはおおさかです。かぞくといきました。たこやきをたべました。) 🌟👉
- reporting the findings of a survey of their classmates about a topic of interest, using expressions, eg 〜は〜がすきです、〜はいぬをかっています。 🌟👉
- presenting information on a cultural topic, eg Japanese food, and selecting images and texts from magazines, newspapers and brochures to illustrate key ideas with character words 🌟👉

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > composes simple texts in Japanese using modelled language LJA1-4C

CONTENT

Students:

- create simple texts using familiar words, phrases and patterns, for example: (ACLJAC115) 🌟👉
 - retelling short stories with puppets, props or actions after multimodal input, eg watching videos or picture books such as *さんびきのこぶた* and *ももたろう* 🌟👉
 - creating Mother's Day/Father's Day cards, eg *おとうさん、おかあさんへ、いつも ありがとう。～へ、__より* 🌟👉
 - creating digital texts, using pictures and captions 🌟📺👉
 - creating speech bubbles for a character illustration, eg for greetings, self-introduction, expressing likes and dislikes 🌟👉
- label texts and objects, and caption visual texts, for example: (ACLJAC117) 🌟👉
 - creating bilingual labels for classroom objects, places around the school and items around the house 🌟👉
 - writing parallel captions in Japanese and English for a photographic display of a class event, eg a sports carnival or pets' day, or about a topic such as caring for the school environment 🌟👉
 - creating sets of word cards in English and Japanese and playing matching games, eg Memory or Snap 🌟👉
 - creating a Japanese dictionary with pictures 🌟👉

Content for students with prior learning and/or experience

Students:

- compose simple texts using modelled sentence structures and illustrations to support meaning, for example: 🌟👉
 - writing and making cards, eg Mothers' Day and Fathers' Day 🌟👉
 - creating *えにつき* (recount with drawings) to share with the class 🌟👉
 - describing family members to peers, using photographs from home 🌟👉
 - creating/re-creating simple songs, poems and rhymes, using spoken and written language as well as non-verbal forms of support, eg clapping, gestures and facial expressions 🌟👉
- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: 🌟👉
 - making a poster of classroom rules in English and *hiragana* 🌟👉
 - creating a Japanese dictionary with pictures 🌟👉
 - creating a bilingual dictionary with English words and their *hiragana* equivalents, eg my classroom, our school, what I like to eat 🌟👉
 - producing a simple multimodal text that describes or labels images, eg *ぞうはおおきいです、これはいちごです、このひとはデービッドです、ケーキをたべました。* 🌟📺👉

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > recognises and reproduces the sounds of Japanese, understanding how they are represented in the written form LJA1-5U
- > recognises language patterns in statements, questions and commands LJA1-6U
- > recognises features of familiar texts LJA1-7U

CONTENT

Students:

- recognise the sounds and rhythms of spoken Japanese, and understand how the sounds are represented in the three different scripts, for example: (ACLJAU120)
 - participating in a syllable clapping game to learn the rhythm of Japanese
 - playing the *karuta* game in groups, using あいうえお cards
 - singing the あいうえお song to recognise sounds of spoken Japanese
 - practising the different intonation of statements and questions, eg comparing おげんきですか。 with げんきです。 and pronouncing names in English and Japanese
 - recognising *hiragana* sounds by pointing at symbols on the *hiragana* chart
 - understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a *kana*
- recognise and copy some *hiragana* and a few high-frequency *kanji*, for example: (ACLJAU121)
 - rearranging *hiragana* letters from あ〜ん in groups
 - understanding that the Japanese language uses three different scripts depending on word origins and the context of language use
 - understanding that one *kana* represents a basic unit of Japanese sound
 - understanding that each individual *kanji* represents meaning as well as sounds, eg 日 (ひ)、日 (び)、日 (にち), whereas one *kana* or one letter of the English alphabet does not represent individual meaning
 - recognising some *kanji*, eg numbers and pictographs, eg 山、川、口、上
 - recognising the 46 basic *hiragana*, using supports such as mnemonic clues
 - tracing and copying their own name in *katakana* or *hiragana*
 - identifying known *hiragana* within a word, and using it to predict the meaning
- understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar, for example: (ACLJAU122)
 - identifying gender-specific pronouns わたし and ぼく
 - understanding the use of common suffixes, eg さん or くん or titles, eg せんせい to address and refer to other people, eg Luke くん and White せんせい
 - understanding basic word order in simple sentences, eg 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。
 - understanding how to identify specify items using the possessive particle の, eg わたし のかぞく、 Sarah さんのほん、おばあさんのいえ

- referring to numbers of things, using cardinal numbers 0–100: 一(いち)、二(に)、三(さん) ... 🗣️📖
 - learning to describe the colour, eg あおです。size, eg おおきいです。and shape, eg まるです。of things 🗣️
 - understanding different question words, eg だれ、なに、どこ、どれ and the sentence-ending particle か 🗣️
 - recognising and responding to a request, using the verb ください, eg きいてください。 , すわってください。 🗣️
 - indicating affirmative and negative responses, using はい and いいえ 🗣️
 - using some culturally specific parallel phrases related to giving and receiving, eg どうぞ and ありがとう 🗣️
 - learning to use common onomatopoeia, eg ペコペコ and わんわん 🗣️
 - building vocabulary to describe and label familiar objects and immediate environments 🗣️
 - using particles, eg は、に、を 🗣️
 - using pronouns, eg ここ、これ 🗣️
- understand that there are different types of text with particular features, for example: (ACLJAU123) 🗣️
 - understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg たって or much longer, eg たって ください。 🗣️
 - recognising that different types of texts have different features, eg repetition and rhythm in action songs and chants 🗣️
 - beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, eg ‘story’, ‘list’, ‘song’, ‘rhyme’ and ‘tongue twister’, and describing features, eg stories usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words 🗣️
 - noticing how texts, such as story books, are sequenced and organised, eg by identifying the main title and the connections between pictures and text 🗣️
 - recognise that there are variations in the way Japanese speakers greet and address different people, for example: (ACLJAU124) 🌐🗣️
 - exploring how language is used differently in Japanese to reflect different relationships, eg parent–child exchanges おはよう、いってらっしゃい、いってきます、ただいま、おかえり, communication with peers なに?, and teacher–child interactions なんですか。 🌐🗣️
 - understanding that language use varies according to the context and situation, eg こんにちは。 and もしもし。 🗣️
 - understanding that language forms, eg greetings vary according to the time of day or the occasion, eg おはよう、こんにちは、こんばんは 🗣️
 - understanding that language used in particular interactions can vary between cultural contexts, eg the use of titles in Japanese (～さん、～せんせい) compared to the informal use of names in Australian English 🌐🗣️
 - understanding that using the second person pronoun あなた is often impolite, and used only for people at lower hierarchy than the speaker 🌐🗣️
 - understanding that in conversations, older siblings are often referred to as おにいちゃん、おねえちゃん rather than by their name 🌐🗣️

Content for students with prior learning and/or experience

Students:

- apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example:
 - comparing pronunciation of *katakana* words in Japanese and English
 - understanding the *katakana* long vowel mark
 - participating in shared reading with the teacher or recording text, with particular focus on questions, commas and full stops
- recognise and use *hiragana*, *katakana* and familiar *kanji* in simple texts, for example:
 - learning to use high frequency *kanji*, eg numbers, days of the week, family members, applying basic principles of stroke order
 - understanding that *kanji* are derived from Chinese characters, and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji*
 - understanding that each individual *kanji* represents meaning as well as sound, eg by making pictograms
 - understanding the use of *furigana* as a tool to support reading
 - tracing and copying *hiragana*, *katakana* and *kanji*
 - participating in games to learn *hiragana*, *katakana* and *kanji*, eg matching games, snap
 - making pictograms
- recognise parts of speech and understand basic rules of word order in simple sentences, for example:
 - developing metalanguage for communicating about language, using terms such as 'noun', 'verb', 'adjective'
 - understanding the role of Japanese particles, eg と、は、を、に
 - understanding how to use い and な adjectives in basic sentences
 - creating cohesion and flow using conjunctions, eg そして、それから、そのあと、でも、だから
 - comparing basic punctuation marks, such as full stop, comma, speech mark, question mark and question marker か
 - distinguishing the difference between polite form and plain form
 - expressing needs and wants, eg ～たい、ほしい
 - using interrogative pronouns, eg だれの、どこ
 - using counters for people, eg ひとり、ふたり、さんにん
 - using verbs, eg にいきました。をみました。をたべました
 - using emotive words, eg たのしい、おもしろい、かなしい
 - using past tense of i-adjectives ～かったです。 and na-adjectives でした。
 - using past tense of verbs ～ました。～ませんでした。
 - using ～て form of the verb, for example ～をたべて、～をして。
 - using conjunctions, eg そのまえに、だから、でも、そして、それから、そのあと
 - giving and not giving permission ～てもいいです。～てはいけません。
- recognise features of familiar text types in Japanese, for example:
 - identifying the author, illustrator and characters in a children's book
 - comparing familiar texts in Japanese and English and discussing features in common, eg storybook covers normally consist of book title, image, author's name and illustrator's name
 - beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, eg 'story', 'list', 'song', 'rhyme' and 'tongue twister', and describing features, eg stories

usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words 🎵

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > recognises similarities between Japanese and other languages LJA1-8U

CONTENT

Students:

- recognise that Japanese and English borrow words and expressions from each other and other languages, for example: (ACLJAU125) 🗨️✎️
 - recognising English loan words in Japanese, and matching words with pictures, eg テレビ、ペン、コンピューター、マーカー 🗨️
 - noticing that languages borrow words from one another, and that both Japanese and Australian English include many words and expressions from other languages 🗨️✎️
 - recognising that Japanese uses many loan words from other languages, eg ペン、テレビ、ピンク, and that these are pronounced differently by Japanese speakers 🗨️✎️
 - recognising that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, eg レモン、ピザ、アイスクリーム 🗨️
 - creating a class record of Japanese words that are used in English and other languages, eg *judo*, *origami*, *sushi* and *manga*, and comparing how these words are pronounced in the two languages 🗨️
 - comparing differences in pronunciation in English and Japanese, using gestures with particular focus on long vowels and ラ row (ー) 🗨️

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > recognises similarities and differences between Japanese and their own language and culture
LJA1-9U

CONTENT

Students:

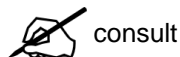
- understand that Japanese is an international language and that there are many Japanese-speaking communities in Australia and around the world, for example: 🌐🌐🌐🌐
 - exploring the range of languages spoken at school and by people in the local community 🌐🌐🌐🌐
 - discussing why there are different languages spoken by people in the local community 🌐🌐🌐🌐
 - creating a data display of the different languages represented by people in the local community, including Aboriginal languages 🌐🌐🌐🌐
- identify what may look or feel similar or different to own language and culture when interacting in Japanese, for example: (ACLJAC118, ACLJAC119) 🌐🌐🌐
 - reflecting on what sounds, looks or feels similar or different to own language and culture when interacting in Japanese 🌐🌐🌐
 - comparing body gestures used to convey different messages 🌐🌐🌐
 - comparing ways of thinking and behaving in similar contexts, eg eating or entering homes, between Japanese and other cultures 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them, for example: 🌐🌐
 - recognising ways in which people express their culture through music, dance, traditional stories, food, games and celebrations, eg おしょうがつ、日本むかしばなし、そうらんぶし、えんか 🌐🌐🌐🌐
 - exploring cultural symbols and practices through games and crafts 🌐🌐🌐
- reflect on the role of Japanese language and culture in their own lives, for example: 🌐🌐
 - exploring ways in which Japanese people express their culture through music, dance, traditional stories, food, games and celebrations 🌐🌐🌐🌐
 - recognising visible expressions of identity, eg flags, maps, traditional dress and landmarks 🌐🌐🌐🌐
 - discussing the role of Japanese language and culture in their own lives, eg participation in cultural events, food preferences or overseas travel 🌐🌐
 - recognising the appropriate context for using plain form, eg at home with family, and the appropriate context for using polite form, eg with the teacher

CONTENT FOR STAGE 2



COMMUNICATING

INTERACTING

OUTCOME

A student:

- > participates in guided classroom activities in Japanese LJA2-1C

CONTENT

Students:

- interact with teacher and peers to exchange information, for example: (ACLJAC127) 🌟🌟
 - introducing self to class, using formal spoken language, eg はじめまして。どうぞよろしく。 , and appropriate non-verbal language, eg bowing, 🌟🌟
 - exchanging information with Japanese-speaking students in a buddy class about self, friends, family or neighbourhood, using simple sentences, eg かぞくはなんにんですか。 3人です。 🌟🌟
 - interviewing peers and asking factual questions relating to concepts, eg time, place or number (eg なんじ、どこ), using formulaic structures and familiar expressions 🌟🌟
 - communicating about weekend/holiday activities and shared experiences during in-class speech time, using past tense, eg place にいきました。 food をたべました。 🌟
 - asking for help during pair/group activities or clarification at the end of a peer's speech 🌟
 - showing interest in peers' stories and respect for others, eg by expressing praise or encouragement, using formulaic expressions, eg すごい、おもしろい、 いいですね、 そうですね 🌟🌟
- participate in tasks with teacher support that involve following instructions and collaborating with peers, for example: (ACLJAC128, ACLJAC129) 🌟
 - responding to teacher instructions and participating in classroom routines, eg taking the roll (はい、います。いいえ、～さんは いません。), naming the months and days of the week and describing the weather (eg きょうは月よう日です。 はれです。) 🌟
 - following procedures for activities, eg craft-making and *origami* 🌟
 - participating in guided tasks, eg group/pair language activities, games and sports, eg せんせい says, or the telephone game, ふくわらい、じゃんけんぽん、かごめかごめ、 フルーツバスケット、 玉入れ 🌟
 - preparing, rehearsing and conducting presentations and performances, eg a Japanese performance item for school assembly or a digital presentation about a significant event 🌟🌟
 - adapting and performing action songs for a school event, eg by changing lyrics (替え歌) based on modelled patterns, with appropriate gestures and actions 🌟🌟

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: 🌟👥
 - discussing weekend/holiday activities and shared experiences, using conjunctions, eg *そして、そのあと、そのまえに、それから、だから、でも*, adjectives and verbs in the past tense 🌟👥
 - sharing pictures of their Japan trip or virtual Japan trip, eg pictures of food, a house, garden, toys and sightseeing places, and sharing stories in class 🌟👥
 - seeking feedback and reflecting on work, eg artwork, multimodal texts, oral presentations or speeches, using expressions, such as *どうおもいますか。、どこがすきですか。* 🌟📺👉👥
 - describing an artwork to the class, using expressions, eg *これは～です、～のえです、ここはみどりにしました、～からです* 🌟👉
 - participating in shared blogs, exchanging information with students from a sister school, eg *わたしはアンです。3ねんせいです。* 🌟📺👉👥
 - interacting with others to invite, congratulate or thank someone via email, letter or text message 🌟📺👉👥
- participate in class activities and collaborative tasks that involve planning and simple transactions, for example: 🌟👥
 - leading group/pair language activities, games and sports, eg reading out *karuta* cards for a class *karuta* activity 🌟👥
 - reading authentic instructions for a craft activity, eg *origami*, and teaching the class how to make one 🌟👉👥
 - participating in group activities and role plays involving scenarios, eg buying food or goods or ordering a meal, and making requests in an appropriate way, (eg *ラーメンにします、ラーメンをください*) 🌟👥
 - negotiating details in a transaction, eg preferred size, quantity or price, and concluding the transaction with the exchange of currency 🌟👥
 - planning with peers to produce a publicity flier for an upcoming cultural or sporting event, using digital media 🌟📺👉👥
 - taking collective action to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for the school community 🌟👥

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > locates and classifies information in texts LJA2-2C
- > presents information using modelled language LJA2-3C

CONTENT

Students:

- obtain and process specific information from texts, for example: (ACLJAC130, ACLJAC134, ACLJAC132) 🗑️📖
 - viewing, listening or reading simple community texts, eg weather reports, advertisements, catalogues, menus, excerpts from *anime* or children's television programs, to locate key points of information and familiar phrases 🗑️📖
 - finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to menus, recipes, toys and gadgets 📖
 - matching pictures and captions with imaginative texts or simple narratives 📖
 - sequencing elements of simple narratives using cues, eg conjunctions 📖
 - using an information chart such as a scoreboard to obtain information, eg which team is the winner かち、まけ、なんてんですか、5てんです 📖📊
 - recognising character traits or behaviours in texts, eg *anime*, *manga* and children's stories that reflect Japanese culture and traditions 🗑️🌐📖
- convey information using simple statements, and graphic, visual and digital supports, for example: (ACLJAC131) 🗑️📖📱
 - labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time, eg going to school in the morning with a clock displaying 八時 and the words いってきます。 📖📊
 - presenting information about their peers' home life and activities, by using surveys on families, pets, likes and dislikes, sports or other activities, and using picture or column graphs to display results 🗑️📖📊
 - describing family members and friends, using simple descriptive, modelled language and supporting resources, eg photos of family members and friends 📖
 - creating a simple guide book of the city and sightseeing places for peers in a sister school, using graphic, visual and digital supports 🗑️📖📱
 - creating a display, eg a chart, diorama, mini book or digital presentation, to showcase the school to a sister school 🗑️📖📱

Content for students with prior learning and/or experience

Students:

- locate and organise information from a range of spoken, written, digital and visual texts, for example: 🗑️📖📱
 - identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, eg reports of さくら、つゆ、こうよう 📖
 - surveying students and representing the findings graphically, in a spoken or written text 🗑️📖📱

- reordering and annotating visual representations of a process, eg making a cake or setting up a tent 🛠️👉
- reading authentic print or digital texts, eg advertisements, catalogues, menus or packaging, to locate familiar *kanji*, and key points of information in relation to elements, eg product, its functions, target audience or capacity for recycling 🌿🛠️👉
- convey information relating to different contexts in spoken, written and digital modes, using models, for example: 🛠️📺👉
 - conducting surveys or interviewing Japanese-speaking people in the community, eg 何年オーストラリアに住んでいますか。よく日本食を食べますか。 and using graphs and charts to display results to the class 🛠️👉📊
 - creating a class display in a poster, mini book or digital presentation to promote an environmentally friendly classroom, eg a reminder to recycle paper and turn off lights when leaving the room 🌿🛠️📺👉
 - reading a short picture book and writing a book review (かんそうぶん) 🛠️👉
 - taking on the role of a character from a story, *manga* or *anime*, and responding to questions, eg 週末に何をしました・しました? 🛠️👉

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > composes texts in Japanese using modelled language and sample sentence patterns LJA2-4C

CONTENT

Students:

- compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLJAC133) 🌀📱
 - creating simple texts, eg labels or captions, using visual, print or online dictionaries, word lists or pictures, for displaying in class 📱📱
 - creating a quiz for a buddy class, writing true/false questions about Japanese culture or creating crosswords 🌀📱
 - creating imaginary characters, places or animals in imaginative texts, and presenting them through performance, digital display or visual representation 🌀📱
 - creating action songs that involve repeated words or phrases, or re-creating simple songs and incorporating onomatopoeic sounds (擬声語), eg 'Old MacDonald had a farm' (ゆかいなぼくじょう) 🌀📱
- produce bilingual texts for the classroom, such as descriptions and signs, for example: (ACLJAC135) 🌀📱
 - creating personal print or digital bilingual dictionaries that include visual cues and representations 📱📱
 - creating bilingual classroom posters that involve rules and common courtesy, using formulaic expressions and modelled language 🌀📱
 - creating simple activities that involve alternating or combining repeated words or phrases in Japanese and English, eg verbs, questions words or months of the year 🌀📱
 - performing bilingual versions of familiar songs such as 'If You're Happy and You Know It' (幸せなら手をたたこう) alternating between the two languages and switching key words in repeated phrases 🌀📱

Content for students with prior learning and/or experience

Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example: 🌀📱
 - composing and illustrating simple narratives about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and Japanese-speaking contacts, using both language and images to achieve particular effects 🌀📱
 - plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to engage the reader? 🌀📱
 - rewriting the ending of a familiar story, *anime* or *manga* 🌀📱
 - creating a cartoon story by adding captions to visuals 🌀📱

- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example: ⚙️💻👉
 - creating bilingual classroom posters that include rules and common courtesy, using some *kanji*, eg ～て＋はいけません。～て～はだめです。～て＋もいいです。 ⚙️👉
 - producing a bilingual school map and bilingual signs (*kanji/hiragana/English*) for each location for Japanese visitors ⚙️👉
 - creating a digital picture diagram of the playground landscape with bilingual captions ⚙️💻👉
 - composing a bilingual invitation for community members to attend a school event ⚙️👉
 - creating bilingual texts, eg posters, leaflets or brochures ⚙️👉
 - creating invitation cards in Japanese and English to invite parents and Japanese-speaking people in the community to a Japanese performance at school assembly or school events ⚙️👉

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > recognises intonation patterns of Japanese LJA2-5U
- > demonstrates understanding of elements of grammar in familiar language patterns LJA2-6U
- > demonstrates an awareness of purpose and audience in texts LJA2-7U

CONTENT

Students:

- reproduce pronunciation and intonation and recognise sound-*hiragana* relationships, for example: (ACLJAU138)
 - recognising that there are 19 distinct consonants in Japanese (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)
 - understanding that vowel length can differentiate words in Japanese, eg 'e' (え) for a picture and 'ee' (ええ) for 'yeah'
 - understanding that repeated *hiragana* creates a long sound, that is, no sounding out of each *kana* ええ、かわいい、かっこいい (long vowels)
 - understanding that a long sound is created by using '-' in *katakana*, while a long sound is created in *hiragana* by repeating the same *kana*
 - understanding that a consonant followed by a vowel makes a long sound, とうきょう, ごちそうさま
 - understanding voiced sounds かぞく
 - understanding blended sounds きょう、でしよう、たって
 - understanding the sound system, and using *romaji* input method to type Japanese texts
 - demonstrating understanding of differences in pronunciation between English and Japanese versions of loan words, eg バナナ、ペット、サッカー
- write *hiragana* and recognise and write frequently used *katakana* and *kanji*, for example: (ACLJAU139)
 - recognising that Japanese has various printed fonts, and that handwritten forms of several characters differ from the printed versions in most fonts, eg き、さ、ふ、ら、り
 - learning how to use the character chart as a systematic framework for reading and writing
 - understanding that there is a stroke order for both *kana* and *kanji*
 - learning to read and write words using *kana*
- understand and identify elements of basic grammar and sentence structure, for example: (ACLJAU140)
 - understanding concepts, eg noun, verb and adjective
 - understanding the rules of Japanese sentence structure (subject + object + verb), eg すしをたべます。
 - understanding the use of particles は、を、と、も、に and the use of が in formulaic expressions, eg 日本が好きです。
 - describing people, animals, places and things, using adjective-noun phrases, eg 大きい目、かわいいねこ

- describing actions, using *ます* form of the verb, eg *すしをたべます。日本にいきます。*
 - understanding rules for conjugating verbs, eg *～ます、～ましょう、～ました、～ません*
 - understanding that time and frequency indicators are followed by a verb, eg *まいにち たべます。ときどき いきます。*
 - linking ideas, eg using *～て*
 - using past tense, eg (place) *にいきました。* food *をたべました。*
- identify particular language features and textual conventions in familiar texts, for example: (ACLJAU141)
 - recognising features of familiar genres of Japanese texts, eg picture books, digital books or games, video clips or songs
 - recognising differences in layout and language features in different types of texts, including *てがき*, *よこがき*
 - recognising the role played by different elements in texts to contribute to meaning-making, eg the layout, title, illustrations and use of punctuation in a picture book, or the use of speech bubbles in a cartoon
 - recognising patterns in simple spoken or written texts in Japanese, eg the use of particles, verb endings and other frequently occurring language features
 - understand that language use changes according to mode of delivery and context, for example: (ACLJAU142)
 - understanding that Japanese uses name + suffix instead of pronouns when referring to other people, eg *はなさん、ジョンくん、スミスせんせい*
 - observing that Japanese expressions can be made more or less formal with very slight changes to suit the relationship between speakers, eg *おはよう* and *おはようございます*, *はし* and *おはし*, *なまえ* and *おなまえ*
 - noticing differences in the ways in which both Japanese and English speakers communicate with different people, eg with young children, with unfamiliar adults or with elderly people
 - reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviours
 - recognising patterns in informal spoken or written texts in Japanese, eg verb endings in plain form

Content for students with prior learning and/or experience

Students:

- 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, for example: (ACLJAU030)
 - using *furigana* as a tool to support the reading of unfamiliar *kanji* in texts
 - comparing how the same *kanji* is used in different words, eg *山*、*ふじ山* recognising the difference between *onyomi* and *kunyomi*
 - noticing that *kanji* clearly differentiates the meanings of words that are pronounced identically, eg *火ようび* and *家ぞく*
- convey meaning by selecting and combining *hiragana*, *katakana* and familiar *kanji*, for example: (ACLJAU031)
 - selecting appropriate *kanji*, by looking up vocabulary in print or online dictionaries and checking the meaning of the *kanji*
 - adding appropriate *hiragana* after *kanji*

- develop knowledge of grammatical elements to describe actions, people and objects, for example: 🗨️
 - using て/てから form and conjunctions to describe actions, and using adjective combinations to describe people and objects, eg 朝ごはんを食べてから、学校に行きました。私の魚は小さくて、かわいいです。そして、はやくおよぎます。 🗨️
 - using relative clauses to describe objects in detail, eg 私が行っている学校は大きい 🗨️
 - expressing frequency, eg ときどき、ぜんぜん 🗨️
 - using conjunctions, eg な-adjective/noun+だから and い adjective+から 🗨️
 - linking ideas using 〜て form 🗨️
 - expressing thoughts, eg 〜とおもいました。 🗨️
 - using connectives, eg そして、だから、でも、その前に、その後で 🗨️
 - asking ‘what’ questions, eg なんねん、なんがつ、なんにち、なにいろ、なにが 🗨️
 - expressing that something should be done, eg たほうがいい、ないほうがいい 🗨️
 - using the past tense of adjectives and verbs in the polite form 🗨️
 - understanding the plain form 🗨️
 - expressing when you do something (after), eg using 〜て+から 🗨️
 - stating that you do various activities, eg using 〜たり〜たり 🗨️
 - requesting not to do something 〜BASE+ないてください。 🗨️
- recognise similarities and differences in the structures of spoken and written texts, for example: 🗨️
 - identifying differences and similarities in language choices and text structures across spoken and written texts, eg comparing an announcement with a public notice 🗨️
 - comparing and differentiating forms of texts based on purpose and audience, eg asking: What is the difference between a letter and an email? What might be the reasons for such differences? 🗨️

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > identifies changes in Japanese due to contact with other languages LJA2-8U

CONTENT

Students:

- recognise that Japanese and English borrow words and expressions from each other and other languages, for example: (ACLJAU125) 🗣️
 - recognising frequently used *gairaigo*, eg オーストラリア 🗣️

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > recognises terms and expressions in Japanese that reflect cultural practices, and make comparisons with their own and other communities LJA2-9U

CONTENT

Students:

- make connections between cultural practices and language use, such as culture-specific terms and expressions in Japanese or English, for example: (ACLJAU144) 🌐
 - understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in Japanese 🌐🌐🌐
 - understanding formulaic expressions that reflect cultural values, eg いってきます、いってらっしゃい、どうぞよろしく 🌐🌐
 - recognising how politeness and respect are conveyed in Japanese language and behaviour, such as how body language and gestures can replace language, eg bowing as an apology or as a request to be excused 🌐🌐🌐
 - learning to discuss culture and language by responding to prompt questions, eg ‘What do you notice?’ ‘Why do you think that..?’ ‘How is this similar/different...?’ 🌐
 - identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children, eg colloquial expressions used by young people, and terms associated with Aboriginal and Torres Strait Islander cultures 🇦🇺🌐
- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLJAC137, ACLJAC136) 🌐🌐
 - using digital resources to create a self-profile to exchange with a potential Japanese friend, selecting key words and simple expressions from word banks, and modelled statements that capture their sense of themselves, and comparing their choices and how they think about their identity 🌐📱🌐🌐
 - sharing ideas about their family cultures, creating visual or digital representations of their families, friendship groups and communities, and listing key terms and expressions associated with each group 📱🌐🌐🌐
 - noticing and comparing their own and others’ ways of communicating, identifying elements that reflect cultural differences or influences of other languages 🌐🌐🌐

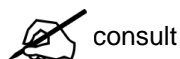
Content for students with prior learning and/or experience

Students:

- reflect on their experiences when interacting in Japanese and English-speaking contexts, identifying differences in language use and behaviours, for example: 🌐🌐🌐
 - exploring and outlining phrases and expressions used only in Japanese or in English, analysing cultural contexts in which they are used 🌐🌐🌐

- interviewing other students of Japanese heritage to identify the most commonly experienced cultural differences in language use and behaviours when interacting in Japanese and English, and writing a summary of the results 🌐🌐🌐

CONTENT FOR STAGE 3



COMMUNICATING

INTERACTING













OUTCOME

A student:

- > interacts with others in Japanese to exchange information and to engage in classroom activities
LJA3-1C

CONTENT

Students:

- initiate interactions and exchange information with teacher and peers, for example: (ACLJAC145)

 - communicating with teacher, peers and other Japanese speakers in local or online communities or digital forums about own school and own culture, eg lifestyle, cuisine and celebrations, using active listening, turn-taking cues, requests for clarification and use of respectful language, eg そうですね。すみません、わかりません。もういちど（ゆっくり）おねがいします 
 - role-playing first meetings based on assigned information, using expressions, eg はじめまして、ぼくは～です、どうぞよろしく、おなまえは、ぼくは～ねんせいです、ともだちになりますか。 
 - initiating a written interaction with a peer, eg using expressions はじめまして、ぼくは～です、どうぞよろしく、ぼくは～がすきです、～さんは？ 
 - recounting experiences with own family and friends during class speech time 
 - exchanging simple correspondence, eg seasonal greeting cards, in print or digital form, using modelled language, eg おたんじょうび おめでとうございます。あけましておめでとう ございます。 
 - exchanging emails with young Japanese speakers to provide personal information, eg their names, likes and dislikes, family members, leisure activities, popular culture or sport, using formulaic language 
 - understanding polite and respectful ways to decline invitations, eg そうですね、、、 and どようびはちょっと。。。 
- collaborate with peers to plan a group activity or shared event, for example: (ACLJAC146, ACLJAC147) 
 - making a class set of *katakana* cards and practise learning the script through games, eg *katakana karuta* 
 - creating a skit, performance or play to introduce aspects of Japanese language and culture to younger students learning Japanese, eg on the topic of gift giving and receiving 
 - creating promotional materials, eg posters about a class event, visit or performance, using language related to place, time and numbers 

- organising a quiz show for younger Japanese classes, writing scripts including questions about language expressions and cultural aspects 🌟📝👤
- participating in simulated transactions, eg shopping or restaurant role play, using appropriate gestures, formulaic expressions and relevant question-answer exchanges, and expressions eg いらっしゃいませ。いくらですか。これはいい、どうぞ。🌟👤
- exchanging information with a peer to determine where and when a meeting will take place, eg using expressions どこであいましょうか。いつあいましょうか。どうやっていきましょうか。どうぶにえいがかんいいきませんか。たれといきますか。ないをしましょうか。🌟👤

Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: 🌟👤
 - taking on roles and responsibilities in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions, eg お知らせがあります。👤
 - interacting via different modes of communication, eg text messages, emails or social media, to exchange personal information, express opinions, and agree or disagree 🌟💻👤👤
 - engaging others in conversation and inviting responses on issues, eg favourite sporting teams or players, favourite pop groups or books 👤
 - participating in class discussions, acknowledging others' opinions and presenting their own, with examples of personal experiences, eg そうですね、わたしも・ぼくもそうおもいます、さんせいします。🌟👤
 - using social media to maintain contact with peers and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school, home life, leisure activities or a holiday experience 🌟💻👤
 - sharing information and opinions with peers in class and in online communities about aspects of their lives, eg being a member of the Japanese-speaking community in Australia 🌟💻👤
- collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions, for example: 🌟👤
 - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or scripts for the performance 🌟👤
 - organising a cultural workshop, eg *origami* or calligraphy activities, for younger Japanese language students 🌟👤
 - researching and arranging a visit by a Japanese expert, eg a *taiko* drummer or *sushi* master, to share knowledge with the class, and to promote Japanese learning in the school community 🌟👤
 - collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, using expressions, eg いくらにしましょうか 🌟👤

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > obtains and organises information from texts, using contextual and other clues LJA3-2C
- > presents information in different formats LJA3-3C

CONTENT

Students:

- obtain and process information from a range of written, spoken and digital texts, for example: (ACLJAC148, ACLJAC150) ⚙️📺👉
 - viewing video clips of social interactions, eg exchanges between teacher and students, or customers and shop assistants, identifying and recording new words and expressions for use in their own texts ⚙️📺👉
 - identifying words, expressions and behaviours associated with important Japanese cultural activities or events, eg locating あけましておめでとうございます on a New Year's card (年賀状), and comparing them with similar events in Australia 🇦🇺
 - reading texts with visuals, eg *manga*, and identifying situations when formal and informal language are used 📺
 - recalling and/or illustrating main characters and events in stories, songs or *anime*, eg by responding to questions (eg だれ、いつ、どこ) 📺
 - extracting key research points from magazines, school newsletters or digital texts on topics such as healthy eating, school lunches, home or school routines, discussing findings and comparing opinions ⚙️👉
- convey information for specific audiences using a range of formats, for example: (ACLJAC149) ⚙️📺👉
 - surveying and compiling information about young people's interests and preferences, eg favourite activities, television programs or websites, preferred means of transport or communication, or leisure activities at different times of the year, and presenting findings to the class in different formats, eg flow charts, graphs, diagrams or oral presentations ⚙️📺👉
 - creating a powerpoint presentation relating to aspects of Japanese culture, eg fashion, famous landmarks or festivals, using supporting resources, eg sound visuals or graphics, and presenting a structured summary to the class ⚙️📺👉
 - creating a digital profile, eg self/class introduction, or a virtual tour of the school or classroom, for an intending exchange student group or sister school ⚙️📺👉
 - presenting information in summary form in a class display, comparing the cultures of Japanese-speaking and other communities, including Aboriginal and Torres Strait Islander communities, including details such as customs/protocols, lifestyle, cuisine and geographical locations 🇺🇸 ⚙️📺👉

Content for students with prior learning and/or experience

Students:

- locate, classify and respond to information from a range of spoken, written, digital and visual texts, for example: ⚙️📺👉
 - recalling and/or illustrating main characters and events in stories, songs, *manga* and *anime*, eg by responding to questions, eg だれ、いつ、どこ、どうして ⚙️👉
 - responding to spoken, written or digital narratives, eg folk tales, *anime*, *manga* or films that evoke positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language ⚙️📺👉
 - viewing TV programs, documentaries or interviews with young people, and discussing the participants' experiences ⚙️👉
 - investigating aspects of life in Japanese-speaking communities overseas, eg web-chatting with relatives overseas to find out more about own family origins, history or circumstances ⚙️📺👉
- convey ideas and information in a range of formats, including digital presentations, for different audiences, for example: ⚙️📺👉
 - presenting an oral presentation, supported by digital media, on a topic of interest, eg endangered animals, popular singers in Asia, or Australian bushrangers ⚙️📺👉
 - preparing and creating a video clip to share with peers overseas to introduce aspects of local culture, including interesting places, history, famous people and lifestyle ⚙️📺👉
 - producing a digital display comprising text and images, to share a personal perspective on life in Australian schools with Japanese-speaking peers overseas ⚙️📺👉
 - creating poster displays, using graphics, photographs and illustrations, to document and convey ideas related to topics of interest, eg the solar system, their country of origin, family tree or favourite sports team ⚙️👉

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > composes imaginative and informative texts in Japanese incorporating familiar language LJA3-4

CONTENT

Students:

- create imaginative and informative texts, using scaffolded models, for a variety of purposes and audiences, for example: (ACLJAC151) 🌀📖
 - creating and performing a puppet show in Japanese for school assembly 🌀📖
 - designing and presenting a commercial for a new or existing technology product 🌀📖
 - making a short film to enter a Japanese film-making competition as a class 🌀📖
 - teaching younger children songs that involve repetitive phrases and actions and/or with rhyme and rhythm 🌀📖
 - creating a guidebook on NSW/Australia for a buddy school in Japan 🌀📖
 - writing directional instructions for an in-class/in-school treasure hunting activity 🌀📖
 - creating 5-7-5 *haiku*, using modelled sentence structures and a list of seasonal vocabulary (季語) for an in-class *haiku* competition, eg なつやすみ はなびたいかい たのしいな (5-7-5) 🌀📖
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLJAC153) 🌀📖
 - creating shared bilingual learning resources, eg print or digital word banks or glossaries of Japanese and English expressions used in formal everyday interactions 🌀📖
 - performing a role play or skit for a school assembly, using Japanese for the performance and English for subtitles or supporting explanations 🌀📖
 - creating bilingual texts for the classroom or school community, eg invitations to attend class or school assembly performances, or posters advertising a significant school event 🌀📖

Content for students with prior learning and/or experience

Students:

- compose imaginative and informative texts for a variety of purposes and audiences, for example: 🌀📖
 - creating a powerpoint presentation about their trip to Japan, incorporating photos taken in different sightseeing places in Japan, writing narrations and presenting to the class 🌀📖
 - writing a blog for online communication modules, to be shared with the class and a buddy school 🌀📖
 - writing a monthly article/report on class activities and excursions for a Japanese class newsletter 🌀📖
 - composing the profile of a Japanese or Australian historical figure 🌀📖
 - writing up the results of a scientific experiment 🌀📖
 - collaborating to create dramatic performances to retell classic Japanese stories or famous stories in other cultures 🌀📖

- creating narratives to describe imagined experiences, eg a trip to Japan, including a visit with a homestay family or an adventure travelling on the *Shinkansen*, or the experiences of a Japanese student visiting Australia 🌐🎓
- create bilingual texts and resources for their own language learning and the school community, for example: 🌐🎓
 - creating shared bilingual learning resources, eg print or digital word banks, or glossaries of Japanese and English expressions used in formal and informal everyday interactions 🌐📖🎓
 - composing bilingual texts, eg captions, menus, posters or invitations, by adding English translation to authentic texts, to introduce Japanese culture to younger Japanese learners 🌐🎓
 - creating a school information pack in English and Japanese that can be used by student visitors from Japan 🌐🎓

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > applies key features of Japanese pronunciation and intonation, and applies basic writing conventions LJA3-5U
- > demonstrates understanding of grammatical structures to present information LJA3-6U
- > recognises variations in linguistic and structural elements in familiar texts LJA3-7U

CONTENT

Students:

- reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLJAU156) 🗣️
 - knowing how to 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, eg きって and りょうり 🗣️
 - understanding the use of *katakana* long vowel marks, such as in a student's name, eg ルーク 🗣️
 - noticing that certain combinations of two sounds make one rhythm unit, eg the copula です and the verb suffix ます 🗣️
 - understanding that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different 🗣️
 - knowing that the *hiragana* spelling of a particular particle does not match its pronunciation, for example, 'wa' for は, 'e' for え, 'o/wo' for を 🗣️
 - understanding the use of basic Japanese punctuation marks, eg まる (。) and てん (、)
- recognise some words in *katakana*, and use *hiragana* and familiar *kanji* in a single text, for example: (ACLJAU157) 🗣️
 - reading and writing all *hiragana* (including voiced, combined and long vowel sounds, and double consonants) and frequently used *katakana* words, using the kana chart 🗣️
 - learning to apply the basic principles of stroke order to write all *hiragana*, *katakana* and high-frequency *kanji*, such as 月、火、水、木、金、土、日、人 🗣️
 - understanding the use of *furigana* as a reading aid 🗣️
- recognise the systematic nature of Japanese grammar rules, for example: (ACLJAC158) 🗣️
 - knowing how to use prepositions to describe the position of objects, eg ～の上に、～の下に 🗣️
 - understanding different question words, eg いくら、どれ 🗣️
 - knowing how to use common counters/classifiers, eg ～人、～ひき/びき/びき 🗣️
 - using conjunctions, eg そして, to link ideas 🗣️
 - understanding conventions associated with using げんこうようし, for example, the size of small *kana*, the position in the square and the placing of punctuation 🗣️
 - using particles, eg は、が、に、へ、と、も 🗣️
 - expressing amounts, eg ちょっと、すこし、たくさん 🗣️

- stating where something is, eg location にあります。
 - making a comparison using particle は, eg 日本のがくせいはがっこうでそうじをします。オーストラリアのがくせいはがっこうでそうじをしません。
 - offering suggestions, eg ～ましょう、～ましょうか、～ませんか
 - using the past negative of the verb in the polite form ～ませんでした。
- identify how the features of text organisation vary according to audience and purpose, for example: (ACLJAU159)
 - understanding the significance of features of different text types, eg opening and closing emails, letters or phone conversations, for example ～さんへ、～より、もしもし
 - noticing differences in interaction styles in familiar Japanese and Australian contexts, eg interactions in classrooms or shops
 - observing how language use reflects respect and social distance, eg よろしく おねがいします, or expressing familiarity with friends by using first names rather than surnames
 - understand that language use changes according to mode of delivery and context, for example: (ACLJAU160)
 - understanding and identifying elements of different sentence structures, and the use of particles, eg へ、で、に according to the structures
 - understanding the use of ～が あります/います。 to refer to inanimate/animate objects and describing locations of home, people, animals and items, eg (noun) は (place) に あります。(noun) は (place) に います。

Content for students with prior learning and/or experience

Students:

- apply the Japanese sound system, including variations in tone, stress and phrasing, for example:
 - understanding that some new notations have been devised over the years to account for the sound of loan words, eg ティ、ヴィ
 - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive chunks, eg when reading books aloud to the class
- understand and use an increasing range of *kanji* in texts, for example:
 - learning how the readings of familiar *kanji* change when they are used as *kanji* compounds
 - creating a print or digital list of frequently used *kanji*
 - developing strategies to guess the meaning of unknown words that contain familiar *kanji*, eg 小学校、中学校
- understand and use basic structures and features of Japanese grammar to elaborate on meaning, for example:
 - understanding the use of こ そ あ ど series in concrete contexts, eg これ、それ、あれ、どれ
 - knowing how to use counters and classifiers, eg ～つ、～台、～けん
 - expanding on ideas using justification words, eg から、ので、なぜなら
 - further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts
 - requesting not to do something, eg ～ないでください。
 - requesting to do something before coming, eg ～てきてください。

- suggesting, eg 〜ましょう。〜ましょうか。〜ませんか。〜はどうですか。 🗨️
 - making decisions using にします 🗨️
 - expressing opinions using 〜と思います。 🗨️
 - linking, eg using 〜て form
 - describing, using a clause FF+NOUN, eg きょうとで とった しゃしん 🗨️
 - expressing what you want to do, eg 〜たいと思います。 🗨️
 - requesting not to do something, eg 〜ないでください。 🗨️
 - giving permission, eg 〜てもいいです、〜てはだめです、〜てはいけません。 🗨️
- identify how the features of text organisation vary according to audience and purpose, for example: 🗨️
 - recognising structures and key features of familiar types of texts, such as めいし、emails, conversations, speeches, advertisements, stories and songs, identifying formulaic expressions and comparing with similar texts in English, eg by comparing ways of answering the phone or starting and ending a letter 🗨️
 - identifying how certain types of texts are typically constructed, eg the use of particular layouts, visual images and grammatical features in advertisements, *manga* or brochures 🗨️
 - understanding that the format of Japanese texts can include either たてがき or よこがき、according to the context, purpose and intended audience 🗨️

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > explores how Japanese is influenced by and influences other languages LJA3-8U

CONTENT

Students:

- recognise that there is diversity within the Japanese language, for example: (ACLJAU161) 多言語性
 - recognising how *katakana* words are used for other languages and cultures, eg in relation to food, sports and music パン、ハンバーガー、サッカー、ロック 多言語性
 - learning that *kanji* are derived from Chinese characters, and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji* 多言語性
 - investigating the influence of Japanese language and culture on other languages, by creating a glossary of Japanese words used in fields, eg martial arts (*judo*, *karate*, *sumo*), food (*sushi*, *tofu*, *wagyu* beef), or communication/culture (*anime*, *manga*, *sudoku*, *haiku*) 多言語性
 - understanding that there are Japanese-speaking communities outside Japan, eg in Hawaii and South America, and that Japanese is widely taught in many countries around the world, including Australia and other countries of the Asia–Pacific region 多言語性
 - understanding that all languages change, that some are constantly growing and expanding while others are being revitalised, eg many international Indigenous languages and Aboriginal and Torres Strait Islander languages 多言語性

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > makes connections between their own cultural practices and language use and those of Japanese-speaking communities LJA3-9U

CONTENT

Students:

- understand that language use is shaped by the values and beliefs of a community, for example: (ACLJAU162) 🌐🇯🇵🇦🇺🇳🇪
 - noticing responses to compliments in the Japanese language, eg じょうずですね。いいえ 🌐🇯🇵
 - recognising reluctant responses to suggestions, eg 〜はちょっと。。。 🌐🇯🇵🇦🇺
 - practising formulaic expressions, eg those exchanged before and after meals いただきます、ごちそうさまでした or when giving or receiving gifts, and reflecting on the experience of using such exchanges 🌐🇯🇵🇦🇺
 - reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, eg Aboriginal and Torres Strait Islander traditions/protocols in relation to place, language and culture 🇦🇺🌐
 - noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts, eg everyday social situations or online forums, eg responding to offers of food or drink, or turn-taking in conversations 🌐🇯🇵🇦🇺🇳🇪
- describe aspects of own identity and reflect on differences between Japanese and own language and culture, considering how this affects intercultural communication, for example: (ACLJAC154, ACLJAC155) 🌐🇯🇵🇦🇺🇳🇪
 - recognising ways in which Japanese behaviour reflects values, traditions and culture, eg a reluctance to volunteer or compete for attention in class, and prioritising the group rather than the individual 🌐🇯🇵🇦🇺🇳🇪
 - understanding that people interpret intercultural experiences in different ways, depending on their own cultural perspectives 🌐🇳🇪
 - imagining potential challenges for a visiting Japanese student spending time in an Australian classroom, and identifying phrases, expressions and behaviours that may need explaining, and elements of interaction, eg the use of personal space or volume of voice, that may appear inappropriate 🌐🇯🇵🇦🇺🇳🇪
 - recognising similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts, eg everyday social situations or online forums, eg responding to offers of food or drink, or turn-taking in conversations 🌐🇯🇵🇦🇺🇳🇪
 - exploring the idea of stereotypes and how people think about others from different cultural backgrounds 🌐🇯🇵🇳🇪

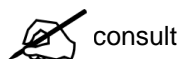
- collecting items that represent elements of their own identity, eg personal emblems/ mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Japanese children of the same age might respond to these 🌐🌐🌐
- considering whether learning and using Japanese impacts on their sense of identity or influences their behaviour in or out of the classroom, eg when eating in Japanese restaurants, or participating in Japanese cultural events or Japanese martial arts classes 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- reflect on their experiences in Japanese and English-speaking contexts, discussing adjustments made when moving from English to Japanese and vice versa, for example: 🌐🌐
 - identifying and comparing cultural images and language used in Japanese and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey 🌐🌐🌐
 - engaging with Japanese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs, and exploring strategies to overcome these 🌐🌐🌐
 - discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting or complaining 🌐🌐🌐🌐
 - observing and reflecting on how interacting in Japanese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific 🌐🌐🌐

CONTENT FOR STAGE 4



COMMUNICATING

INTERACTING

OUTCOME

A student:

> uses Japanese to interact, plan and take action LJA4-1C

Related Life Skills outcome: LJALS-1C

CONTENT

Students:

- initiate interactions with teacher and peers, to exchange information and opinions on a range of topics, for example: (ACLJAC001, ACLJAC003) 🌐📱📅
 - exchanging personal details with real or imagined visiting students from Japan or a sister school, eg name, age, birthday, phone number, email address, family members 📱📅
 - exchanging opinions on people and interests, eg by creating a digital scrapbook about friends, family, pets, school subjects and other interests 🌐📱📅
 - commencing and finishing class lessons in Japanese, eg きりつ、れい、ちゃくせき 🌐📱📅
 - conversing with Japanese-speaking peers about daily routine and comparing experiences, eg (time) に (place) に行きます。 , (time) に (activity) を (verb) ます 🌐📱📅
 - interacting in Japanese to perform routine classroom social tasks, eg praising, requesting, encouraging and instructing 📱📅
- engage in collaborative tasks and activities that involve planning and making arrangements, for example: (ACLJAC002) 🌐📱
 - participating in class activities, eg word, board or electronic games, using set phrases in Japanese (eg わたしの ばん、みぎ、ひだ、かった!、まけた、さんねん、だめだった、だいじょうぶ?、がんばって!、つぎはだれ?、いち、に、さん!) 📱
 - planning a virtual restaurant, including menu and prices, then role-playing interactions between waiters and customers 🌐📱

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and known adults on a range of topics and experiences, for example: (ACLJAC163, ACLJAC165) 🌐📱
 - exchanging personal information via conversations or emails with peers in Australia or Japan, using compound sentences and elaborating on opinions 🌐📱📅
 - making comparisons between own daily routine and that of peers, family and students in Japan 🌐📱📅
 - recounting experiences, eg holidays, special events or celebrations, through email or face-to-face conversations (eg パーティーはどうでしたか。) 🌐📱📅

- engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, eg sport, food, study or music (どうして空手が好きですか。) 🌟🌐👉👂
- sustaining and extending conversations, by seeking additional information, eg そして、どうなりましたか。 🌟👉👂
- engage in collaborative tasks and activities that involve planning, making decisions and negotiating, for example: (ACLJAC164) 🌟👂
 - participating in class activities, eg word, board or digital games, using phrases, eg だれの番? 一回休み 🌟👂
 - negotiating with friends what to buy for another friend's birthday, considering the friend's likes and the group budget, and role-playing the purchase of the gift 🌟👂
 - explaining how to play a game that will be played in Japanese class 🌟👂
 - making arrangements to meet with friends, including politely negotiating place, time and activities 🌟👂
 - budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, eg がほしいです/を買いたいです。どれが一番安いですか。 🌟🌐👉👂
 - participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, eg この T シャツは Lサイズで、ちょっと 大きいので、M サイズを みせてください。 🌟👂

Content for students with a background in Japanese

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 🌟👉👂
 - talking to the teacher, expressing opinions about their new high school life 🌟👉👂
 - making a phone call to a friend in Japan to talk about their life in Australia 🌟🌐👂
 - exchanging ideas with their Japanese peers about experiences of learning English 🌟👉👂
 - comparing and contrasting Japanese and Australian food and dining experiences 🌟👉👂
 - sharing experiences and discussing how their own cultural practices are maintained or adapted in their new environment, eg school, sports/music/dance lessons outside school, and in the neighbourhood and community 🌟👉👂
 - discussing and challenging cultural stereotypes in Japanese and Australian communities 🌟👉👂
- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 🌟👂
 - planning or participating in events relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and share experiences with members of their local Japanese-speaking community 🌟👂
 - introducing others to diversity within Japanese language and culture, eg diversity in language use and cultural practices across Japan, differences between urban and rural life, and regional cuisine, by participating in school cultural events for non-background learners of Japanese 🌟🌐👂
 - collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using social media to plan the event and to encourage others to participate 🌟🌐👂

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > identifies main ideas and obtains information from texts LJA4-2C
- > uses Japanese to present information and ideas in a range of formats for different audiences LJA4-3C

Related Life Skills outcomes: LJALS-2C, LJALS-3C

CONTENT

Students:

- locate specific information and identify gist in a range of written, spoken and digital texts, for example: (ACLJAC004) 🗨️ 📺 📱
 - examining texts, eg Japanese menus or shopping catalogues, to identify items and prices in Japanese, making comparisons with the value of the Australian dollar 🗨️
 - reading an email from a student in Japan to identify personal information 📺 📱
 - viewing an *anime* and creating a blog entry, profiling the main characters in Japanese 🗨️ 📺 📱
 - following instructions to make a simple dish in Japanese, eg おにぎり or てまきずし 🗨️ 📺
- convey information and ideas in a variety of spoken, written and digital forms for different audiences, for example: (ACLJAC005, ACLJAC006) 🗨️ 📺 📱
 - obtaining information from a class survey, and presenting the findings in a table or graph in English or Japanese for another class 🗨️ 📺 📱
 - summarising the findings of a class survey for presentation in English in a digital visual presentation, poster or wall chart 🗨️ 📺 📱
 - obtaining information about people or events, and using the information to create a profile, eg ともだち/母の____です。 , or timetable/timeline to show a sequence of events, using conjunctions そして、それから、そのあと、でも 🗨️ 📺 📱
 - collecting, collating and presenting data in Japanese or English, using online survey software 🗨️ 📺 📱
 - creating a video to introduce peers and teachers and present information about school subjects to a sister school in Japan 🗨️ 📺 📱
 - creating a website comparing their town and neighbourhood with a town in Japan 🗨️ 📺 📱
 - plotting an imagined train trip, using an online map, demonstrating understanding of place names and locations in Japan 🗨️ 📺 📱

Content for students with prior learning and/or experience

Students:

- obtain and analyse information from a range of written, spoken and digital texts, for example: (ACLJAC166, ACLJAC167) 🗨️ 📺 📱
 - identifying key points of information and cultural references in a range of texts, eg advertisements, and analysing their target audience 🗨️ 🗨️ 🗨️ 📺 📱
 - reading a range of movie reviews and deciding with a friend whether or not to watch the movie, and stating reasons for their decision 🗨️ 🗨️ 📺

- collating information from a range of Japanese media on a topic of interest, eg popular culture, sport, or youth issues 🌐📱
- searching for possible resources before undertaking a research project, and giving reasons as to why these resources might be useful 🌐📱
- viewing texts such as a cooking program, and answering questions from peers about key procedures and main ingredients, eg つぎに何をしますか。どうやって作りますか。何を入れますか。 🌐📱
- identifying key details, expressions and information in authentic or modified texts, for example, signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences 🌐📱📱
- collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events, and summarise, reorganise and represent the information in timelines or profiles on a shared database 🌐📱📱📱
- convey information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLJAC167, ACLJAC168) 🌐📱
 - identifying appropriate sources for a research project, eg a tourism website or a documentary, comparing, summarising and analysing information from a range of sources 🌐📱📱
 - comparing contemporary music popular among Japanese and Australian teenagers, by listening to radio music stations and albums and viewing video clips, and presenting information about similarities and differences in themes, messages, expression, styles of performance and singers' fashion styles for the school's website 🌐📱
 - investigating a social, environmental or cultural issue, and presenting the findings, summarising opinions, attitudes and comments collected from surveys, interviews or media sources 🌐🌐📱📱
 - creating texts, eg brochures, posters or website posts, to inform others about upcoming events, eg Languages Week, a Japanese language performance or a school exchange visit 🌐📱📱
 - creating a video clip or a photographic or journal record of activities, such as a school camp, excursion, performance or sporting event, as a contribution to a school or community event 🌐📱📱
 - creating a virtual online introduction to the school and neighbourhood for Japanese-speaking visitors 🌐📱📱
 - collating and presenting data in Japanese or English using online survey software 🌐📱📱📱

Content for students with a background in Japanese

Students:

- access and evaluate information in a range of written, spoken and digital texts, for example: 🌐📱📱
 - accessing diverse spoken texts, eg speeches, dialogues, news reports or interviews, and summarising key information in English 🌐📱
 - analysing and discussing word choices used to achieve a particular effect in digital texts, eg a debate on TV, an advertisement on a website 🌐📱📱
 - obtaining information on social topics from diverse sources, and expressing own perspective in various written text types, eg letters, speeches or articles 🌐📱
 - accessing and organising information related to school, music or sport, by searching social media in both Australia and overseas, using techniques, eg paraphrasing and quoting to express own perspective 🌐📱📱

- convey information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: ⚙️💻👉
 - obtaining information from a range of sources for presentation to two different audiences, eg a group of younger students and a parent group, explaining and justifying the language and format choices ⚙️📖
 - accessing diverse sources, eg social media and newspaper articles, and discussing the relevance and credibility of the information conveyed for a report to the class, eg
～によると、～をもとに、～にもとづいて ⚙️💻👉
 - identifying multiple perspectives on an issue, categorising the factors that may influence a particular perspective, eg nationality, religion, gender, ethnicity, to determine the perspective or credibility of sources, for a presentation on a student website ⚙️👉
 - accessing and organising information on educational and social topics, using techniques, eg summarising and quoting, and expressing own perspective on the information obtained ⚙️👉
 - analysing and presenting data in Japanese or English, using online survey software ⚙️💻👉

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > applies a range of linguistic structures to compose imaginative and informative texts in Japanese in a range of formats for different audiences LJA4-4C

Related Life Skills outcome: LJALS-4C

CONTENT

Students:

- compose imaginative and informative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLJAC007) 🗑️📱📧
 - writing a greeting card to a friend to say hello, or wish them ‘Happy Birthday’ 🗑️📱📧
 - writing a simple letter or email to a host family in Japan, providing personal information, likes and interests, eg ~さんへ、~より 🗑️📱📧
 - ordering a meal and sharing food at a restaurant, displaying appropriate etiquette, eg にします/~/をください/おねがいします 🌐📱📧
 - composing a song for peers to help them learn a particular aspect of Japanese 🗑️📱📧
 - retelling a classic Japanese folk tale for performance at school assembly, reflecting on the values it embodies, and making comparisons with Dreaming stories 🗑️📱📧
- create bilingual texts and resources, and games, glossaries and class dictionaries, for example: (ACLJAC009)
 - creating flashcards for peers to learn new vocabulary 🗑️📱📧
 - writing a phrase book that summarises the phrases learnt in a unit of work 📱
 - preparing bilingual captions for texts, eg a newsletter item for the school community 🗑️📱📧
 - creating written or digital bilingual resources to support their language learning, eg captions for photo stories or displays, glossaries or a personal Japanese–English dictionary 🗑️📱📧
 - creating bilingual menus, signs or brochures for the school community, eg information about caring for the environment 🗑️📱📧
 - writing a bilingual speech for a school assembly 🗑️📱📧

Content for students with prior learning and/or experience

Students:

- compose imaginative and informative texts in a variety of formats for different purposes and audiences, for example: (ACLJAC167, ACLJAC169) 🗑️📱📧
 - creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script 🗑️📱📧
 - creating cartoons, short plays or stories to present to the class, or to share with a wider virtual audience, about personal past or future imagined experiences 🗑️📱📧
 - writing the school canteen menu in Japanese 📱
 - creating texts, such as brochures, posters or website posts, about upcoming events, eg a Japanese-language performance or a school exchange visit 🗑️📱📧
 - creating a video informing other students about different ways in which a festival is celebrated in Japan today 🗑️📱📧

- creating a virtual introduction to present information about the school and neighbourhood to Japanese-speaking visitors 📺 🗣️
- creating a slideshow describing favourite places in Japan or aspects of Japanese culture, for display in the school library 📺 ⚙️ 📺 🗣️
- create bilingual texts and resources for the school and wider community, for example: (ACLJAC171) ⚙️ 🗣️
 - creating a video demonstrating the process of making something, such as a simple dish or *origami*, with subtitles in English ⚙️ 📺 🗣️
 - subtitling popular music for a performance by the class at assembly ⚙️ 🗣️
 - creating a brochure that explains aspects of the school for Japanese visitors, such as the location of facilities or operation of the canteen ⚙️ 🗣️
 - producing bilingual texts in print or multimodal formats to promote school events, such as multicultural activities, Japanese performances or Languages Week activities ⚙️ 🗣️
 - creating digital texts, such as songs, dialogues or instructions, with options for displaying in either Japanese or English ⚙️ 📺 🗣️

Content for students with a background in Japanese

Students:

- compose imaginative and informative texts in a variety of formats for different purposes and audiences, for example: ⚙️ 📺 🗣️
 - presenting information about the lifestyle of people in various places in Japan, showing the impact of historical or geographical factors, through multiple text types and modes of presentation ✨ ⚙️ 🗣️
 - using idioms or quotations from popular sayings from modern media resources in their own writing ⚙️ 🗣️
 - producing texts in various literary styles, experimenting with descriptive language, eg ‘shocking’ or ‘incredible’, to capture the intensity of characters’ emotions and to create tension ⚙️ 🗣️
 - creating digital stories in Japanese, considering plot, characters and setting, eg an adventure in the Blue Mountains ⚙️ 📺 🗣️
- create bilingual texts and resources for the school and wider community, for example: ⚙️ 🗣️
 - creating a resource for the community explaining concepts that are not immediately understood by non-Japanese speakers ⚙️ 🗣️
 - creating a glossary with multiple ways of translating English terms into Japanese ⚙️ 🗣️
 - creating a bilingual brochure to compare aspects of school life in Japan and in Australia, eg school subjects, timetables, sports, weekend ⚙️ 🗣️
 - producing a bilingual Japanese food book, with illustrations to introduce regional cuisines to the community, eg 精進料理（しょうじんりょうり）、長崎しっぽく料理、沖縄（おきなわ）料理 ⚙️ 🗣️

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > applies Japanese pronunciation and intonation patterns and writing conventions LJA4-5U
- > recognises and manipulates familiar grammatical structures LJA4-6U
- > identifies linguistic and structural conventions and cultural influences in a range of texts LJA4-7U

Related Life Skills outcomes: LJALS-5U, LJALS-6U, LJALS-7U

CONTENT

Students:

- recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation, for example: (ACLJAU012)
 - understanding the organisation of the Japanese syllabary
 - pronouncing sounds correctly
 - recognising that sounds may not be voiced, eg ‘u’ in です and ‘i’ in ました
 - recognising and using correct pitch when asking full questions versus shortened question forms, eg おなまえは？
- recognise and understand the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*, for example: (ACLJAU013)
 - understanding the origin and use of the three different scripts
 - reading and writing all *hiragana*
 - using *katakana* for common words, eg own name, Australia and the town where they live
 - applying stroke order conventions when writing *kana* and *kanji*
 - writing high frequency *kanji*
 - understanding the relationship of the scripts to *romaji*, enabling them to type accurately in Japanese
- understand elements of Japanese grammar, including the systematic nature of verb conjugation, for example: (ACLJAC014)
 - understanding the importance of particles in creating meaning in sentences, eg は、が、を、に、で、の、と、も、か、ね
 - applying standard word order and understanding that word order can be varied
 - understanding that spaces are not necessary between Japanese words in sentences
 - understanding that not all words have an equivalent in English and other languages, and that some words do not exist in Japanese, eg ‘the’ and ‘a’
 - recognising the nature of plurals in Japanese
 - recognising the nature of adjectives in Japanese, and when to use な
 - identifying conjugation of ます stem verbs, eg ～ます、～ません、～ました、～ませんでした
 - understanding that pronouns are used much less in Japanese than in English, and that the subject, once stated, can be omitted from subsequent sentences
 - using honorific suffixes お、ご
 - using question words, eg どこ、何、いくら、だれ、どんな、いつ

- using ～てください instructions as set phrases 🗨️
 - recognising and using numbers 1-1000 🗨️📄
 - using age counters, eg いったい、にさい, etc, time counters, eg じ、ふん, money counters えん/ドル 🗨️📄
 - using verb forms to indicate existence of people/animals ～がいます／～はいません。 🗨️
- identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLJAU015) 🗨️
 - identifying different text types, explaining differences in structure and linguistic features 🗨️
 - explaining the purpose of different text types 🗨️
 - identifying the language features of common text types, eg email, letter, conversation, speech, menu, song or advertisement 🗨️
 - understanding that Japanese texts can be written vertically, and read from right to left 🗨️
 - understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: (ACLJAU016) 🗨️
 - using the appropriate suffix, eg ちゃん／さん／くん／先生 🗨️
 - understanding that language use may vary according to the intended audience 🗨️
 - varying basic phrases according to relationship, age and familiarity, eg おはよう to friends, but おはようございます to the teacher 🗨️

Content for students with prior learning and/or experience

Students:

- apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example: (ACLJAU174) 🗨️
 - understanding that consonants followed by ツ create a pause when sounding out, eg カップ 🗨️
 - understanding vowel sound ‘a, i, u, e, o’ can be extended to hold the vowel sound by adding ー in *katakana*, eg メール、ケーキ
 - recognising the available combinations of sounds in *katakana* to transcribe loan words, eg ホワイトデー、パーティー 🗨️
 - understanding small vowel sounds can be used in *katakana* フォーク、ワイファイ 🗨️
 - understanding ‘v’ sounds are used occasionally in *katakana* ヴォーグ 🗨️
 - understanding that *katakana* is used for a range of purposes, eg to occasionally emphasise words/texts, for onomatopoeia 🗨️
- recognise and use *hiragana*, *katakana* and familiar *kanji* in simple texts, for example: (ACLJAU175) 🗨️
 - accurately writing *hiragana*, *katakana* and high frequency *kanji* 🗨️
 - understanding that *katakana* is used for stylistic purposes, eg in advertisements and magazines 🗨️
 - understanding that many *kanji* are made up of more than one component, and that radicals often represent meaning; eg the radical 木 means something to do with ‘wood’ 🗨️
 - noticing that *kanji* can clearly differentiate the meanings of words that are pronounced identically, eg 火 and 日 🗨️
 - using *furigana* to support the reading of unfamiliar *kanji* 🗨️
 - converting *hiragana* to correct *kanji* when creating digital texts 📄🗨️

- understand and use elements of Japanese grammar and sentence structure to express ideas, for example: (ACLJAU176)
 - using counters, eg ～つ、～まい、～本, to specify number
 - changing adjectives to adverbs, eg たのしく、しずかに
 - using conjunctions そして、それから、そのあと、が、でも、しかし、のに、 が、だから
 - using plain form in a casual conversation
 - using て form /てから to present a sequence of events
 - using から、ので、なぜならば、だから to give a reason or state opinions
 - using ～て form to join sentences, eg 私の家族は私を入れて三人で、仲がいい家族です。
 - addressing the audience (reader/listener) appropriately, eg ～様、～さん、～先生、～ちゃん、～君
 - making comparisons, eg ～より～の方が (adjective) です。
 - asking for a reason, using なぜ、どうして, and responding by using justification words, eg から、ので、なぜなら
 - making suggestions, eg ～はどうですか/～についてどう思いますか？
 - using instructional structures, eg ～てから、てください/ ～ましょう
 - suggesting alternatives, eg ～しましょうか。それとも、～したいですか。
 - presenting results, eg そのけっか/アンケートで____が分かりました。
 - comparing and contrasting, eg ～より～の方が (adjective) です。 / (verb)ます。
 - using promotional language, eg ましょう、ませんか、～たらいいです
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLJAU177)
 - recognising key features and structures of familiar texts in Japanese, eg lost child announcements, spoken commercials or print advertisements
 - recognising the format of different Japanese texts and punctuation conventions in either たてがき or よこがき, and understanding variations according to the context, purpose and intended audience
 - understanding how to create textual cohesion, using elements, eg paragraphing, or conjunctions to sequence and link ideas and maintain the flow of expression, eg だから、それで、それに
 - comparing and contrasting the structure of a variety of authentic community texts in Japanese and English, exploring how audience, purpose and context influence each language version
- understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: (ACLJAU178)
 - explaining variation in language use between people of different ages and relationships, eg 母, お母さん and ～先生, ～さん
 - analysing language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts
 - finding examples of informal forms of language used by young Japanese speakers, eg the use of abbreviations or *emoji* when texting, and the use of loan words when talking about popular culture, for example, ‘J-rock’, ‘J-pop’, ‘fast food’

Content for students with a background in Japanese

Students:

- apply the Japanese sound system, explaining features, including variations in tone, stress and phrasing, for example:
 - using 倒置法（とうちほう）to emphasise a word or phrase, and to express the speaker's emotions, such as surprise or determination, eg 「どこに行くの、こんなに朝早くから。」 「進もう、未来へ」
 - using 'っ' to emphasise the meaning and '、' and '。。。', to show hesitation in informal spoken and written texts, eg ずっつと (instead of ずっと)
 - using particle が instead of は to emphasise the subject, eg この歴史が日本を変えた。 , instead of この歴史は日本を変えた。
- use an increasing range of *kanji* in texts, identifying the form and function of components in individual *kanji*, for example:
 - applying understanding of orthographic principles to predict the meaning of unknown *kanji*
 - learning 四文字熟語（よんもじ じゅくご） to describe situations, and to express opinions and ideas effectively and concisely, eg 以心伝心、一期一会、一石二鳥、一長一短
 - learning both 訓読み (*kunyomi*: native Japanese reading) and 音読み (*onyomi*: Chinese reading)
 - understanding different ways of reading *kanji*, and using appropriate *okurigana* after *kanji* stems
- apply knowledge of Japanese grammar to organise and elaborate on ideas and opinions, for example:
 - using a range of grammatical structures, eg から、ので、～し, to justify opinions
 - using structures for quotation to support ideas, eg ～という意見、～という考え
 - using compound particles, eg ～に対して、～に関して、～に関わる to indicate subjects
 - making comparisons ～と～とは/～と比べて or ～という点で/～の面で ちがうと思います。/にていると思います。
 - raising awareness of issues, eg ～はしんこくな問題になっていると思います。
 - using relative clauses, eg 私が一番おどろいたことは_____です。
 - using the passive form, eg ～だと言われています。～だと思われています。
 - expressing expectations, making assumptions and suggestions, eg ～はずです。～べきです。～たら、～になるでしょう。
 - using 丁寧語（ていねいご）、尊敬語（そんけいご）、謙譲語（けんじょうご） accurately in conversation, depending on the audience
 - using expressions, eg 私の意見では/私の考えでは to state opinions
 - using potential and passive forms ～と言えます。～と考えられます。
 - making assumptions and conclusions based on results ～そうです。～のようです。～みたいです。～はずです。
 - using compound particles to indicate cause ～によって、～を通じて、～のおかげで、～のせいで、～のために and to indicate circumstances ～において、～に応じて、～しだいで、～を問わず、～に関わらず
 - using descriptive language and relative clauses to present information in depth, eg 昔から自然を大切にしてきた日本人は、、、

- using persuasive language, eg ぜひ、～はずです。👉
- writing in academic plain form in articles and newsletters, eg 日本とオーストラリアの学校のいちばんの違いは、_____だ。それは_____だからだ。👉
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: 👉
 - examining the structure and word choices used in a range of texts for specific audiences and purposes, such as setting and plot in a narrative, or introduction, body and conclusion in a speech 👉
 - discussing the impact of stylistic devices on the effectiveness of texts 👉
- understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: 👉
 - discussing linguistic choices made in texts for particular purposes and effects, eg descriptive language in a novel, evaluative language in an essay 👉
 - analysing language techniques in a range of texts, and discussing their effectiveness, eg a simile in an advertisement, repetition in a speech 👉
 - recognising and describing differences in Japanese accents when listening to speakers from diverse regions 👉*

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > examines how Japanese interacts with other languages and cultures LJA4-8U

Related Life Skills outcome: LJALS-8U

CONTENT

Students:

- recognise how Japanese influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLJAU017) 🇯🇵👉
 - recognising that the Japanese language borrows and adapts words and expressions from English and other languages, eg パン、ユーカリ、テニス 🇯🇵👉🇺🇸
 - identifying Japanese words that are used in English and other languages, eg *karate, karaoke, judo, origami, kimono, teriyaki, wasabi*, noticing differences in pronunciation and whether they relate to particular themes, such as sport, food, fashion, and considering possible reasons for this 🇯🇵👉
 - recognising Japanese words and phrases that have emerged in response to new ideas and developments in communications and technology, eg メール、えもじ 🇯🇵👉
 - understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages 🇺🇸🇯🇵👉

Content for students with prior learning and/or experience and a background in Japanese

Students:

- explore the impact of technology on Japanese, and how Japanese has changed over time through interaction with other languages and cultures, for example: (ACLJAU179) 🇯🇵👉
 - examining Japanese words and phrases that have emerged as a result of technological developments, eg ラップトップ 🇯🇵👉
 - comparing how the language of social media affects language use in Japanese and English, eg specific language, codes and emoticons used in electronic messages, eg シェア、かおもじ... 🇯🇵👉
 - recognising and understanding the meaning of new words and phrases in Japanese that have developed as a result of globalisation and changing lifestyles, eg テイクアウト 🇯🇵👉
 - discussing how changes to the Japanese language reflect changes in traditional customs and cultural practices, eg in family celebrations or community festivals 🇯🇵👉

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community LJA4-9U

Related Life Skills outcome: LJALS-9U

CONTENT

Students:

- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLJAU018) 🌐🌐🌐
 - understanding the use of set phrases relating to cultural customs, eg いただきます and ごちそうさまでした at meal times 🌐🌐🌐
 - exploring how Japanese has numerous translations for phrases, eg 'please', 'I'm sorry', 'hello' or 'goodbye', and understanding the meaning behind them, eg どうぞ、ください、おねがいします and いってきます、いってらっしゃい、ただいま、おかえりなさい。 🌐🌐🌐
 - understanding how cultural knowledge is important in understanding meaning and translating, for example, translating phrases, eg はじめまして、どうぞよろしく 🌐🌐🌐
 - understanding Japanese ways of showing respect for others, eg when to use suffixes さん／くん, and the use of humble and honorific family terms 🌐🌐🌐
 - understanding how Japanese people show respect through avoidance of negative expressions when rejecting, refusing, refuting, eg ちょっと、あんまり、ちがいます。 🌐🌐🌐
- recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLJAC010, ACLJAC011) 🌐
 - understanding traditional and modern ways of celebrating festivals in Japan, and the values that underpin them 🌐🌐
 - comparing and reflecting on intercultural aspects, eg using body language, and phrases to show respect to others when requesting, accepting, refusing or thanking 🌐🌐🌐
 - exploring the concept of the individual and the group, and its importance in Japanese culture, and making comparisons with their own and other cultures 🌐🌐🌐
 - exploring how identity and membership of groups affect linguistic choices in Japanese, eg when to use 母 and お母さん 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLJAU180) 🌐🌐🌐
 - reflecting on the cultural significance of ways in which Japanese information is presented in simple texts, eg examining じこしょうかい, and discussing how the ordering of information on business cards (company, title, surname, given name) reflects the relative importance of company/collective, family and individual status 🌐🌐

- explaining language used in Japanese interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others 🌐🌐🌐
- considering how and why Japanese speakers use conversational strategies to avoid conflict, eg using indirect or softened language, eg もうすこしががんばりましょう。 🌐🌐🌐
- reflect on how their own biography, including family origins, traditions and beliefs, impacts on their sense of identity and ways of communicating, for example: (ACLJAC172, ACLJAC173) 🌐
 - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, eg beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people 🌐🌐🌐
 - reflecting on their own responses to communicating and behaving in Japanese cultural contexts, eg bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment 🌐🌐
 - creating identity maps, timelines, digital presentations of their personal profile or family trees with captions, to describe significant life influences, eg key people, events, educational experiences, community affiliations or travel experiences, eg そふはイタリア人です。でも、そばは イギリス人です。1950 年にオーストラリアにきました。 🌐🌐
 - reflecting on the experience of learning and using Japanese, and considering whether own previous attitudes or assumptions in relation to Japan or Japanese language and culture have changed 🌐
 - sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, eg having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences 🌐🌐🌐

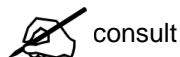
Content for students with a background in Japanese

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: 🌐✳️
 - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌐✳️
 - comparing communicative practices of Japanese-speaking communities with other cultures, eg modesty is an important Japanese traditional value, but may be seen as lack of confidence in Western culture 🌐🌐✳️
 - noticing that the description of female beauty varies between cultures, and reflecting on gender roles cross-culturally 🌐✳️
 - comparing use of idioms and colloquial sayings between languages, to identify different cultural perspectives 🌐🌐👉✳️
 - examining the shifting of cultural ideas in the internet world through the rapid change in language use, eg nicknames for government leaders 🌐🌐
- reflect on how and why being a speaker of Japanese contributes to their sense of identity and is important to their Japanese cultural heritage, for example: 🌐🌐
 - examining the impact of living in Australia on their sense of being Japanese and their values and beliefs 🌐🌐
 - discussing the challenges and opportunities that arise as a speaker of Japanese living in Australia, eg stereotypes, culture shock, bilingualism 🌐🌐🌐
 - reflecting on the experiences of their last trip back to Japan and their feelings about their old home
 - exploring Japanese values, eg family values, that are significant in their lives while living in Australia 🌐🌐

- being aware that every culture may contribute to the world, providing a way for individuals to live and behave as world citizens 🌐👥🗣️

CONTENT FOR STAGE 5



COMMUNICATING

INTERACTING

OUTCOME

A student:

- > manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action LJA5-1C

Related Life Skills outcome: LJALS-1C

CONTENT

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLJAC019, ACLJAC021) 🌐 🗣️
 - communicating with peers and young Japanese speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports and special events, comparing aspects of school or home life 📧 🗣️
 - sharing information about significant or special events in their own life, and making comparisons with those of Japanese teenagers, eg birthdays, holidays, celebrations, sporting events and festivals 🗣️
 - modelling appropriate levels of formality for everyday exchanges, eg greetings, introductions and apologies, between peers, and between students and teachers/adults 🌐 🗣️ 🗣️
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLJAC020) 🌐 🗣️
 - engaging in social transactions with peers and teachers, eg presenting gifts, accepting and declining invitations, making excuses and apologising to Japanese speakers, using appropriate protocols such as forms of politeness and respect (eg どうも、ありがとう、ありがとうございます、ごめんね、ごめんなさい、すみません、はいどうぞ/つまらないものですが…) 🗣️
 - producing a digital presentation or performance in Japanese to present information about their own school to a Japanese sister school or Japanese visitor 🌐 📺 🗣️
 - creating a brochure related to getting about or living in Japan, eg interactions with a host family, using public transport, or getting lost in Japan 🌐 🗣️
 - creating a short digital presentation or movie for peers about planning a holiday, purchasing goods in a shop, or ordering food and drink in Japanese 🌐 📺 🗣️

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLJAC181, ACLJAC183) 🌟🌟
 - engaging in face-to-face or online discussions with Japanese-speaking peers, using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, including onomatopoeia (擬音語), eg ワクワク、ドキドキ 🌟🌟🌟
 - exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues, eg environmental sustainability, education or youth culture, considering the relationship between culture and context 🌟🌟🌟
 - discussing their responsibilities at home and at school, and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, eg A はB より adjective です。日本のほうが adjective です。 🌟🌟🌟
 - building and using metalanguage to discuss language use, and reflecting on language learning 🌟
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLJAC182) 🌟🌟
 - clarifying, expressing preference for, and summarising arrangements for a social outing
 - planning and preparing for a real or virtual trip or excursion to Japan, eg ～するつもりです。～したいです。～しようと思います。 🌟🌟
 - planning and making shared arrangements for Japanese visitors to the school or a homestay, eg by preparing print or digital informative materials such as filming an introduction to Australian school and home life, preparing welcome speeches, or conducting school tours 🌟🌟
 - planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, using resources, eg digital devices, street or rail maps (eg すみません、としょかんはどこですか。) 🌟🌟🌟
 - planning and participating in learning experiences that combine linguistic and cultural elements, eg an excursion to a Japanese restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary 🌟🌟🌟

Content for students with a background in Japanese

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: 🌟🌟
 - conducting a survey to investigate a problem or issue in the school or local areas, interviewing Japanese people in the community to gather opinions and solutions, eg 学校でリサイクル用のゴミ箱の数を増やすべきだと思いますか。 🌟🌟🌟
 - debating an issue related to current affairs, such as environmental pollution, rapid urbanisation or a threat to public health or safety, eg その意見には反対です。環境保護はみんなの責任だと思います。 🌟🌟🌟
 - monitoring the effectiveness of own communication skills when sharing ideas and interests with others, for example, when changing topics and taking turns in a conversation, eg その問題に対して、私の意見では、、、 🌟🌟

- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiating and debating ideas and opinions, for example: 🌱👥
 - initiating a school campaign to promote awareness of social issues or charity fund-raising
 - setting up a survey, compiling a report, then writing a complaint letter to the principal/local government regarding a recent problematic policy, eg 大多数の人が、、、と思っている中で、_____と考えている人もいる。🌱👥👊
 - planning a group event, designing activities and inviting friends, and writing a diary entry to reflect on the event 🌱👥

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > obtains and interprets information from a range of texts LJA5-2C
- > manipulates Japanese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts LJA5-3C

Related Life Skills outcomes: LJALS-2C, LJALS-3C

CONTENT

Students:

- obtain and synthesise information and ideas from written, spoken, visual or multimodal texts, for example: (ACLJAC022, ACLJAC024) ⚙️📺👉
 - obtaining and using information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points through presentation modes, eg graphs, charts, diagrams, and written or digital reports ⚙️📺👉
 - reviewing a video clip, *anime* or film excerpt popular with Japanese students of the same age, identifying aspects that they enjoyed or disliked ⚙️👉
 - understanding the gist and recording specific details from texts, eg websites, newspaper articles, documentaries, reports or podcasts on topics, eg popular culture, schools, sports or leisure activities in Japan ⚙️📺👉
 - identifying variations in spoken and written informative and persuasive texts, eg print, television and online advertisements, noticing differences in language register according to the intended audience ⚙️📺👉
 - identifying and describing characters, settings and events, and identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice ⚙️👉
- convey information, ideas and opinions on a range of issues in a variety of text types and formats according to context, purpose and audience, for example: (ACLJAC023, ACLJAC024) ⚙️👉
 - creating texts to inform others about or promote events, places or experiences, eg a poster or flier for a multicultural event, or a brochure about their school for a Japanese audience ⚙️👉
 - comparing expression and imagery typical of contemporary Japanese and Australian music, eg by comparing video clips of popular songs or television song contests in Japan and Australia ⚙️👉
 - collecting and organising information to report significant events in their personal world, eg family celebrations, travel or personal milestones, to parents or peers, using formats such as schedules, timetables, graphs, tables or statistics ⚙️📺👉
 - preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experiences such as aspects of popular culture, eg fashion, music or *anime/manga*, or regional cooking ⚙️👉
 - preparing and presenting/publishing an article for a magazine, e-journal or website with a specified audience in mind, eg a film review for young learners of Japanese, or a digital travel guide for a proposed visit to Japan ⚙️📺👉

Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLJAC184, ACLJAC186) 🌟📱
 - identifying culture-specific terms and representations in Japanese promotional materials, eg travel brochures, symbols on maps, magazine features or online resources 🌟📱📰
 - planning a real or imagined trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements, eg transport, itineraries and selected events 🌟📱
 - analysing key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities at home, school and in community contexts, and making comparisons with their own views on these topics 🌟📱*
 - discussing how texts such as films, plays, songs, *haiku* and folktales, use humour or aesthetic effects to provide commentary on social issues, eg family, identity, status or humility 🌟📱
 - comparing lyrics and styles of Japanese and English songs and performances, tracking similarities and differences in genres, themes and modes of emotional expression 🌟📱
- convey information and ideas from different perspectives in different formats for specific purposes, audiences and contexts, for example: (ACLJAC185) 🌟📱
 - creating a personal profile or résumé for a real or imagined part-time job, including basic information, eg age, experience, interests and skills 🌟📱
 - creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, eg promotional materials for recreational activities, advice on healthy eating or environmental sustainability, or reviews of new music/movie releases ✨🌟📱📱
 - researching and reporting on community attitudes towards and challenges in relation to issues such as environmental sustainability, using presentation techniques, eg Venn diagrams, digital displays, flowcharts or captioned photographic displays, ～によると、～の結果から____が分かりました。 ✨🌟📱📱📱📱
 - composing individual and group contributions to different forms of social media on issues related to their own social worlds 🌟📱📱
 - convey information on a web post about an environmental, cultural or social issue that affects them, using English and Japanese ✨🌟📱📱📱📱

Content for students with a background in Japanese

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values, for example: 🌟📱
 - evaluating how information is presented in diverse forms of media across cultures, eg comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event 🌟📱📱
 - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective 🌟📱
 - reading news articles and historical accounts of world events, eg natural disasters, Olympic games, celebrations or commemorations of historical significance, eg Anzac Day, and exploring how the author's personal values and experiences influence their reporting on such events 🌟📱📱

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > experiments with linguistic patterns and structures to compose imaginative and informative texts in Japanese in different formats for a range of audiences, purposes and contexts LJA5-4C

Related Life Skills outcome: LJALS-4C

CONTENT

Students:

- compose imaginative and informative texts in different formats to express ideas, attitudes and values, for example: (ACLJAC025) ⚙️📱
 - presenting a day in the life of an imaginary or real character from familiar *anime*, *manga* or film ⚙️📱
 - creating short texts, eg skits, raps or *haiku*, and using a range of digital technologies to design, perform and/or record these to amuse, entertain and engage other learners of Japanese ⚙️📱📺
 - working collaboratively to compose and perform a skit based on an imagined scenario that allows for experimentation with expressive language ⚙️📱
 - using digital technologies to create a design to showcase Aboriginal and Torres Strait islander cultures to young Japanese visitors to Australia, such as *Sounds of Silence*, (www.ayersrockresort.com.au/silience) Uluru, demonstrating knowledge of cultural protocols protecting Indigenous cultural and intellectual property (ICIP) 🙌⚙️📱📺
 - creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating communicative styles and behaviours observed in Japanese texts ⚙️📱📺
- create a range of bilingual texts and resources for the school and wider community, for example: (ACLJAC027) ⚙️📱
 - creating an online bilingual class profile to send to a Japanese sister school, or to present to Japanese visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations ⚙️📱📺
 - providing bilingual subtitles or captions for a cartoon or comic that depicts intercultural encounters, eg interactions between a Japanese exchange student and an Australian host family ⚙️🌐📱
 - designing and maintaining a bilingual website with a Japanese sister school or another group of Japanese learners in Australia ⚙️📱📺
 - creating bilingual texts for specific audiences, eg songs or games for younger learners of Japanese, or a schedule for a Japanese festival likely to interest both English and Japanese speakers ⚙️📱

Content for students with prior learning and/or experience

Students:

- compose a range of imaginative and informative texts in a variety of formats for different audiences, purposes and contexts, for example: (ACLJAC187) ⚙️📱📺

- adapting existing texts to change the emotional effect, or to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon, such as *Kaguyahime* 🌟👉
 - composing and performing poems, songs, monologues or dialogues that reflect cultural values and personal experiences 🌟👉
 - creating a chant or rap to perform to their peers that provides commentary on a social issue that is important or relevant to them, eg bullying and friendship 🌟👉
 - creating a digital persona or avatar that combines elements of observed Japanese styles of communication with their usual ways of self-expression in their home-culture environment 🌟👉
- compose a range of bilingual texts in different formats for a variety of contexts, purposes and audiences, for example: (ACLJAC189) 🌟👉
 - creating bilingual instructions for Japanese visitors about how to play various Australian and Japanese traditional sports 🌟👉
 - producing bilingual texts, eg travel advice for exchange or study tour students, and reflecting on the process of working in both languages 🌟👉
 - producing bilingual texts, eg video clips with subtitles, explaining important events in Australia, eg Australia Day, Anzac Day 🌟👉
 - creating a bilingual digital database that groups words, eg words and expressions associated with themes, fields or contexts, eg food, travel, the environment or school 🌟👉

Content for students with a background in Japanese

Students:

- compose a range of imaginative and informative texts in a variety of formats for different audiences, purposes and contexts, experimenting with genre, textual features and stylistic devices, for example: 🌟👉
 - comparing literature across languages and cultures and recognising features of entertainment, eg identifying how magic and danger are used in the Harry Potter books and ‘千と千尋の神隠し’ 🌟👉
 - discussing the features of a range of genres, eg memoirs, poems and moral tales, recognising how different genres express similar ideas 🌟👉
 - creating own imaginative texts, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different language techniques 🌟👉
 - presenting and discussing own position on issues, eg attitudes towards recycling, employment in rural communities, or the impact of social media on young people (eg ~という考えにはあまり賛成できない。その理由として、A、B、C の三つが挙げられる。) 🌟👉
- compose a range of bilingual texts in different formats for a variety of contexts, purposes and audiences, for example: 🌟👉
 - using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings when creating own texts, understanding the risks of word-for-word translation 🌟👉
 - comparing bilingual editions of novels and discussing how authors and translators maintain the effect of stylistic devices across languages, eg by using metaphor (eg ~のような、~のように、~みたいな、~みたいに) 🌟👉

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > demonstrates how Japanese pronunciation, intonation and writing conventions are used to convey meaning LJA5-5U
- > analyses the function of complex grammatical structures LJA5-6U
- > analyses the effects of linguistic and structural features in texts LJA5-7U

Related Life Skills outcomes: LJALS-5U, LJALS-6U, LJALS-7U

CONTENT

Students:

- understand the intonation and phrasing patterns of spoken Japanese, recognising that most *kanji* have more than one reading, and that the pronunciation changes according to *kanji* compounds, for example: (ACLJAU030) 🗨️
 - identifying ways in which stress, intonation and body language convey meaning, eg the characteristic of rising intonation when asking questions in plain or ましょう form, eg 行く？ 行きましょうか 🗨️
 - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive chunks to allow for the use of あいづち 🗨️
 - understanding that changes occur in *kanji* readings, eg 一月がつ、 月げつ曜日 🗨️
- write texts comprising *hiragana*, *katakana* and familiar *kanji*, using knowledge of *kanji* to predict the meaning of new words, for example: (ACLJAU031) 🗨️
 - understanding that words in Japanese can be written using three different scripts 🗨️
 - understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana* 🗨️
 - recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; 'reading' or 'sound'), Chinese-style pronunciation, and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation 🗨️
 - developing strategies to predict the meaning of unknown words that contain familiar *kanji*, eg 学校しょうがっこう、 中学校 🗨️
- understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLJAU032) 🗨️
 - further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures 🗨️
 - understanding and applying the rules of the plain form, recognising that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, as listed in dictionaries 🗨️
 - understanding that verbs can be divided into three groups according to the way in which they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs) 🗨️

- using all tenses of verbs, eg 〜ます form, 〜ています form, 〜ました form (よくスポーツをしますか?、どんな科目を勉強していますか。いつ日本語をはじめましたか。) 🗣️
 - past tense of adjectives/nouns, eg noun/na adjective + でした。i adjective + かったです。 🗣️
 - making suggestions, eg 〜 ませんか。 V しましょうか。 どうですか。 いいですよ。 そうしましょう。 🗣️
 - giving reasons, eg だから 🗣️
 - linking two sentences using で , eg スタジオジブリのアニメがすきで、トトロが一番好きなキャラクターです。 🗣️
 - using demonstratives, directions, quantities, eg こちらはXX高校です。 シドニーの北のほうにあります。 学生が 1200 人いま 。 🗣️
 - using V たり structure to list two activities, eg オーストラリアでは、学生はサンドイッチを食べたり、売店で食べ物を買ったりします。 でも、日本では学生は、たいていおべんとうを食べます。 🗣️
 - using persuasive language, eg グリーンヒルズの日本まつりに行きましょう! 楽しそうですね! 🗣️
- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLJAU033) 🗣️
 - applying their understanding of the function of cohesive devices, eg conjunctions, to sequence and link ideas and actions, eg (verb) て form, だから、 しかし、 それに、 けれども 🗣️
 - applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose 🗣️
 - using appropriate textual conventions to shape simple texts such as letters or menus, eg introductions, linked paragraphs, summaries and sequencing strategies 🗣️
 - analysing the function of different scripts in different types of texts, identifying examples of *kanji* used for nouns and verbs, *katakana* for borrowed words, and *hiragana* for grammatical purposes 🗣️
 - analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLJAU034, ACLJAU196) 🗣️
 - noticing differences in text structure and grammar between formal and informal Japanese language use, eg as abbreviations, dropping of particles and emphatic intonation in informal communication, eg face-to-face interactions, blogs, emails and other forms of correspondence, eg あした行く?/先生、あした行きますか。、 うん、わかった。/はい、わかりました。、 それは何?/山中(やまなか)さん、それは何ですか。 🗣️
 - identifying how variations in language use and communicative behaviours reflect how emotions or attitudes, eg respect, gratitude or embarrassment, are differently expressed across languages and cultures, eg showing humility/modesty when praised 日本語がじょうずですね。 いいえ、あんまり 🗣️
 - comparing features of written and spoken Japanese that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation 🗣️
 - comparing verbal and non-verbal elements of communication in different languages and cultural contexts, eg ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence, or ellipsis 🗣️

Content for students with prior learning and/or experience

Students:

- apply intonation and phrasing patterns in both formal and informal speech, selecting appropriate readings of familiar *kanji* in different compounds, for example: (ACLJAU192)
 - identifying the use of rising intonation when asking questions in casual speech without question indicator か, eg 行く? どう?
 - understanding how to make appropriate pauses in a sentence, eg when declining an invitation (えいがはちょっと)
 - understanding that changes occur in *kanji* readings
- use knowledge of familiar *kanji* to predict the meaning of unknown words, for example: (ACLJAU193)
 - understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana*
 - recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* 'reading' or 'sound'), Chinese-style pronunciation, and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation
 - developing strategies to predict the meaning of unknown words that contain unfamiliar *kanji*, using clues, eg radicals
 - writing some *kanji* compound words, eg 中国、外国語、新聞
- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, for example: (ACLJAU194)
 - further developing metalanguage to describe and increase control of grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures
 - understanding and applying the rules of the plain form, recognising that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, and that these forms are listed in dictionaries
 - using verb tenses (past, present and future tenses) and verb conjugations in plain form, eg 食べる/食べた/食べない/食べなかった
 - understanding and using the different functions of verb *～て* for making a request *～てください*, and asking and giving permission *～てもいいです*.
～てはいけません。/*～てはなりません*。
 - using plain verb *つもりです*. to express what they are intending to do
 - using verb/adjective *と思います*。。。 to express opinions
 - using *～たり～たりします*. to list activities
 - increasing cohesion within paragraphs by using conjunctions, eg *ですから*
 - expressing an interest in something, for example (noun) *+にきょうみがあります*
 - using plain form of verbs, eg *ことが好きです*
 - using conditional form of verbs, eg *たら、と、時、なら、ば*
 - making assumptions and conclusions, using *～のようです*。 *～みたいです*。 *～そうです*。 *～はずです*。

- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLJAU195)
 - identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both Japanese and English media texts, for example, verb て form, だから、それに、それで
 - identifying features of familiar types of texts, eg emails, songs, slogans or public signs, and noticing how the choice of language and structure works to achieve each text's purpose
 - comparing language features of Japanese and English versions of texts, eg weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that may be culturally significant
 - recognising textual conventions used in a letter, email or article, identifying elements, eg introductions, sequencing of ideas and the use of また to link paragraphs
 - comparing features of spoken and written versions of texts, eg spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose
- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLJAU196)
 - applying an understanding of Japanese values, eg respect (内(うち)/外(そと)), by making appropriate language choices, eg using ご/お prefixes, and plain or polite forms, and recognising characteristics of formal/informal registers
 - evaluating how language choices reflect social relations and priorities, eg using expressions that deflect praise of self or own family to show modesty, eg 日本語がじょうずですね。いいえ、まだまだです。
 - noticing differences in text structure and grammar between formal and informal Japanese language use, eg abbreviations, dropping of particles and emphatic intonation in informal communication, eg face-to-face interactions, blogs, emails and other forms of correspondence, eg あした行く？/先生、あした行きますか。うん、わかった。/はい、わかりました。それは何？/山中さん、それは何ですか。
 - comparing verbal and non-verbal elements of communication in different languages and cultural contexts, eg ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Content for students with a background in Japanese

Students:

- apply the Japanese sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example:
 - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends
 - understanding different intonation and accents of dialects, and identifying in which regions the dialect is used
 - analysing the relationship between use of voice and character types in movies and television dramas, eg how the matriarch or patriarch of the family in Japanese dramas often has a stern and intimidating voice
 - making connections between informal and formal forms of language and tone of voice, rhythm and pitch evident in conversation

- apply knowledge of a wide range of *kanji*, and orthography to access a variety of vocabulary, for example:
 - exploring 同音異義語 (same *kanji* compound reading with different meanings), eg 開放、解放、会報
 - using 対義語 (*kanji* compounds that have opposite meanings), eg 応募－募集
 - using 同義語 (synonymous) in order to describe an item, eg 本 in a more formal manner 書物
 - exploring *kanji* and words that follow 非、不、未、無、反 that have negative connotations, eg 非難、不安、未開発、無責任、反対
 - exploring affixes, eg ～的、～化 (eg 文化的、伝統的、近代化、機械化)
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example:
 - using conditional form, eg と、たら、なら、ば and embedded questions to raise awareness of issues, eg このままこの状況が続くと、どんな問題が起きるか考えるべきだ
 - using 一より一の方が adjective です。～と比べて、、、。～ほど(adjective) ない。to make comparisons
 - emphasizing particular nouns/concepts, by usingこそ、さえ, eg この原因こそが解決されるべき問題だ。高校生でさえ理解できる社会問題だ。
 - using passive, causative and passive-causative forms, eg 子供の時よく両親に勉強させられました。
 - using partial negative forms, eg 一のではない、～訳ではない、～も/さえない、必ずしも～ない、～とは限らない and double negative forms, eg ～なく(は/も) ない、～ないこと(は/も) ない、～ない訳に(は/も) いかない、～ない訳で(は/も) ない to indicate a hesitant position
 - using そう、見たい、らしい、よう to express how something appears and to make assumptions/conclusions
 - using から、ので、～し、～んです。to explain ideas
 - using potential forms to persuade, eg (verb) ことができます、(verb) れる/られる
 - using persuasive language, eg はず、べき、、なければなりません。
 - using the conditional form, eg 今この問題に取り組まなければ、、
 - using reflective language, eg ～について考えさせられた。～について考える良い機会だった。
 - raising an awareness of current issues by choosing descriptive words that show a high level of concern, eg 深刻な、絶滅の、危険な and analysing the impact of persuasive words and sentence structures that have on audience
 - examining the validity of information ～の信憑性には疑問を抱きます。
 - comparing information from different sources, eg ～では、____とされている一方で、____という意見もある
 - choosing the appropriate form of language, eg plain form and polite form 丁寧語、謙譲語、尊敬語, depending on the audience and text types

- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example
 - identifying stylistic features of formal text types, eg 仕事上の報告書、提案、宣伝活動のスピーチ (job reports; proposal; campaign speeches)
 - comparing the way an argument is developed in different languages, eg in English the writer's position is stated upfront whereas in Japanese it is generally left until the conclusion and with a rhetorical question, leaving the reader to reflect on the issue, eg このままでいいのだろうか。今私達に何ができるだろうか。
 - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing
 - examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others
- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example:
 - exploring how female and male language differ, eg words and sentence endings. ~だわ。
 - finding words that reflect gender roles in Japan, eg 主婦、保母さん
 - examining a level of politeness in language and how the language changes, depending on the audience, eg language between 先輩 and 後輩 at school and how to speak to 上司 at work
 - viewing samples of 広告 for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > analyses the impact on Japanese of social, cultural and intercultural influences LJA5-8U

Related Life Skills outcome: LJALS-8U

CONTENT

Students:

- investigate the impact of factors such as media, technology, globalisation and popular culture on Japanese, for example: (ACLJAU035) 🌐📺🌐📺🌐
 - understanding that each region of Japan has its own dialect and accents, and that Japan, like Australia, also has Indigenous languages (*Ainu* language and culture) 🗺️🌐📺🌐
 - finding examples of ways in which social and cultural influences impact on language, eg the abbreviation of borrowed words in Japanese 🌐📺🌐
 - considering how globalisation has accelerated the introduction of English words and expressions into Japanese, and discussing possible benefits and disadvantages associated with the blending and mixing of languages (fashion/food/music) 🌐📺🌐
 - discussing possible reasons for changes in Japanese language use, eg exposure to other languages, changing attitudes to social practices, or involvement in social media and digital communication 🌐📺🌐
 - exploring the influence of Japanese popular culture in Australia and around the world, eg the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and cosplay 🌐📺🌐

Content for students with prior learning and/or experience and a background in Japanese

Students:

- research the phenomenon of language change in Japanese-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLJAU197) 🌐📺🌐
 - finding examples of ways in which social and cultural influences impact on languages, eg the abbreviation of borrowed words in Japanese 🌐📺🌐
 - reflecting on changes in their own language(s) and cultures due to influences such as technology and social media, eg the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on *kanji* acquisition in Japanese and spelling in English 🌐📺🌐
 - exploring the influence of Japanese popular culture in Australia, the Asia region and around the world, eg the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and cosplay 🌐📺🌐
 - investigating the state and nature of Indigenous Japanese languages, considering issues, eg language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia 🗺️🌐📺🌐

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > explains and reflects on the interrelationship between language, culture and identity LJA5-9U

Related Life Skills outcome: LJALS-9U

CONTENT

Students:

- understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLJAU036) 🌐 🌐 🌐
 - discussing ways in which learning Japanese can lead to new ways of thinking, behaving, or interpreting experiences and values, eg noticing and responding to demonstrations of politeness and respect through the softening of negative responses 🌐 🌐 🌐
 - considering the cultural significance of language associated with interactions, eg issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts from Japanese speakers 🌐 🌐 🌐
 - understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships 🌐 🌐
 - identifying ways of communicating and behaving in Australian contexts that may appear unusual or inappropriate to Japanese speakers, eg eating in public places, sitting on the floor or desk, speaking loudly or using direct eye contact 🌐 🌐 🌐 🌐
- reflect on intercultural experiences as a learner of Japanese, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLJAC028, ACLJAC029) 🌐 🌐 🌐
 - recognising cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, eg ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using *それは ちょっと…。*、 and avoiding foregrounding the self, with phrases, eg *お先（さき）に どうぞ。がんばります。* 🌐 🌐 🌐
 - recognising the importance of active listening skills to conversational etiquette in Japanese, eg showing interest and attentiveness by using *あいづち* and nodding, repeating information heard, and confirming details at the end of a conversation 🌐 🌐 🌐
 - discussing incidences in Japanese language exchanges when miscommunication has occurred, and reflecting on why or how this happened 🌐 🌐 🌐
 - reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts, eg culture, attitudes, assumptions and values 🌐 🌐 🌐
 - assembling and presenting an autobiography, including references to key experiences and significant events, interests and family origins, and identifying elements that may need explaining to Japanese speakers 🌐 🌐 🌐
 - identifying significant life events that are marked in Australia or Japan, and considering how these provide insight into cultural values or traditions 🌐 🌐 🌐 🌐

- considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese 🌐🌐🌐🌐
- examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication 🌐🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLJAU198) 🌐🌐
 - discussing how the cultural value of 内(うち)/外(そと) is expressed through language, eg the use of prefixes and suffixes when referring to people outside the immediate 'group', the choice of informal or formal register, and decisions about what to share/not share in general conversation 🌐🌐🌐🌐
 - exploring cultural concepts embedded in Japanese language which embody important core values and behaviours and for which there is no direct English translation, eg えんりょ and 和(わ) 🌐🌐🌐🌐
 - discussing their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication 🌐🌐🌐🌐
 - considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity 🌐🌐🌐🌐
- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLJAC190) 🌐🌐
 - reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning 🌐🌐🌐🌐
 - evaluating the nature and effectiveness of their own language and actions when interacting in Japanese 🌐🌐🌐🌐
 - reflecting on how additional language experience supports and enhances first-language understanding and capabilities, eg by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives 🌐🌐🌐🌐
 - reflecting on aspects of their own experiences of intercultural communication, eg instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions 🌐🌐🌐🌐

Content for students with a background in Japanese

Students:

- understand and discuss how meanings vary according to cultural assumptions that Japanese and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐🌐🌐🌐
 - reflecting on own cultural values and evaluating how these intersect with mainstream values when interacting in Japanese and English-speaking contexts 🌐🌐🌐🌐
- reflect on variations in their own language use and communicative and cultural behaviours in Japanese and English-speaking contexts, for example: 🌐🌐🌐🌐
 - reflecting on how their language choices, including the use of English and Japanese, are indications of their sense of identity within a particular context 🌐🌐🌐🌐

- considering the differences in their own sense of identity in Australia and when they ‘return home’ (帰国) in terms of changes in social contexts and in their relationships with other participants in interactions 🌐🌐🌐

YEARS 7–10 LIFE SKILLS OUTCOMES AND CONTENT



for your information

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *Japanese K–10 Draft Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Japanese Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

YEARS 7–10 LIFE SKILLS OUTCOMES

TABLE OF OBJECTIVES AND OUTCOMES



for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.



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<p>Objective – Communicating Students communicate in Japanese by:</p> <ul style="list-style-type: none"> • interacting: exchanging information, ideas and opinions and planning, negotiating and taking action
<p>Life Skills outcomes A student:</p> <p>LJALS-1C uses Japanese to interact with others in everyday contexts</p>
<p>Objective – Communicating Students communicate in Japanese by:</p> <ul style="list-style-type: none"> • accessing and responding: obtaining, processing and conveying information through a range of oral, written, digital and multimodal texts
<p>Life Skills outcomes A student:</p> <p>LJALS-2C obtains information from a range of texts</p> <p>LJALS-3C presents ideas and information in Japanese in a range of formats</p>
<p>Objective – Communicating Students communicate in Japanese by:</p> <ul style="list-style-type: none"> • composing: creating spoken, written, bilingual, digital and multimodal texts
<p>Life Skills outcomes A student:</p> <p>LJALS-4C composes texts in a range of formats for different purposes and audiences</p>

<p>Objective – Understanding Students understand and analyse in Japanese and English: systems of language: understanding the language system, including sound, writing, grammar and text structure</p>
<p>Life Skills outcomes A student:</p> <p>LJALS-5U understands that letter combinations and/or symbols represent sounds and words in Japanese</p> <p>LJALS-6U understands that language has patterns and structures that are used to convey meaning</p> <p>LJALS-7U understands that texts are structured in different ways</p>
<p>Objective – Understanding Students understand and analyse in Japanese and English: language variation and change: understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place</p>
<p>Life Skills outcomes A student:</p> <p>LJALS-8U explores the influence of Japanese on other languages</p>
<p>Objective – Understanding Students understand and analyse in Japanese and English: the role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity</p>
<p>Life Skills outcomes A student:</p> <p>LJALS-9U explores their own and other languages and cultures</p>

VALUES AND ATTITUDES OBJECTIVES

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

YEARS 7–10 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

KNOWLEDGE, UNDERSTANDING AND SKILLS

COMMUNICATING

Objective – Communicating Students communicate in Chinese by: <ul style="list-style-type: none"> • interacting: exchanging information, ideas and opinions, and planning, negotiating and taking action 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-1C uses Japanese to interact with others in everyday contexts	LJA4-1C uses Japanese to interact, plan and take action LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action

Objective – Communicating Students communicate in Japanese by: <ul style="list-style-type: none"> • accessing and responding: obtaining, processing and conveying information through a range of oral, written, digital and multimodal texts 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-2C obtains information from a range of texts	LJA4-2C identifies main ideas and obtains information in texts LJA5-2C obtains and interprets information from a range of texts
LJALS-3C presents ideas and information in Japanese in a range of formats	LJA4-3C uses Japanese to present information and ideas in a range of formats for different audiences LJA5-3C manipulates Japanese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts

Objective – Communicating Students communicate in Chinese by: <ul style="list-style-type: none"> • composing: creating spoken, written, bilingual, digital and multimodal texts 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-4C composes texts in a range of formats for different purposes and audiences	LJA4-4C applies a range of linguistic structures to compose imaginative and informative texts in Japanese in a range of formats for different audiences LJA5-4C experiments with linguistic patterns and structures to compose imaginative and informative texts in Japanese in different formats for a range of audiences, purposes and contexts

UNDERSTANDING

Objective – Understanding Students understand and analyse in Japanese and English: <ul style="list-style-type: none"> • systems of language: understanding the language system, including sound, writing, grammar and text structure 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-5U understands that letter combinations and/or symbols represent sounds and words in Japanese	LJA4-5U applies Japanese pronunciation and intonation patterns and writing conventions LJA5-5U demonstrates how Japanese pronunciation, intonation and writing conventions are used to convey meaning
LJALS-6U understands that language has patterns and structures that are used to convey meaning	LJA4-6U recognises and manipulates familiar grammatical structures LJA5-6U analyses the function of complex grammatical structures
LJALS-7U understands that texts are structured in different ways	LJA4-7U identifies linguistic and structural conventions and cultural influences in a range of texts LJA5-7U analyses the effects of linguistic and structural features in texts

Objective – Understanding Students understand and analyse in Japanese and English: <ul style="list-style-type: none"> language variation and change: understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-8U explores the influence of Japanese on other languages	LJA4-8U examines how Japanese interacts with other languages and cultures LJA5-8U analyses the impact on Japanese of social, cultural and intercultural influences

Objective – Understanding Students understand and analyse in Japanese and English: <ul style="list-style-type: none"> the role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LJALS-9U explores their own and other languages and cultures	LJA4-9U recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community LJA5-9U explains and reflects on the interrelationship between language, culture and identity

YEARS 7-10 LIFE SKILLS CONTENT



for your information

The Years 7–10 Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.



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COMMUNICATING

INTERACTING

OUTCOME

A student:

> uses Japanese to interact with others in everyday contexts LJALS-1C

Related Stage 4/5 outcomes: LJA4-1C, LJA5-1C

CONTENT

Students:

- use language to interact with peers and known adults, for example: 🌟🌟
 - understanding and responding to greetings 🌟
 - initiating questions, eg おなまえは? 🌟
 - responding to questions about themselves, eg ～さいですか。 🌟
 - introducing themselves, eg はじめまして。 ____です。 🌟
 - engaging in a conversation about themselves 🌟🌟
- engage in everyday collaborative activities, for example: 🌟🌟
 - following instructions to learn a song or game 🌟🌟
 - collaborating with others in a shared event, eg planning a weekend outing 🌟🌟
 - sharing information about aspects of their personal world, such as family (eg ～人かぞくです。), friends, entertainment, sport or leisure 🌟🌟
 - recounting a special event, eg their birthday 🌟🌟
 - responding to cues for turn-taking 🌟🌟
- participate in classroom routines, for example: 🌟
 - responding to classroom instructions, eg 見てください。すわってください。たってください。 🌟
 - seeking help or permission 🌟
 - offering suggestions, eg ～にいきましょう。 , ～をしましょう 🌟

- expressing opinions, eg 〜がすきです。 ⚙️👤
- accepting or declining an invitation, はい、どうぞ、〜はちょっと 🙋👤

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and known adults, for example: ⚙️👤
 - initiating conversations 👤
 - sustaining interactions by asking questions, eg なんさいですか。 ⚙️👤
 - responding to questions about themselves, eg なんにんかぞくですか。 ⚙️👤
 - engaging in a conversation about themselves 👤
 - chatting online with a classmate ⚙️💻👤
- engage in everyday collaborative activities, for example: ⚙️👤
 - giving and following instructions to learn a song or game 👤
 - collaborating with others in a shared event, eg planning a weekend outing ⚙️👤
 - allocating and swapping roles in group activities 👤
- participate in classroom routines, for example: 👤
 - responding to open-ended questions about learning activities, eg 〜は adjective です。 ⚙️👤
 - asking for clarification 👤
 - seeking help, permission and advice 👤
 - offering suggestions and advice, eg 〜ましょう。 👤
 - expressing ideas and opinions ⚙️👤
 - responding to invitations by accepting, or declining with reasons 👤

COMMUNICATING

ACCESSING AND RESPONDING

OUTCOME

A student:

- > obtains information from a range of texts LJALS-2C
- > presents ideas and information in Japanese in a range of formats LJALS-3C

Related Stage 4/5 outcomes: LJA4-2C, LJA4-2C, LJA4-3C, LJA5-3C

CONTENT

Students:

- access texts and locate information, for example: 🗂️
 - identifying known words and phrases in conversation, songs and rhymes 🗂️
 - recognising known words and phrases, such as where animals are located on a zoo map 🗂️
 - listening for key information, such as numbers or names 🗂️
 - obtaining specific information in texts in a variety of ways, such as matching words with pictures, sequencing words and sentences 🗂️
 - identifying key information in texts, such as timetables, a birthday party invitation and menus 🗂️
 - identifying colours and fruit in games and real-life situations 🗂️
 - naming the ingredients in a video demonstrating how to make a simple Japanese meal 🍴🗂️
 - comparing packaging of Japanese goods with those of English-speaking countries 🗂️
- convey information in a variety of formats, for example: 🗂️🗂️
 - using body language or gestures to illustrate information on a familiar topic
 - creating a scrapbook introducing their friends and/or family members, (ともだち) の～さんです。 🗂️🗂️
 - creating a poster about things they like, labelled in Japanese, eg ～がすきです。 🗂️🗂️
 - making a presentation about where they went or what they did on the weekend, eg place に行きました。 activity を verb しました。 🗂️🗂️
 - presenting information about a special event gathered from diverse sources in different formats, eg a poster, a news item or a notice 🗂️🗂️
 - presenting information gathered from multiple sources, eg a class survey, a video clip, an avatar of a Japanese student 🗂️🗂️🗂️
 - representing gathered information by restating key phrases and supporting presentations with pictures, charts or graphs 🗂️🗂️🗂️

Content for students with prior learning and/or experience

Students:

- access and select relevant information and ideas from texts, for example: 🗂️🗂️
 - accessing texts and identifying main points and specific details 🗂️
 - identifying key information in texts in a variety of ways, eg an interview 🗂️
 - locating and identifying relevant information in texts by focusing on familiar and predictable situations, eg answering questions in English or Japanese 🗂️🗂️

- accessing and gathering information from diverse sources about schools, pop music, sport in Japan and Australia 🌐 ⚙️ 📱
- convey information on a range of topics, events or experiences in a variety of formats, for example: ⚙️ 📱
 - presenting a short talk using information gathered from multiple sources ⚙️ 📱
 - representing gathered information using posters and supporting presentations with simple statements and pictures ⚙️ 📱
 - presenting the findings of a class survey in a table or graph in English or Japanese ⚙️ 📱 📊
 - describing their friends and/or family members in a scrapbook, eg 〜は adjective です ⚙️ 📱
 - presenting descriptions in a poster about things they like, eg ____がすきです。 ⚙️ 📱
 - making a presentation about where they went or what they did on the weekend and describing what they thought of it. 〜にいきました。 , 〜をしました。 〜をみました。 📱
 - creating a shopping list of ingredients required to cook simple Japanese meal 📱
 - planning and presenting short reports about holidays, special events and places, using photos, illustrations, captions and diagrams ⚙️ 📱 📊

COMMUNICATING

COMPOSING

OUTCOME

A student:

- > composes texts in a range of formats for different purposes and audiences LJALS-4C

Related Stage 4/5 outcomes: LJA4-4C, LJA5-4C

CONTENT

Students:

- compose texts in a variety of formats, using modelled language, for example: 🌟📖👉
 - producing a poster of pets, using photos and descriptions 🌟👉
 - creating a menu for a class restaurant 🌟👉
 - writing lyrics to a rap song using familiar words 🌟👉
 - creating a digital shopping list for a recipe 🌟📖👉
 - labelling photos of school excursion in Japanese for classroom display, ～です 🌟👉
 - composing self-introduction speech for meeting new students 🌟👉
 - completing speech bubbles in a comic strip 🌟👉
- creates bilingual texts for the classroom, for example: 🌟👉
 - creating a bilingual picture dictionary of new words 🌟👉
 - creating a poster of classroom items labelled in Japanese and English 🌟👉
 - labelling the school map in Japanese 🌟👉
 - creating a bilingual poster, such as for the zoo, for the school canteen or a school map 🌟👉
 - collecting (on-line) products used internationally and comparing and contrasting their packaging between English and Japanese 🌟👉
 - making an online dictionary of learnt vocabulary for the class 🌟📖👉

Content for students with prior learning and/or experience

Students:

- compose texts in a variety of formats for different contexts, for example: 🌟📖👉
 - writing a recount of a school excursion for school newsletter, eg ～にいきました。 🌟👉
 - creating a menu with some details about each item for a class restaurant 🌟👉
 - writing a diary entry about a day's experience at school and selecting phrases about how they felt, eg たのしかったです。 🌟👉
 - producing an advertisement for a class restaurant promoting what food the restaurant offers 🌟👉
- creates bilingual texts for classroom and the community, for example: 🌟👉
 - creating bilingual posters for the classroom, eg これは noun です。 🌟👉
 - producing a word bank containing vocabulary learnt in class 🌟👉
 - creating a video about favourite people and things spoken in Japanese with English (or other language) subtitles 🌟📖👉
 - writing a simple article labelling photos from Japanese activities for a school newsletter or local newspaper 🌟👉

- creating a bilingual notice for the school to notify Japanese parents of a fundraising activity 🌐
- writing lyrics in Japanese to a well-known song 🌐 🎵

UNDERSTANDING

SYSTEMS OF LANGUAGE

OUTCOME

A student:

- > demonstrates understanding of letter combinations and/or symbols and how they represent sounds and words in Japanese LJALS-5U
- > demonstrates understanding of language patterns and structures used to convey meaning LJALS-6U
- > demonstrates understanding that texts are structured in different ways LJALS-7U

Related Stage 4/5 outcomes: LJA4-5U, LJA4-6U, LJA4-7U, LJA5-5U, LJA5-6U, LJA5-7U

CONTENT

Students:

- recognise features of the Japanese sound system, such as tone, pitch, volume, and intonation, for example: 🗣️
 - recognising tone, pitch and volume varies according to speaker's mood 🗣️
 - recognising the use of raised pitch to ask shortened questions, eg おなまえは? 🗣️
 - identifying the characteristic of rising intonation when asking questions when using 〜ましょう form, eg 行きましょうか? 🗣️
 - recognising non-verbal communication, eg bowing, two hands for giving and receiving, waving 🙇🏻🙌🏻👋🏻
- recognise features of the Japanese writing system using scaffolds, for example: 📖
 - recognising *hiragana* and *katakana* represent sounds and when put together form words 📖
 - recognising *kanji* represent meaning and sometimes whole words 📖
 - forming words by rearranging script written on individual cards 📖
 - practising writing script using models 📖
 - recognising different ways of writing some *hiragana*, such as き、さ、り、や 📖
 - using digital technologies to arrange/organise vocabulary 📱📖
 - creating *hiragana* and *katakana* character cards to link shape and sound of the character with vivid image 📖
- use appropriate elements of Japanese grammar, such as sentence patterns, for example: 🗣️
 - manipulating sentence patterns through substituting nouns, adjectives and verbs in the correct places 🗣️
 - making simple statements, eg 〜は noun/adjectiveです。 🗣️
 - using verbs related to daily activities, eg 〜にいきます。〜をします。 🗣️
 - responding to and making polite requests 〜をください。 🗣️
 - using a range of verb forms and tenses, eg 〜ます・ません、ました・ませんでした、ましよう、〜ています。 🗣️
- explore how different texts are structured, for example: 📖
 - recognising an invitation because of how it is formatted 📖
 - recognising the structure and logical flow of a self-introduction speech 🗣️
 - identifying the format of text types, eg greeting card, email, map, menu, timetable 📱📖

- recognising format of picture books and songs 📖
- explore how language changes in formal and informal contexts, for example: 📖
 - observing and participating in interactions with a range of participants, and discussing how different people use language in different ways, eg a range of ways of greeting and farewelling 📖
 - noticing that greetings can change when talking to teachers or peers 📖
 - using appropriate name suffixes, eg さん、せんせい 📖

Content for students with prior learning and/or experience

Students:

- recognise and use Japanese pronunciation and intonation patterns, for example: 📖
 - recognising structure of Japanese syllabary and pronouncing sounds correctly 📖
 - explaining pronunciation of sounds for which there is no English equivalent 📖
 - applying correct pronunciation and intonation when speaking 📖
 - reflecting on difference between Japanese and English intonation 📖
 - correctly pronouncing words which have dropped vowel sounds, eg です、まし〜た 📖
- recognise *hiragana*, *katakana* and some *kanji*, referring to charts and lists, for example: 📖
 - identifying the meaning of high frequency *kanji*, eg being able to match *kanji* with related image 📖
 - recognising familiar words written in *hiragana* and *katakana* 📖
 - matching *kanji* with *hiragana* 📖
 - recognising that Japanese can be written vertically or horizontally and has various typefaces in printed form 📖
 - understanding the use of basic Japanese punctuation marks, eg a まる (。)、てん (、) and quotation marks 「 」 📖
- understand and use elements of Japanese grammar, such as sentence structure, for example: 📖
 - manipulating verb tense to write about past experience 📖
 - manipulating verbs to use volitional form 📖
 - using い and な adjectives in the present tense in basic sentences, eg たのしい、たのしくない、ゆうめいな、ゆうめいじゃない 📖
 - manipulating adjectives to write about past experience 📖
 - using particles, eg noun connective と 📖
 - recognising different question words, eg 何(なに)、どこ、何(なん)よう日(び)、どんな、いつ、いくら、だれ 📖
 - using a range of verbs related to daily activities, eg 行(い)きます、見(み)ます、たべます、かきます、よみます、ききます、はなします、します 📖
 - using basic time expressions such as days of the week and months, eg まい日(にち)、ときどき 📖
 - building vocabulary that relates to familiar environments, eg the classroom, family and personal world and that can be used for cross-curricular content learning 📖
- identify textual conventions of familiar multimodal texts, for example: 📖
 - recognising Japanese texts and discussing how the content is organised including headings, images, use of scripts and fonts 📖
 - applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narrative and recipes 📖

- using conventions associated with/learning to use *genkoyoshi*, eg the size of small characters, the position in the square and the placing of punctuation 📖
 - using digital tools to write text in Japanese 📱
 - explaining location of key information in a range of texts, eg maps, menus, emails, narratives and recipes 📖
 - demonstrating how to create structure when writing eg using paragraphs or conjunctions to sequence and link ideas (eg そして、それから、でも) 📖
 - recognising that Japanese texts can include either たてがき or よこがき、 according to the context, purpose and intended audience 📖
- understand that language changes in formal and informal contexts, for example: 📖
 - noticing that です/ください might be left out in casual speech 📖
 - recognising the use of the prefixes お before some words to indicate respect, eg おなまえ は？おはし、どうぞ。 📖
 - using polite language when speaking to seniors/teachers/Japanese guests and students, eg ーさん、先生 📖
 - using formulaic expressions and polite greetings in daily life and at school in class, eg おはようございます！、ありがとうございます、すみません、どうぞよろしく 📖

UNDERSTANDING

LANGUAGE VARIATION AND CHANGE

OUTCOME

A student:

- > explores the influence of Japanese on other languages LJALS-8U

Related Stage 4/5 outcomes: LJA4-8U, LJA5-8U

CONTENT

Students:

- understand the dynamic nature of Japanese and other languages, for example: 🌐🇯🇵🌐
 - recognising Japanese words that are commonly used in English, eg *sushi*, *karaoke*, *manga*, *karate*, *judo* 🌐🇯🇵
 - recognising words in Japanese that have come from English or other languages, eg テニス、ハンバーグ、パーク、パン 🌐🇯🇵🌐
 - recognising that languages and cultures change continuously due to contact with one another and in response to new ideas and developments in communications and technology, such as ラップトップ、ダウンロード、チャット 🌐🇯🇵🌐

Content for students with prior learning and/or experience

Students:

- explore how languages change and are influenced by factors, such as technology, globalisation and youth culture, for example: 🌐🇯🇵🌐
 - exploring the existence of foreign words in Japanese that are written in *katakana* 🌐🇯🇵🌐
 - participating in discussion about origin of borrowed words and how they came to be adopted in the Japanese language 🌐🌐🇯🇵🌐
 - exploring popular music in Australia and Japan, noticing similarities and differences 🌐🌐🌐
 - recognising the spread of youth culture through the internet, through exploring concepts, eg the use of English words in Japanese music, cartoons or advertising 🌐🌐🇯🇵🌐

UNDERSTANDING

ROLE OF LANGUAGE AND CULTURE

OUTCOME

A student:

- > explores their own and other languages and cultures LJA4-9U

Related Stage 4/5 outcomes: LJA4-9U, LJA5-9U

CONTENT

Students:

- recognise that there are culturally appropriate language and behaviours for particular contexts, for example: 🌐👋
 - comparing classroom interactions in their own class to those seen in videos of Japanese classrooms 🌐🌐👋
 - practising Japanese hand gestures that avoid pointing at others, eg counting, beckoning, indicating others 🌐🌐✋
 - bowing when greeting, thanking, apologising 🌐🌐👋✋
 - recognising the importance of declining politely 🌐🌐🙅👋
- explore their own and others' lifestyles, beliefs and cultural practices, for example: 🌐🌐🗣️✋
 - exploring the range of languages spoken in Australia, including Aboriginal languages, and identifying people in the local community or in the media who speak a different language, eg 'My mum's friend is from Japan, and she speaks Japanese' 🗣️🌐🌐✋
 - discussing why there are different languages spoken by Australian families and by classmates, including Aboriginal and Torres Strait Islander languages 🗣️🌐🌐✋
 - recognising that there are Japanese-speaking communities outside Japan, eg in the United States, in particular Hawaii, and South America, and that Japanese is widely taught in many countries around the world and within the Asia-Pacific region, including Australia 🌐🌐✋
 - sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken 🌐👋✋
 - comparing students in Japan's interests and hobbies with their own 🌐🌐✋
 - comparing own family grouping and values with that of others 🌐👋✋
 - participating in a shared meal and identifying that customs associated with eating vary according to culture 🌐🌐👋✋
 - examining pictures of different market places and noticing differences between food markets and grocery stores in Japan and Australia 🌐🌐👋✋
 - comparing Japanese and Australian lifestyles related to festivals, celebrations and beliefs, including music, traditional clothing, food staples and cooking styles and discussing own engagement with these 🌐🌐👋✋
 - exploring examples of both traditional and modern entertainment and recreational activities 🌐👋✋
 - participating in a Japanese game, eg *jan ken*, experiencing the values that lie beneath, that is to resolve conflict between two people without embarrassment to either person 🌐🌐✋

Content for students with prior learning and/or experience

Students:

- explore how language and culture and behaviours help shape identity, for example: 🌐✳️
 - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander groups, eg celebrations, food, music, art, craft, beliefs/protocols, dance and traditional clothing 🇺🇸🌐✳️
 - exploring the notion of belonging through shared culture and behaviour 🌐✳️
 - recognising that the Japanese language has many ways of expressing values, eg consideration and respect, eg どうぞ, どうも, すみません, おくれて すみません, しつれいします, and using indirect forms of refusal and softening responses, eg ちょっと…。あんまり…。 🌐🇯🇵
 - participating in exchanging good wishes in celebrations and comparing cultural practices of celebration from around the world 🌐🇯🇵🇺🇸✳️
 - noticing that a focus on ‘self’ is avoided in Japanese by the minimal use of the pronoun ‘I’ in interactions 🌐🇯🇵🇺🇸
- recognise how aspects of identity, including family background, age, school and interests influence how we communicate, for example: 🌐🇯🇵
 - recognising that identity can be reflected through speech, eg the use of colloquial language, eg yeah, yep, yes 🌐🇯🇵
 - considering how Japanese language and interaction patterns around familiar routines, eg mealtimes reflect traditional practices and values associated with family life, eg using formulaic expressions such as いただきます。いってきます。いってらっしゃい。ただいま。おかえり。 🌐🇯🇵🇺🇸
 - adopting Japanese ways of communicating that reflect cultural values and practices, eg the expression of respect or familiarity, eg 母、ママ and お母さん、～さん and ～せんせい 🌐🇯🇵🇺🇸
 - participating in class discussions about own and others’ cultural practices 🌐🇯🇵✳️
 - demonstrating respect for diverse cultural practices, eg differences in speech, dress, celebrations and beliefs 🌐🇯🇵✳️

ASSESSMENT



for your information

The text in this section is generic for all K–10 syllabuses.

STANDARDS

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

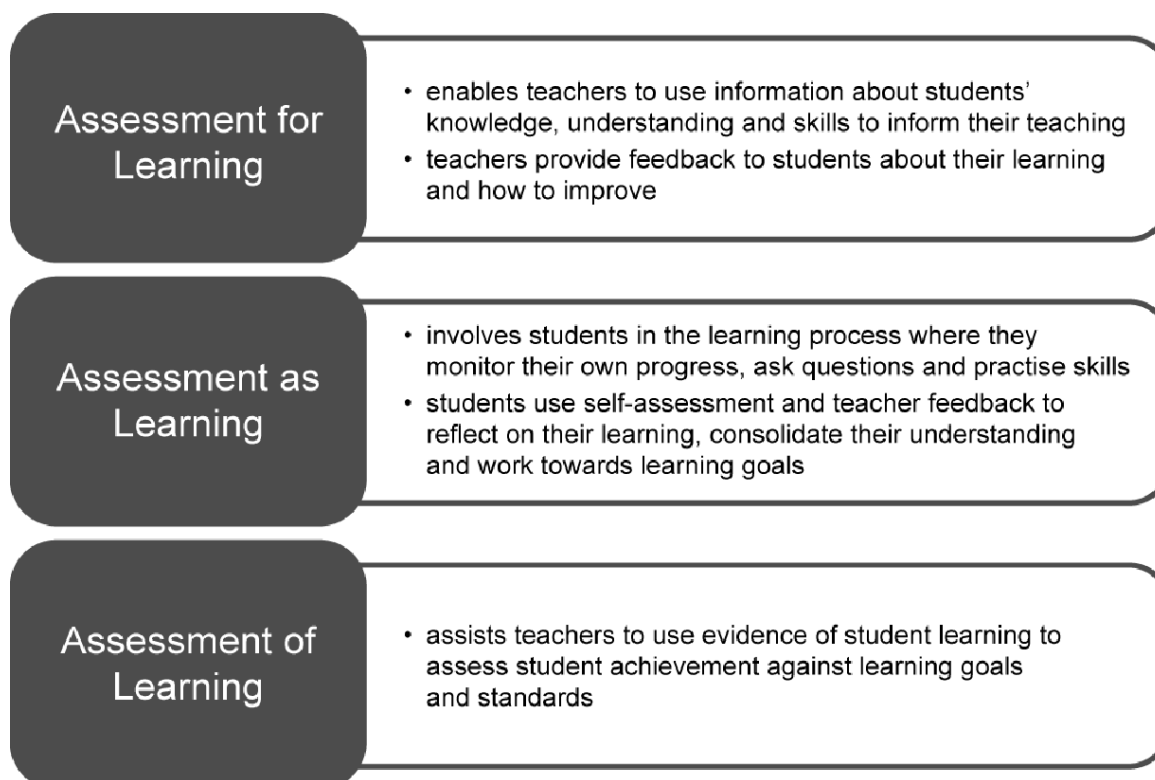
Syllabus outcomes in Japanese contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage.

Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the [Language] syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

REPORTING

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in [Language] provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking or equivalent to report achievement of students undertaking Life Skills outcomes and content.

GLOSSARY



for your information

This section draws on the Australian curriculum: Languages F–10 glossary which is included below. Additional words and/or terms specific to individual languages may also be identified for inclusion.



consult

Glossary Term	Definition
Aboriginal and Torres Strait Islander Peoples	Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia, including the Indigenous peoples of the Torres Straits islands of Northern Queensland.
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.
activity	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and tasks.
adjective	A word that modifies or describes a noun or pronoun. For example, <i>astonishing</i> in <i>an astonishing discovery</i> .
adverb	A word class that may modify or qualify a verb, an adjective or another adverb. For example, <i>beautifully</i> in <i>she sings beautifully</i> ; <i>really</i> in <i>he is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>she walks very slowly</i> .
adverbial	A word or group of words that functions as an adverb.
aesthetic	Relates to a sense of beauty or appreciation of artistic expression.
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 <i>a novel, film, website, speech, essay, autobiography</i>).
bilingualism	An ability to use two or more languages.

Glossary Term	Definition
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 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.
CLIL	Content and language integrated learning. An approach to learning content through an additional language.
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 <i>study/laze about, ugly/beautiful</i>), repetition (for example <i>work, work, work – that's all we do!</i>) and collocation (for example <i>friend and pal in, My friend did me a big favour last week. She's been a real pal.</i>)
communication	A mutual and reciprocal exchange of meaning.
composing	A process of producing written, spoken, graphic, visual or multimodal 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 <i>or</i> , <i>and</i> , <i>but</i> . 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].
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 <i>and</i> links the two participants, while <i>or</i> 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.

Glossary Term	Definition
convention	An accepted language or communicative practice that has developed and become established over time. For example use of punctuation or directionality.
Country	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
create	Develop and/or produce spoken, written or multimodal texts in print or digital forms.
cues	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.
culture	<p>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</p> <ul style="list-style-type: none"> • see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity. <p>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.</p>
dialect	A variant of a language that is characteristic of a region or social group.
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.
directionality	A direction in which writing/script occurs, for example from left to right, right to left.
exercise	A teaching strategy that is used to drill learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.

Glossary Term	Definition
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 <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).
genre	<p>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.</p> <p>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.</p>
honorific	A grammatical form, typically a word or affix, which has, in 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 emphasise 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. Non-background language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.
Indigenous Cultural and Intellectual Property (ICIP)*	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
Indigenous peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
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>I am over the moon</i> , <i>on thin ice</i> , <i>a fish out of water</i> , <i>fed up to the back teeth</i>).

Glossary Term	Definition
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.
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 de-centre, 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: <ul style="list-style-type: none"> • 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.

Glossary Term	Definition
language	<p>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.</p> <p>Language is described and employed:</p> <ul style="list-style-type: none"> • 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 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 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 systems	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.
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.
metalanguage	A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <i>sentence</i> , <i>clause</i> , <i>conjunction</i> ; or about the social and cultural nature of language, such as <i>face</i> , <i>reciprocating</i> , <i>register</i>).

Glossary Term	Definition
mnemonic	Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.
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.
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.
noun	A part of speech that includes all words denoting physical objects such as <i>man, woman, boy, girl, car, window</i> . These are concrete nouns. Abstract nouns express intangibles, such as <i>democracy, courage, success, idea</i> .
orthography	Writing words with correct letters or characters according to common usage.
performance	A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.
Place	Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
prefix	A meaningful element (morpheme) added before the main part of a word to change its meaning. For example <i>unhappy</i> .
preposition	<p>A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> space/direction (<i>below, in, on, to, under</i> – for example <i>she sat on the table</i>) time (<i>after, before, since</i> – for example I will go to the beach after lunch) those that do not relate to space or time (<i>of, besides, except, despite</i> – for example <i>he ate all the beans except the purple ones</i>). <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example in the office, besides these two articles.</p>
productive language	One of 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. <i>He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).

Glossary Term	Definition
pronunciation	A manner in which a syllable is uttered.
question	<p>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:</p> <ul style="list-style-type: none"> • 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 routinised 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 stimulus for discussion, reflection and investigation. <p>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.</p>
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.
register	A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i> . For example informal register or academic register
romanisation	A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet

Glossary Term	Definition
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, probe existing conceptions or cue noticing and reflecting.
script	A writing system in which characters or symbols represent components of language (letters, syllables, words).
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 <i>she will conduct the orchestra</i> ; <i>her conduct is exemplary</i> .
suffix	A meaningful element added after the root of a word to change its meaning for example to show its tense: <i>-ed</i> in <i>passed</i> . Common suffixes in English include <i>-ing</i> , <i>-ed</i> , <i>-ness</i> , <i>-less</i> , <i>-able</i> .
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	Tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises the task involves the achievement of a devised or actual goal or purpose. Tasks provide opportunities to draw on existing language resources and to experiment with new forms. The task may be authentic, for example to conduct a [Language]-speaking person around a school or to participate in an experiment; or simulated, for example to compose an email to a [Language]-speaking friend or read a friend's blog. Tasks provide the organising structure and context for meaning-focused language learning.

Glossary Term	Definition
task-based language learning (TBLL)	An orientation to language teaching and learning, which focuses on the use of the language in meaningful and ‘life-like’ tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary-building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners’ overall learning progression.
texts	Communications of meaning produced in any media that incorporates [Language]. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning. Multimodal texts combine language with other systems for communication.
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 elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.
textual features/conventions	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).

Glossary Term	Definition
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.
transliteration	Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.
verb	<p>A part of speech which expresses existence, action, state or occurrence. For example they watch football; she is exhausted; the day finally came.</p> <p>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.</p>
word borrowing	A practice of incorporating words from one language into another. For example the use of Italian words such as <i>pianissimo</i> , <i>cannelloni</i> 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.