

# Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Japanese

## Australian Curriculum Version 9.0: Sequence of achievement standards aspects

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects for Prep–Year 10 Japanese, and Years 7–10 Japanese (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Japanese	P–10 sequence	use play and imagination to interact and create Japanese texts, with support	use Japanese language to interact and share information related to the classroom and themselves  use cues to respond to questions and instructions, and use simple formulaic language	use Japanese language to initiate structured interactions to share information related to the classroom and their personal world  use modelled language to participate in spoken and written activities that involve planning	initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment  use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts  collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences	initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences  use Japanese to collaborate and problem-solve, and adjust language in response to others	contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues  interpret texts by evaluating and synthesising information, ideas and perspectives
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience	interpret information, ideas and opinions in texts  demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	show understanding of how features of language can be used to influence audience response
			use familiar words and modelled language to create texts  copy some kana script and single, high-frequency kanji appropriate to context	use modelled language and basic syntax to create texts  use hiragana with support, and familiar kanji appropriate to context	create texts, selecting and using a variety of vocabulary and sentence structures to suit context  sequence information and ideas, and use conventions appropriate to text type  use hiragana and familiar katakana and kanji appropriate to context	select and use vocabulary, sentence structures, expressions and levels of formality to create texts  select and use combinations of kana and familiar kanji appropriate to context	create texts, selecting and manipulating language for a range of contexts, purposes and audiences  apply and use complex sentences and structures to create and respond to spoken and written texts  use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion  select and use combinations of kana and a range of kanji appropriate to context

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Understanding language and culture	Year 7 entry sequence					<p>use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts</p> <p>respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges</p> <p>use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices</p>	<p>initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world</p> <p>communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events</p>
						<p>locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning</p> <p>respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts</p>	<p>interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives</p> <p>synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience</p>
						<p>use some familiar katakana and kanji, and hiragana, with support</p>	<p>use structures and features of spoken and written Japanese to create texts</p> <p>use a combination of kana and a range of familiar kanji appropriate to context</p>
	P–10 sequence	<p>identify that Japanese and English look and sound different</p>	<p>imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts</p> <p>give examples of similarities and differences between some features of Japanese and English</p>	<p>imitate hiragana sounds, pronunciation and intonation patterns of Japanese language</p> <p>demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning</p> <p>recognise that some terms have cultural meanings</p> <p>identify patterns in Japanese and make comparisons between Japanese and English</p>	<p>apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese</p> <p>compare language structures and features in Japanese and English, using some metalanguage</p>	<p>apply the conventions of spoken Japanese and phrasing patterns to develop fluency</p> <p>demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning</p> <p>comment on structures and features of Japanese text, using metalanguage</p>	<p>incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency</p> <p>demonstrate understanding of the conventions of spoken and written texts and the connections between them</p> <p>apply knowledge of scripts, language structures and features to make and predict meaning</p> <p>identify multiple readings of familiar kanji in different compounds</p> <p>support analysis of Japanese texts, using metalanguage</p>
		<p>recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity</p>	<p>understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s)</p>	<p>understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s)</p>	<p>show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity</p>	<p>reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity</p>	<p>reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating</p>

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
	Year 7 entry sequence					approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms  demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication  comment on aspects of Japanese and English language structures and features, using metalanguage	apply features of the Japanese sound system to enhance fluency  demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts  identify multiple readings of familiar kanji in different compounds  support discussion of structures and features of texts, using metalanguage
						demonstrate awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity	reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating

More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or email the K–10 Curriculum and Assessment Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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