

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

## Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Years 7–10 Japanese (Year 7 entry sequence). Content descriptions identify the learning area’s essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Prep–Year 10 Japanese.

Strand: Communicating meaning in Japanese		
Sub-strands	Years 7–8 band	Years 9–10 band
<b>Interacting in Japanese</b>	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LJ8EC01	initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world AC9LJ10EC01
	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LJ8EC02	use Japanese language in exchanges to question, offer opinions and compare and discuss ideas AC9LJ10EC02
	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LJ8EC03	use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LJ10EC03
<b>Mediating meaning in and between languages</b>	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LJ8EC04	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LJ10EC04
	develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts AC9LJ8EC05	apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LJ10EC05
<b>Creating text in Japanese</b>	create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji AC9LJ8EC06	create spoken, written and multimodal, informative and imaginative texts selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of kana and kanji AC9LJ10EC06

Strand: Understanding language and culture		
Sub-strands	Years 7–8 band	Years 9–10 band
<b>Understanding systems of language</b>	recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LJ8EU01	apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds AC9LJ10EU01
	develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LJ8EU02	select and use structures and features of the Japanese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LJ10EU02
	compare Japanese language structures and features with English, using familiar metalanguage AC9LJ8EU03	reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features AC9LJ10EU03
<b>Understanding the interrelationship of language and culture</b>	recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LJ8EU04	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LJ10EU04

## More information

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

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