

Years 7–8 (7–10 sequence) Japanese Curriculum and assessment plan

Example

Level description		Context and cohort considerations	
<p>In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>		<p>Students learn Japanese in Years 7 and 8, accounting for three lessons a week. Some students may have background knowledge from primary school and will require some differentiation.</p>	
Unit 1 — わたしはだれ? (Who am I?)	Unit 2 — 学校せいかつ (School life)	Unit 3 — 日本のゲームショー (Japanese game show)	Unit 4 — コンビニ (Convenience store)
<p>Timing: Year 7, Term 1 Duration: 10 weeks</p> <p>As an introduction to Japanese, students learn basic greetings and grammar patterns to exchange personal information in both spoken and written forms. They begin to consider how culture shapes their identity. Students consider how self-introductions and body language differ between cultures. They learn to use hiragana particles, write their name in katakana, and to read and write some kanji. Students use Japanese to introduce themselves to the class, applying Japanese pronunciation rules.</p>	<p>Timing: Year 7, Term 2 Duration: 10 weeks</p> <p>In this unit, students learn the hiragana script and begin to compare it to katakana and kanji scripts. They learn Japanese script through the topic of school life, increasing their comprehension each week as they learn more hiragana characters. Students learn about subjects, year levels, school lunches, timetables, after-school activities and how Japanese students travel to school. They watch videos and read and listen to texts about school life in Japan to compare to their own, applying this knowledge to an examination task.</p>	<p>Timing: Year 7, Term 3 Duration: 10 weeks</p> <p>In this unit, students learn Japanese instructional language and use this language to play classroom games that facilitate the learning of vocabulary used throughout the course, e.g. hiragana, numbers, colours, adjectives, food vocabulary. Students collaboratively design their own games to share with the class.</p>	<p>Timing: Year 7, Term 4 Duration: 10 weeks</p> <p>Turning the classroom into a convenience store, students learn the language for numbers, counters, and basic language to order food and make purchases via roleplays. They learn about Japanese food and culture and compare this to their own. Students engage with their classmates to create modelled and impromptu conversations to buy and sell classroom objects, leading to the creation of a skit with a humorous tone inspired by Japanese Manzai comedy.</p>
Unit 5 — 着るもの (Something to wear)	Unit 6 — ホームスイートホーム (Home sweet home)	Unit 7 — ゆるキャラ (Yurukyara)	Unit 8 — ビーチに行きましょう! (Let's go to the beach!)
<p>Timing: Year 8, Term 1 Duration: 10 weeks</p> <p>In this unit, students learn to describe clothing with adjectives and colours. They develop understanding that Japanese uses 'loan words' from different languages and reflect on the similarities and differences between Japanese and English. Students recognise the nature of Japanese adjectives and how these reflect Japanese cultural values. They consider Japanese fashion and trends, noting how these trends compare to Australian trends and those of other cultures. Students design and describe an outfit that reflects their own cultural identity.</p>	<p>Timing: Year 8, Term 2 Duration: 10 weeks</p> <p>Considering the question 'what would I experience on a homestay in Japan?', students learn language for household routines. They explore Japanese cultural conventions around family and home life and investigate Japanese domestic approaches to sustainability, comparing these with their own experiences. Students reflect on differences and similarities between transactional home language use in Japanese and English, and their own backgrounds. They recognise how the choice and use of language reflect cultural values, beliefs and identity, and demonstrate understanding in an examination task.</p>	<p>Timing: Year 8, Term 3 Duration: 10 weeks</p> <p>Students learn vocabulary for body parts and refine their knowledge of Japanese colours and adjectives through the exploration of Japanese <i>yurukyara</i> mascot characters. They consider the design elements of <i>yurukyara</i> for Japanese towns and cities and apply this to design a <i>yurukyara</i> for their local community. Students consider the role of <i>yurukyara</i> and other characters in Japanese culture. They begin to explore the katakana script for place names. Students design their own <i>yurukyara</i> to represent their community and describe it in Japanese.</p>	<p>Timing: Year 8, Term 4 Duration: 10 weeks</p> <p>Students learn how to describe the weather and how this could influence making plans. They learn invitational language and dates to plan activities. Students consider Japanese cultural norms for declining invitations and suggesting alternatives and compare Japanese and English sentence structures, responding to imagined invitations using appropriate cultural norms in an examination task.</p>


	Unit 1 — わたしはだれ? (Who am I?)		Unit 2 — 学校せいかつ (School life)		Unit 3 — 日本のゲームショー (Japanese game show)		Unit 4 — コンビニ (Convenience store)	
	Assessment 1 — Self-introduction speech	Term/ week	Assessment 2 — School life	Term/ week	Assessment 3 — Board game	Term/ week	Assessment 4 — Humorous skit	Term/ week
Assessment	<p>Description: Students apply vocabulary and grammar patterns learnt in class to present a self-introduction speech in Japanese.</p> <p>Technique: Short response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute in Japanese 	Term 1 Week 8	<p>Description: Students watch and read texts about Japanese schools to complete timetables and respond to questions. They compare language used in Australian and Japanese schools, using metalanguage. Students reflect on what the use of different expressions reveals about each culture and students' identities, e.g. a <i>Senpai</i> and <i>Kouhai</i> relationship.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 70 minutes with 10 minutes planning • up to 300 words in English 	Term 2 Week 7	<p>Description: Students work with classmates to design a game that reinforces Japanese vocabulary or grammar skills (such as a board game or game using digital technologies). They submit the rules of the game and film themselves playing and interacting with their peers using Japanese.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • game materials: up to 300 characters in Japanese • video of gameplay: up to 2 minutes in Japanese 	Term 3 Week 8	<p>Description: Students collaborate with their classmates to create and present a humorous skit set in a convenience store. They use modelled language to order food and make payments. They use body language and exaggeration for comedic purposes.</p> <p>Technique: Extended response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes in Japanese 	Term 4 Week 7
Achievement standard	<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.</p> <p>Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. 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Moderation	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

Unit 5 — 着るもの (Something to wear)		Unit 6 — ホームスイートホーム (Home sweet home)		Unit 7 — ゆるキャラ (Yurukyara)		Unit 8 — ビーチに行きましょう! (Let's go to the beach!)		
	Assessment 5 — Fashion show	Term/ week	Assessment 6 — Home life	Term/ week	Assessment 7 — Our character	Term/ week	Assessment 8 — Let's make plans!	Term/ week
Assessment	<p>Description: Students use a Japanese text to draw an outfit typically worn by Japanese teenagers. They then create a multimodal presentation to model an outfit which represents their culture and identity. Students describe the outfit in Japanese and explain in English why they picked the outfit.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes in Japanese 	Term 1 Week 8	<p>Description: Students read a Japanese text and use visual stimulus to answer comprehension questions in Japanese or English, as indicated. They compare and reflect, in English, on home life in Japan and in Australia.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 50 minutes with 10 minutes planning • up to 100 characters in Japanese or equivalent in Romaji • up to 200 words in English 	Term 2 Week 8	<p>Description: In pairs, students design a mascot to represent their local community and record an interview about its appearance and personality in Japanese. They play their interview to the class and answer their classmates' questions about their mascot.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes in Japanese 	Term 3 Week 8	<p>Description: Students listen to a weather report in Japanese and match the weather to suitable events, e.g. going to the beach, watching a movie. In Japanese, students suggest a time and place to plan an activity. Students then compare English and Japanese expressions, using metalanguage in English.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 70 minutes with 10 minutes planning • up to 250 characters in Japanese or equivalent in Romaji • up to 300 words in English 	Term 4 Week 7
	Achievement standard	<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.</p> <p>Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. 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Content descriptions	Units								Content descriptions	Units							
Communicating meaning in Japanese	1	2	3	4	5	6	7	8	Understanding language and culture	1	2	3	4	5	6	7	8
Interacting in Japanese interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LJ8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding systems of language 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LJ8EC02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LJ8EC03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	compare Japanese language structures and features with English, using familiar metalanguage AC9LJ8EU03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mediating meaning in and between languages locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LJ8EC04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding the interrelationship of language and culture recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LJ8EU04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts AC9LJ8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
Creating text in Japanese 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									

General capabilities	Units							
	1	2	3	4	5	6	7	8
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units							
	1	2	3	4	5	6	7	8
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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