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|  | Years 9 and 10 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — Japanese |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 9–10 | Languages subject: Japanese |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — Japanese* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — Japanese*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — Japanese* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.  Japanese language learning and use  This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently, with a greater degree of self-correction and repair, and use あいづち to facilitate communication. They reference the accuracy of their language use against a stronger frame of grammatical knowledge.  Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.  Contexts of interaction  Learners interact with peers, the teacher and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional cultural experiences through events such as school exchanges, festivals, interschool events or cultural performances.  Texts and resources  Learners engage with texts designed for language learning, such as teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Japanese speakers, such as video clips or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.  Features of Japanese language use  Learners use more complex language in oral, written and multimodal forms. They expand their knowledge and control of grammatical elements such as the て form and plain form of verbs, for example, ～ています、～てもいい、～と思おもいます、and ～たり～たり、and conjugation patterns for both verbs and adjectives. Their language production includes elements of interpreting, creating and performing. They engage in analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.  Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness, and openness to alternative ways. They develop the capacity to ‘decentre’ from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.  Level of support  Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback is combined with peer support and self-review to monitor and evaluate learning outcomes, such as through portfolios, peer review, or digital journals.  The role of English  Japanese is used in more extended and complex ways. English continues to be used for discussion, explanation and analysis. This allows learners to communicate in depth and detail about the experience of learning Japanese and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as stereotypes, difference, diversity and values. It allows for a degree of expression and reflection that is beyond learners’ communicative capabilities in Japanese. | | |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10  In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways.  The Languages curricula in Years 7–10 provide opportunities for ongoing additional language study for those students who commenced in primary school as well as the opportunity to commence the study of an additional language. | | |
| **Achievement standard** | By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、みます, nouns, for example, 新聞、, and adjectives, for example, 早い、上手な、な. Students extract, [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They [distinguish](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Distinguish), for example, between おくりがな and ふりがな, and [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the concept of おん/くん readings. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how key Japanese cultural values such as community, / and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that students in  Year 9 and 10 will study a language as determined by school authorities.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year and  Units 5–8 have been written for the upper year. | Unit 1 — What are life stories? | Unit 2 — What are social issues? | Unit 3 — How big is the generation gap? | | | | Unit 4 — What are our global connections? | | | | | |
| Students use language to communicate ideas relating to immigration. They will:   * engage with a range of spoken and written informative texts relating to migrant experiences * process and compare information and stories on immigration * comprehend meaning from spoken and written texts * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students explore the ways in which people communicate about youth-related social issues in Japan and Australia. They will:   * encounter authentic language in a range of spoken and written texts about youth-related social issues * use a range of language to discuss their own perspectives on youth and technology use * analyse different perspectives on youth-related social issues * reflect on intercultural experiences and their own language and cultural values associated with youth-related social issues. | Students explore the concept of generation and generational difference in Japan and Australia. They will:   * interact with others to discuss ideas relating to roles and responsibilities over generations * encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change * engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities * reflect on intercultural experiences and their own language and cultural values associated with generations and generational differences. | | | | Students explore their connections with the wider global community including links with Japanese culture. They will:   * interact with others to discuss experiences and connections with other countries and cultures * explore links between Australia and Japan * engage with a range of texts to analyse perspectives and convey information relating to global connections * reflect on how global interactions shape the way we view ourselves and our place in the world. | | | | | |
| Unit 5 — What is advertising? | Unit 6 — What is the best job in the world? | Unit 7 — What is environmental conservation? | | | | Unit 8 — How do youth subcultures represent themselves? | | | | | |
| Students use language to communicate within the context of advertising. They will:   * engage with a range of spoken and written texts relating to advertising and advertisements * process and compare information about advertisements * make meaning of persuasive texts * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students understand how language and culture influence their hopes, dreams and aspirations in the context of teenage life. They will:   * encounter authentic language in a range of spoken and written texts to engage in communicative experiences and activities relating to hopes, dreams and aspirations in the context of teenage life * process and compare information about young people’s interests, behaviours and values * apply understandings of language in use to write an informative text using formal and informal registers * interact with peers to share and compare reactions to intercultural experiences * use new knowledge to modify their ways of using language when applying for a job. | Students explore language and cultural values relating to animal conservation in Japan and Australia. They will:   * interact with others to share ideas and opinions relating to perspectives on animal conservation * encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues * engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation * reflect on intercultural experiences and their own language and cultural values associated with animal conservation. | | | | Students explore the concept of representation within the context of youth cultures. They will:   * interact with others to share ideas and experiences relating to shared interests and values within a group * encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity * engage with a range of texts to obtain and convey information making connections between youth cultures in Japan and their own experience * reflect on intercultural experiences and their own language use and cultural values associated with group belonging and group identity. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | |
| Socialising | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Engage in discussions and comparisons of young people’s interests, activities and lifestyles [Key concepts: perspectives, relationships, youth [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), social practices; Key processes: discussing, describing, [reciprocating](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Reciprocating)] [(ACLJAC181)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC181) | | |  | ✓ | ✓ | | ✓ |  | ✓ | ✓ | ✓ |
| Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion [Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating] [(ACLJAC182)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC182) | | | ✓ |  |  | |  |  | ✓ |  |  |
| Develop [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) to reflect on the experience of learning and using Japanese [Key concepts: [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage), reflection, review; Key processes: expressing, analysing, comparing, evaluating] [(ACLJAC183)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC183) | | |  |  |  | |  | ✓ |  |  |  |

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|  |  | Informing | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Analyse ideas presented in a range of texts, identifying [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), purpose and intended [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience) [Key concepts: [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), standpoint, representation, themes; Key processes: [scanning](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Scanning), summarising, comparing, analysing] [(ACLJAC184)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC184) | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation [Key concepts: social media, promotional material; Key processes: [composing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Composing), selecting, editing, presenting] [(ACLJAC185)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC185) | | |  | ✓ | ✓ | |  |  | ✓ | ✓ | ✓ |
| Creating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Identify how expressive and imaginative texts [create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) humorous, emotional or [aesthetic](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Aesthetic) effects that reflect cultural values or experiences [Key concepts: humour, emotion, effects, [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture); Key processes: interpreting, evaluating, analysing, comparing] [(ACLJAC186)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC186) | | |  | ✓ |  | | ✓ |  |  |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons [Key concepts: imagination, stimulus, [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), values; Key processes: adapting, creating, interpreting, expressing, engaging, performing] [(ACLJAC187)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC187) | | |  |  |  | | ✓ |  |  | ✓ | ✓ |
| Translating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) reflects elements of [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) [Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing] [(ACLJAC188)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC188) | | |  |  |  | |  | ✓ |  |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements [Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating] [(ACLJAC189)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC189) | | | ✓ |  |  | |  |  | ✓ |  |  |
| Reflecting | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Monitor [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) choices when using Japanese and take responsibility for modifying [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and behaviours to assist intercultural [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication) [Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing] [(ACLJAC190)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC190) | | |  |  |  | |  |  | ✓ |  |  |
| Reflect on cultural differences between Japanese- and English-language [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication) styles and on how these affect intercultural interactions [Key concepts: [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication); Key processes: comparing, analysing, evaluating, profiling] [(ACLJAC191)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAC191) | | |  |  | ✓ | | ✓ | ✓ | ✓ |  | ✓ |
| Understanding | | | | | | | | | | | |
| Systems of language | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation) and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation), variation, meaning; Key processes: identifying, discriminating] [(ACLJAU192)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU192) | | | ✓ |  |  | | ✓ |  | ✓ |  |  |
| Use knowledge of familiar kanji to predict meaning of unknown words [Key concepts: [script](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Script) conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding] [(ACLJAU193)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU193) | | | ✓ | ✓ |  | |  | ✓ | ✓ |  |  |
| Understand how sophistication in expression can be achieved by the use of a variety of [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) and [adjective](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Adjective) conjugations [Key concepts: [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage), plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing] [(ACLJAU194)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU194) | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English [Key concepts: textual conventions, [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language+features), [cohesion](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Cohesion); Key processes: comparing, analysing, identifying]  [(ACLJAU195)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU195) | | | ✓ |  |  | |  |  |  |  |  |
| Language variation and change | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Analyse variations in [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use that reflect different social and cultural contexts, purposes and relationships [Key concepts: /, respect, social relations, variation, [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register); Key processes: selecting, applying, comparing, evaluating] [(ACLJAU196)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU196) | | | ✓ |  | ✓ | |  |  | ✓ |  |  |
| Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) and intercultural exchange [Key concepts: globalisation, exchange, influence, contemporary [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) revival/reclamation; Key processes: mapping, classifying, analysing, reviewing] [(ACLJAU197)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU197) | | |  | ✓ |  | |  | ✓ |  |  |  |
| Role of language and culture | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that the Japanese [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) carries embedded cultural information and assumptions that can be difficult for speakers of other languages to [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) [Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing] [(ACLJAU198)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLJAU198) | | | ✓ |  |  | | ✓ |  | ✓ | ✓ | ✓ |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 7 to 10 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-9-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-9-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages). | Unit 1 — What are life stories? | Unit 2 — What are social issues? | Unit 3 — How big is the generation gap? | | | | Unit 4 — What are our global connections? | | | | | |
| Comprehension  Skills assessed: Listening, Reading  The assessment will gather evidence of the student’s ability to:   * use kanji to read verbs, nouns, and adjectives * extract and analyse information from extended spoken and written texts * predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features * understand the functions of the different scripts within text * identify hybrid terms that combine Japanese and English * explain how key Japanese cultural values are reflected in language and behaviours. | Collection of work  Skills assessed: Writing, Speaking  The assessment will gather evidence of the student’s ability to:   * use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language * use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing * use kanji to write verbs, nouns and adjectives * produce informative texts, appropriate to audience and purpose, using the て form to express preferences, permission and prohibition and to describe past experiences * understand the functions of the different scripts within text * use the て form as a basis for grammar conjugations * identify hybrid terms that combine Japanese and English. | Collection of work  Skills assessed: Speaking, Analysing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language * use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち * discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making * use the て form and plain form verbs as a basis for grammar conjugations * choose です/ます or plain form based on age, relationship, familiarity and context. | | | | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing * produce informative texts, appropriate to audience and purpose * use the plain form verbs as a basis for grammar conjugations * make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication * use the て form and plain form verbs as a basis for grammar conjugations. | | | | | |

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|  |  | Unit 5 — What is advertising? | Unit 6 — What is the best job in the world? | Unit 7 — What is environmental conservation? | Unit 8 — How do youth subcultures represent themselves? |
| Collection of work  Skills assessed: Reading, Writing  The assessment will gather evidence of the student’s ability to:   * use kanji to read verbs, nouns, and adjectives * extract, analyse and evaluate information from written texts * predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features * translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings * make connections between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication * understand the functions of the different scripts within text * identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning * identify hybrid terms that combine Japanese and English. | Collection of work  Skills assessed: Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * extract and evaluate information from written and multimodal texts * produce informative texts, appropriate to audience and purpose, using the て form and plain form to express preferences and to describe past experiences * make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication * understand the functions of the different scripts within text, for example, hiragana for grammatical elements: katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs * distinguish, for example, between おくりがな and ふりがな * uses metalanguage to describe and compare language features and rules of sentence construction * explain how key Japanese cultural values are reflected in language and behaviours. | Collection of work  Skills assessed: Speaking, Analysing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language * use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち * ask and respond to questions, elaborating responses by providing reasons or explanations * use plain form to communicate with their peers * explain how key Japanese cultural values are reflected in language and behaviours. | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * use Japanese to share information, experiences and views related to their social worlds using rehearsed language * use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing * produce informative texts, appropriate to audience and purpose, using the て form and plain form to express preferences and to describe past experiences * explain how key Japanese cultural values are reflected in language and behaviours. |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — Japanese Years 9 and 10 Achievement Standard*. | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)