

## Learning outcomes for scripted languages

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### Communication

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#### Foundation Level

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##### Level statement

*Students are developing an understanding of Japanese oral vocabulary used in simple, repetitive sentence structures that are heavily dependent on context, teacher gestures, facial expressions and intonation for understanding.*

*Students are beginning to respond nonverbally to teacher utterances in Japanese.*

*Students engage in shared Japanese reading experiences, relying completely on pictorial clues and teacher dramatisation to comprehend meaning.*

*Students are aware that Japanese is written using a different script.*

*Students are developing awareness that, in our diverse society, there are many customs and beliefs.*

Foundation Level statements have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes that are tailored to the individual needs of students with special educational needs and related to their individualised curriculum programs.

## Learning outcomes

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### Communication

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#### Level 1 — Beginner

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##### Level statement

*Students engage in tasks that are tightly scaffolded and sequenced, focusing on high-frequency formats, more for comprehension than production.*

*Students respond nonverbally or reiterate utterances that are drawn from frequent and consistent teacher modelling. Students rely on explicit contextual clues for comprehension.*

*Students interact with texts marked by highly predictable text structure and with simple, repetitive sentence structure and vocabulary. Content of texts is familiar and accessible with some explicit sociocultural content. Students read texts in hiragana that contain only a few ideas and are supported by clear and frequent visuals which illustrate these ideas. Students listen to texts that are appropriately language-rich but heavily dependent on context for understanding.*

*Students produce texts of a few words in hiragana and a few turns in dialogue with the audience mainly confined to peers.*

##### Core learning outcomes

###### Comprehending

- I.1 Students distinguish sounds and sound patterns and understand and respond to high-frequency language with support from visual cues.
- I.2 Students understand the meaning of key words written in hiragana (possibly referring to a chart) to which there has been significant exposure. Students use an awareness of sound–symbol relationships to decode and recognise some words from oral vocabulary written in hiragana.
- I.3 Students recognise when content refers to the Japanese culture rather than their own and demonstrate understanding of some culturally specific gestures in a limited range of contexts.

- I.6 Students imitate culturally appropriate language and socioculturally appropriate gestures in high-frequency, learned situations.

###### Discretionary learning outcomes

- DI.7 Students spontaneously use formulaic expressions in routine classroom procedures.
- DI.8 Students write simple familiar words in katakana.

###### Composing

- I.4 Students respond to questions with short memorised utterances and maintain interaction if their speaking partner uses repetition and/or simplification.
  - I.5 Students with the support of a hiragana chart, label items and write set phrases used regularly in class.
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## Learning outcomes

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### Communication

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#### Level 2 — Beginner

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##### Level statement

*Students engage in tasks that are tightly scaffolded and sequenced, focusing on an increasing range of high-frequency formats which are likely to be both comprehended and produced.*

*Students respond nonverbally sometimes but also use familiar modelled utterances with minor creative variations. They are still dependent on obvious contextual support for global comprehension.*

*Students interact with texts marked by predictable text structure with simple, repetitive sentence structure and vocabulary. Content is familiar and accessible with some explicit sociocultural content. Students read texts in hiragana and a few kanji that contain only a few ideas and are supported by explicit visuals. Students listen to texts which are appropriately language-rich but heavily dependent on context for understanding.*

*Students produce texts of a few words in hiragana, a few turns in dialogue and short simple presentations with the audience mainly confined to peers.*

##### Core learning outcomes

###### Comprehending

- 2.1 Students understand a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken, authentic texts of several linked utterances.
- 2.2 Students identify the main purpose in a simple text on a familiar topic, written in hiragana with a few kanji, relying on key words for understanding. They read and identify single items of information (occasionally referring to a hiragana chart), in short repetitive texts.
- 2.3 Students identify some key explicit cultural references to very familiar aspects of the Japanese culture in texts and can determine meaning by interpreting culturally specific gestures, intonation and other visual or auditory cues.

- 2.5 Students write phrases or short sentences based on models occasionally referring to a hiragana chart. They contribute to the production of stories, class books, posters and other simple texts using hiragana and a few familiar kanji.
- 2.6 Students display appropriate body language and gestures in basic social situations.

###### Discretionary learning outcomes

- D2.7 Students use Japanese to meet some routine classroom needs, both social and procedural.
- D2.8 Students read and write some high-frequency words in katakana and up to 15 words in kanji.

###### Composing

- 2.4 Students make requests and interact with peers and familiar adults using key words or phrases and adapting memorised material on rehearsed topics using spoken models.
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## Learning outcomes

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### Communication

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#### Level 3 — Elementary

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##### Level statement

*Students engage in tasks that require them to manipulate predictable language in a range of controlled contexts and present language in a variety of simple forms so that oracy and literacy skills are mutually developed.*

*Students interact with peers in well-rehearsed classroom and social scenarios with some options for varying language choices. These contexts are heavily supported by visual and paralinguistic prompts.*

*Students read texts in hiragana, katakana and a limited range of kanji, that are short, marked by simple structures and obvious sequencing with any new vocabulary clearly flagged by illustrations or high predictability from context. Students listen to texts that are simple, highly repetitive, supported by context, and delivered in deliberate, comprehensible chunks. Texts may include explicit references to everyday life in the Japanese culture.*

*Students interact orally using modified formulae for dialogues of several turns and making short presentations. Students write texts based on simple, known speech patterns.*

##### Core learning outcomes

###### Comprehending

- 3.1 Students readily understand and respond to short simple utterances, understand the gist of longer passages containing repetitive language and identify specific information in texts that reflects their own knowledge and experience.
- 3.2 Students understand the main ideas read in straightforward texts written in hiragana and katakana (using a chart) on familiar topics supported by context clues. They predict the meaning of some unknown language in familiar topics presented in context and can recognise some kanji.
- 3.3 Students recognise some explicit cultural references to learned aspects of the target culture.

- 3.5 Students write a few linked sentences in hiragana on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model. Students include familiar words in katakana (occasionally referring to a chart) and a limited range of kanji in their writing.
- 3.6 Students use Japanese to describe some culturally specific behaviours and information.

###### Discretionary learning outcomes

- D3.7 Students use Japanese to meet most routine classroom and procedural needs.
- D3.8 Students read and write up to 25 high-frequency words in kanji, including compounds.

###### Composing

- 3.4 Students initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, substitute language items in well-rehearsed patterns to vary questions or statements and follow a model to present a simple story or report.
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## Learning outcomes

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### Communication

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#### Level 4 — Elementary

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##### Level statement

*Students engage in tasks that require them to manipulate language in a range of controlled contexts and present responses that are sometimes creative with increasing emphasis on the relationship between spoken and written language.*

*Students begin to experiment with innovative language choices which more precisely meet their individual communication needs, still within heavily supported contexts.*

*Students read texts in hiragana, katakana and high-frequency kanji, that are short, marked by simple structures and obvious sequencing with supporting visuals. Students listen to texts that are simple, supported by context, and delivered in comprehensible chunks. Texts may include explicit references to everyday life in the Japanese culture.*

*Students interact orally in sustained dialogues or presentations on known topics. Students write texts that are simple but more distinctively 'written' in form as they better appreciate the differences between spoken and written expression.*

##### Core learning outcomes

###### Comprehending

- 4.1 Students understand the pattern of straightforward familiar conversations, follow the flow of a simple recount or narrative that is heavily contextualised and extract essential details in passages where the material is familiar and highly predictable.
- 4.2 Students understand the gist of meaning in texts written in hiragana, katakana (occasionally referring to a chart) and high-frequency kanji, where familiar language is used in new but known contexts. They identify specific information and are beginning to read independently.
- 4.3 Students understand explicit cultural references to well-known features of the Japanese culture.

- 4.5 Students manipulate known structures and linguistic features appropriately to generate original utterances and construct simple cohesive texts in different contexts, using hiragana, katakana (occasionally referring to a chart) and high-frequency kanji.
- 4.6 Students express comparisons with their own culture using sociocultural information provided in texts.

###### Discretionary learning outcomes

- D4.7 Students initiate and pursue their own contact with users of Japanese through penpals, email, websites, community organisations.
- D4.8 Students read and write up to 35 high-frequency words in kanji, including compounds.

###### Composing

- 4.4 Students take part in simply structured conversations including unrehearsed instances with a sympathetic conversation partner and describe actual events competently from a personal viewpoint.
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## Learning outcomes

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### Communication

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#### Level 5 — Lower intermediate

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##### Level statement

*Students engage in tasks that are controlled through staged sub-tasks but offer a range of realisations, thus allowing students to be more creative and spontaneous in their choice of language and medium of presentation.*

*Students begin to use contextual support more analytically and distinguish the contribution of discrete structural and syntactical features. Contexts are still, however, familiar and supported.*

*Students read texts that present familiar content in predictable text structures but include embedded clauses and complex sentences. Students focus more on language and textual features for meaning. Students listen to texts that are varied, include other voices, require less concrete support but are still familiar and relatively simple in referencing and sequencing. Texts may include both explicit and implicit sociocultural knowledge.*

*Students interact freely with peers to meet real social and classroom needs although exchanges do not necessarily involve extensive idiomatic usage. Students may write texts in a variety of genres that are modelled on those read but at a lesser level of sophistication.*

##### Core learning outcomes

###### Comprehending

- 5.1 Students understand familiar material in unfamiliar contexts with references to past, present and future events and infer the meanings of some specific new language items in familiar contexts.
- 5.2 Students understand texts where relationships in discourse are marked by simple, high-frequency forms denoting sequencing, referencing and other cohesive devices.
- 5.3 Students readily interpret familiar cultural input and recognise some references to more subtle aspects of the Japanese culture.

###### Composing

- 5.4 Students convey information in texts with minimal support showing few patterns of linguistic errors on familiar topics of interest to them, and comment in simple terms, referring to recent experiences and future plans.
- 5.5 Students produce texts consisting of several linked sentences that may include some complex element gleaned from models and devices such as fillers and connectors.

- 5.6 Students include some common learned colloquial expressions in planned discourse and include cultural references in presentations.

###### Discretionary learning outcomes

- D5.7 Students communicate using all four macroskills at this level.
  - D5.8 Students use Japanese to meet most routine classroom needs.
  - D5.9 Students independently access texts, e.g. stories and videos, for information and personal enjoyment.
  - D5.10 Students independently investigate and report on aspects of the Japanese culture.
  - D5.11 Students read and write up to 45 high-frequency words in kanji, including compounds.
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## Learning outcomes

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### Communication

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#### Level 6 — Lower intermediate

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##### Level statement

*Students engage in tasks that are more open-ended and require thoughtful manipulation of a relatively limited language repertoire to realise task-goals creatively and appropriately.*

*Students interpret new subject matter, which may be increasingly abstract, as much through linguistic knowledge as contextual clues. Supporting visuals may be graphic and diagrammatic and contexts more varied but still appropriate to the students' interests.*

*Students read texts that present familiar content in predictable text structure with some complexity introduced through embedded clauses, complex sentences, referencing and sequencing. Authentic written texts may be modified by the addition of furigana for unknown kanji. Students mainly rely on language and textual features for meaning. Students listen to texts that are more lifelike in pace, have fewer visual supports but are still familiar and relatively simple. Texts may include both explicit and implicit sociocultural knowledge.*

*Students interact orally in exchanges that echo real-life conversations between peers and others but that are not as idiomatic or sustained. Presentations on known topics are appropriate to audience, logically sequenced and incorporate a few dependent clause structures. Students write a variety of texts that are modelled on those read but at a lesser level of sophistication.*

##### Core learning outcomes

##### Comprehending

- 6.1 Students understand authentic and modified texts on familiar topics where the language used is literal and standard and infer meaning from lexical and grammatical associations as well as context.
- 6.2 Students understand more complex texts involving dependent clauses when they are short and clearly marked by high-frequency forms.
- 6.3 Students interpret references to unfamiliar aspects of the Japanese culture by comparing with their own cultures.

##### Composing

- 6.4 Students express themselves through a variety of genres on a range of familiar topics and manipulate known structures to make original and extended texts that are organised according to socioculturally appropriate conventions.

- 6.5 Students incorporate two or three main ideas with some dependent clauses in a text, use some common colloquial expressions appropriately and demonstrate an awareness of register differences in their use of high-frequency expressions in formal and informal language.
- 6.6 Students analyse, and comment on, issues of significance to members of the Japanese culture of a similar age.

##### Discretionary learning outcomes

- D6.7 Students demonstrate the core learning outcomes using all four macroskills at this level.
- D6.8 Students meet authentic social needs with background users of Japanese.
- D6.9 Students use the target language to meet most routine and some unexpected classroom needs.
- D6.10 Students discuss the cultural implications embedded in selected texts.
- D6.11 Students read and write up to 55 high-frequency words in kanji, including compounds.
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## Learning outcomes

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### Communication

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#### Beyond Level 6 — Intermediate

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##### Level statement

*Students engage in tasks that are still staged but are open-ended enough to give scope for more extended and genuinely individual conclusions that require creative application of known language forms to produce variations on well-understood models. Students process language more independently, applying analysis and synthesis to diverse inputs that are language-dense and often abstract. Contextual clues are more subtle and more language related. Contexts reflect students' interests beyond the personal to more global issues.*

*Students read texts of varying length that cover a wide range of generic formats, albeit relatively simple examples of such higher order genres as exposition. Students listen to texts drawn from authentic sources, on known topics and supported by visuals. Some texts may need to be controlled and delivered at a slower pace than native-speaker norm.*

*Student dialogues are more spontaneous and unexpected, even humorous. Oral presentations, especially when delivered from notes, are for a range of audiences and purposes and require structural sophistication. Students write texts that cover the same range as their reading but with models to support the realisation of more sophisticated products.*

*Students manage implicit sociocultural knowledge in texts and understand the different cultural implications of a range of language choices. Students develop a repertoire of learning strategies appropriate to the task demands and assisting transference of skills. These strategies are explored and applied more consciously.*

##### Discretionary learning outcomes

###### Comprehending

- DB6.1** Students recognise some subtleties in imaginative and factual texts with respect to intention and understand authentic texts spoken at native-speaker speed where the content is concrete. Students deduce the meaning of unfamiliar language using an understanding of context and grammatical features.
- DB6.2** Students follow the broad train of events and extract information from selected media sources and show an understanding of a range of written material that is imaginative and factual and includes some complex sentences and unfamiliar language.
- DB6.3** Students detect some subtle cultural references in texts.
- DB6.4** Students read texts with 75 high-frequency words in kanji, including compounds.

###### Composing

- DB6.5** Students respond appropriately and spontaneously to detailed extended speech and present, on demand, information relevant to a topic of current learning showing an appreciation of audience and purpose, particularly in prepared texts. They use paraphrasing and self-correction where appropriate.
- DB6.6** Students write persuasive texts in which ideas are developed logically to present an argument and demonstrate some control over style and register and write varying lengths of text with evidence of spontaneity and cohesion.
- DB6.7** Students maintain social relationships and entertain others using culturally appropriate language and gestures and common colloquial expressions in spontaneous discourse.
- DB6.8** Students write texts using 75 high-frequency words in kanji, including compounds.
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### Fields and tasks

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In each band of schooling, students will engage in tasks that combine language and knowledge about the field; a key principle of a task-based approach in an embedded program. In establishing the contexts for tasks, teachers will include examples from the countries in which Japanese is spoken. Through topics in the fields and tasks, learners will be made aware of relevant sociocultural knowledge and perspectives and the ways in which cultural and social practices are reflected in language use. When working with the content through Japanese, teachers can simultaneously enhance students' understanding of their own cultural knowledge and that associated with Japanese. Students progressively understand that the nature of culture involves not only visible practices but also less visible ways of making meaning, such as value systems, attitudes and social processes.

The tasks will be based on communicative purposes within the following fields of human knowledge and endeavour:

- personal and community life;
- leisure and recreation;
- the natural world;
- the built world;
- the international world;
- the imaginative world.

In their planning, teachers will select tasks that involve students in meaningful and purposeful communication.

As they comprehend and compose spoken and written texts for different purposes, students will:

- gather and exchange information;
- organise and interpret information;
- extend and create exchanges of information;
- evaluate and predict information.

These tasks, when carried out in Japanese, will require learners to establish and explore interpersonal relationships and social practices relevant to the Japanese culture.

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## Content

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### Linguistic knowledge

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When planning and assessing student outcomes, teachers will consider the possible language functions and process skills and strategies that are required to engage in the selected communicative tasks.

#### Language functions — at increasing levels of complexity through the stages of language learning.

##### **Socialising**

- greeting and leave taking
- introducing
- expressing thanks and gratitude
- apologising and excusing
- congratulating, complimenting, praising
- expressing sympathy and regret
- asking and giving permission
- attracting attention
- making arrangements
- offering and responding to invitations and suggestions
- welcoming

##### **Exchanging information**

- identifying and asking about people, places and things
- describing people, places and things
- identifying and asking when
- expressing probability and improbability
- expressing and asking about likes and dislikes
- expressing and asking about wants, wishes and intentions
- expressing and asking about needs
- asking for and giving directions and locations
- identifying and asking about situations, activities and events
- describing situations, activities and events
- describing and asking about routines, habits and procedures
- requesting goods and services
- offering and receiving things
- expressing possession
- giving and responding to instructions
- comparing
- expressing possibility and impossibility
- expressing obligation and duty
- expressing ability and inability
- affirming or negating statements

##### **Feelings, opinions and attitudes**

- expressing feelings
- expressing hope
- reacting with joy, anger, surprise, excitement
- expressing approval, agreement and disagreement
- expressing interest or a lack of interest
- complaining
- giving reasons
- expressing opinions

##### **Negotiating meaning**

- asking for repetition
  - asking for assistance
  - expressing understanding and lack of understanding
  - asking for and giving clarification
  - asking for and giving confirmation
  - asking how to say, write and pronounce
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## Process skills and strategies

### Communication

General skills and strategies that apply to both comprehending and composing

- plan for a language task; rehearse
- use information in a text to guess the meaning of new items and to predict what is coming; confirm or reject predictions
- recognise and use formulas and patterns
- recognise roles and relationships in participants and respond appropriately
- make links in text with cohesion, i.e. through use of pronouns, ellipsis, repetition, related words, substitutions and conjunctions
- identify and apply text features
- make decisions about how best to meet the communicative demands of particular situations; identifying the demands, selecting and organising information to meet the demands, considering alternatives and evaluating the effectiveness of the solution
- analyse and judge the content of texts, e.g. identify attitudes and recognise validity, fact versus opinion, bias
- use information in texts in critical and creative ways

### Comprehending

#### Listening

- identify main ideas and supporting detail
- interpret speaker's attitude, e.g. through stress, intonation and body language
- interpret gestures and facial expressions
- identify idiom and colloquial language use

#### Reading

- identify main ideas and supporting detail
- locate information — use index, table of contents, headings, tables, pictures
- use graphic features (headings, pictures, layout) to help with meaning
- use semantic, syntactic and grapho-phonetic cueing systems
- skim for overall text features and register
- scan for specific information

### Composing

#### Speaking

- plan what to say
- initiate and end conversations
- control pitch, intonation and rhythm
- pronounce clearly and accurately
- pause to self-correct

#### Writing

- plan what to write
- use appropriate script and write characters accurately
- use appropriate punctuation
- sequence material logically
- draft and redraft, edit and proofread

### Compensation strategies

To overcome deficiencies in their language repertoires as they try to maintain the flow of communication

- adjust or approximate the message
- avoid or change a topic
- use gestures, mime, facial and vocal expression to convey meaning
- use knowledge of word structures to create words
- use circumlocution
- guess intelligently and ask for help

### Social — affective skills and strategies

To manage and maintain interaction

- ask for repetition, paraphrasing, clarification or verification
- cooperate with peers to solve problems, complete learning tasks or model language tasks
- negotiate with teacher and peers
- take risks

## Relationship of outcome levels to year levels

For the purposes of planning and assessment, outcome levels relate to stages of learning in the language being studied rather than to year levels.

It is recognised that some students will follow different pathways in their languages other than English learning. The Level 6 outcomes indicate a minimum level of language proficiency that would enable students to use their language in familiar adult social contexts. This minimum level is, therefore, a highly desirable outcome for all students at the end of their compulsory years of schooling.

The following table indicates possible pathways that students could follow in their languages other than English learning.

**Table 1** Students' pathways in demonstrating core outcomes

				<p><b>Students beginning a different language in Year 8 and provided with additional time</b></p> <p><b>LOWER INTERMEDIATE (Levels 5 &amp; 6)</b> Level 6 outcomes typically demonstrated after 360 hours of learning the new LOTE. →</p>
		<p><b>Students beginning a different language in Year 8</b></p>	<p><b>BEGINNER (Levels 1 &amp; 2)</b> Level 2 outcomes typically demonstrated after 80 hours of learning the new LOTE.</p>	<p><b>ELEMENTARY (Levels 3 &amp; 4)</b> Level 4 outcomes typically demonstrated after 180 hours of learning the new LOTE. →</p>
	<p><b>Students beginning in Year 6</b></p>	<p><b>BEGINNER (Levels 1 &amp; 2)</b> Level 2 outcomes typically demonstrated after 120 hours of LOTE learning.</p>	<p><b>ELEMENTARY (Levels 3 &amp; 4)</b> Level 4 outcomes typically demonstrated after 240 hours of LOTE learning.</p>	<p><b>LOWER INTERMEDIATE (Levels 5 &amp; 6)</b> Level 6 outcomes typically demonstrated after 420 hours of LOTE learning. →</p>
<p><b>Students beginning in Year 4</b></p>	<p><b>BEGINNER (Levels 1 &amp; 2)</b> Level 2 outcomes typically demonstrated after 120 hours of LOTE learning.</p>	<p><b>ELEMENTARY (Levels 3 &amp; 4)</b> Level 4 outcomes typically demonstrated after 240 hours of LOTE learning.</p>	<p><b>LOWER INTERMEDIATE (Levels 5 &amp; 6)</b> Level 6 outcomes typically demonstrated after 420 hours of LOTE learning.</p>	<p><b>INTERMEDIATE (Beyond Level 6)</b> →</p>
	<p><b>MIDDLE PRIMARY Years 4 &amp; 5</b></p>	<p><b>UPPER PRIMARY Years 6 &amp; 7</b></p>	<p><b>LOWER SECONDARY Years 8 &amp; 9</b></p>	<p><b>LOWER SECONDARY Year 10</b></p>