Rationale
Through learning languages, students acquire:
• communication skills in the language being learnt
• an intercultural capability, and an understanding of the role of language and culture in communication
• a capability for reflection on language use and language learning.
Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.
Learning languages broadens horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
• develops the capability to communicate and extends literacy repertoire
• strengthens understanding of the nature of language, and of the processes of communication
• develops intercultural capability
• develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
• develops understanding of how culture shapes worlds and extends learners’ understanding of themselves, their own heritage, values, culture and identity
• strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and cultural development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.
Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 (Year 7 Entry) Achievement Standard
By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おうえこすてますか。 reinstall ます。
They comprehend and respond to familiar questions, such as 何ですか，何に、どこ、いつ、何らかのび、どんな、and instructions, such as たってください。三人のグループに になってください。" using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, は 何ですか。十四ページですね。They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人, 先生です。日本の、大おきたい、小ちかい、友ともたち、行きます、食べます。Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language relating to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, 一人、二けん、三けん、 and adjectival, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as greetings, captions, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから。They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, は、しまて、どうぞ、と。They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の, へに、て, も、が、を、や、および、 conjunct of present, past, positive and negative forms of verbs. They understand and use いら and がadjuncts, and apply the rules of counter classifiers such as 人, ～月がつ、～ ひきひきぶ。They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and that borrowing of words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deferring praise, for example, ご違פלאですね。いいえ、softening responses with expressions such as ちょっと おあん、and using indirect forms of refusal or disagreement.

Aims
The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:
• communicate in the target language
• understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
• understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas
Language and culture
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 their own language and the language and culture of others.

Structure
 Learner background and task-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways
In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
• first language learner pathway
• revival language learner pathway
• second language learner pathway

Sequences of learning
The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.
For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence
For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content structure
The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
• Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
• Understanding: analysing language and culture as a resource for interpreting and creating meaning

The strands reflect three important aspects of language learning:
1) communication
2) analysis of aspects of language and culture
3) 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).
### Year 7 and 8 (Year 7 Entry) Level Description

**The nature of the learners**

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students’ textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of ‘norms’ associated with their first language and culture.

**Japanese language learning and use**

Students are encouraged to speak, listen to, read and write Japanese in interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalinguage to talk about Japanese grammar and to make comparisons and connections with their own languages.

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students read, view and listen to a range of texts, and apply their range of skills and strategies to find and make words, sentences and additional meaning to present their own texts. They share grammatical knowledge and language structures to plan, problem-solve, monitor and reflect on their learning and language use through analysing texts, comparing languages, and applying their knowledge in language analysing and task contexts.

**Contexts of interaction**

Japanese is used by the teacher and learners in classroom routines, structured interactions and learning tasks. Opportunities for interaction in Japanese are also provided through a range of resources and materials. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities or via digital technology or student exchanges.

**Features of Japanese language use**

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as advertisements, commercials, film excerpts or recorded conversations provide opportunities for discussion and analysis of the relationship between language, culture and communication.

**Language variation and change**

- Understand that the Japanese language both influences and is influenced by other languages and cultures as exemplified in particular words, phrases and their contextual use

**Role of English**

English serves two main functions in the English classroom. The role of English: Academic, social and personal use

In the classroom, learners use English for academic purposes, such as communicating ideas, asking questions, and giving and receiving feedback. English is also used for social and personal purposes, such as socialising and interacting with peers.

### Year 7 and 8 (Year 7 Entry) Content Descriptions

#### Socialising

- Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures.
- Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances.
- Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, giving and asking for and giving and asking help and encouragement.
- Locate key points of information in a range of texts and use the information in new ways.

#### Informing

- Communicating

- Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions.
- Reflect on the experience of learning and using Japanese in different contexts, comparing similarities and differences from their own usual language use and behaviour.
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- Establish and maintain relationships with other learners and the teacher, using appropriate language.

#### Communicating

- Using the language in different contexts (social, informative, transactional, imaginative and expressive).
- Understand features of the Japanese sound system, including pronunciation, intonation, and stress.
- Use modelled examples and apply knowledge of language features to create texts for different purposes, such as informative, descriptive and expressive.

#### Language variation and change

- Understand that the Japanese language both influences and is influenced by other languages and cultures as exemplified in particular words, phrases and their contextual use.
- Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants.

#### Role of language and culture

- Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages.

#### Systems of Language

- Recognise and use features of the Japanese sound system, including pitch, rhythm and intonation.
- Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity.
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