Year 9 and 10 (Year 7 Entry) Achievement Standard

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 進めらしいうの土曜日にサブチをしましょうか。土曜日はちょっと……。Students ask and respond to questions, such as どちらが好きか、いつか、使用情景语言。They provide explanations, opinions and reasons, for example, 少爷います、～と思います。～ですか。They maintain and extend interactions by requesting repetition or clarification and by using えらい。They apply appropriate conventions of punctuation, rhythm and phrasing in speech to allow for others’ use of うちいち、Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using つ形（～てはいけません、～てもいいです、～てはいけません）、and the plain form（～たり、～たり、します、～と思います、～写字楼）。They extend or qualify their message by using adverbs such as すぐに、持つときどき、and link ideas by using conjunctions, such as それに、だから、けれども。Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as いただき、They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use. Students identify the function of different script texts: how hiragana is used for particulars, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of うRenderTarget confound and its boundaries and its role in assisting with the identification of linguistic elements. They distinguish between だく IRC and する IRC and recognize that kanji can be pronounced differently using こと IRC or き IRC (kun) readings. Students understand the function of verb stems, and of つ IRC and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as さ IRC、よ IRC、て IRC (purposeful) and に IRC (location). They use metalinguage to describe and compare language features and rules of sentence construction. They choose between using ですね IRC or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time (towards each other with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ。Students explain how Japanese cultural values such as the importance of community, 内うちやめと、respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。だいじょうぶ。
### Year 9 and 10 (Year 7 Entry) Level Description

#### The nature of the learners

Students have prior experiences of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these.

#### Japanese language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of forms of language that are essential for everyday consumption and use. They explore new language forms and structures, with a greater degree of self-correction, spontaneity and fluency. They engage in collaborative work with other students and teachers, and share their ideas and conclusions with others. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding in praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop a broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

#### Contexts of interaction

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts, and may also interact with other Japanese speakers through online environments.

#### Texts and resources

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, films/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

#### Features of Japanese language use

Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to discuss feelings, opinions and experiences. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. They understand that many Japanese phrases convey values and beliefs that underpin Japanese culture and cannot be translated into English. Japanese is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performance and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing an understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner’s ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Learners draw from authentic and modified resources to apply their developing linguistic and cultural understandings. They compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s), and question their preconceived ideas about Western and Japanese values. They continue to build metalinguistic to think and communicate about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences.

#### Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continued focused attention on grammatical and textual features supports learners’ development as test producers.

#### The role of English

Japanese is used in more extended and complex ways by both learners and teachers. English is used for substantive discussion, role of language and culture

### Year 9 and 10 (Year 7 Entry) Content Descriptions

#### Communicating

##### Socialising

Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people’s experience.

- **Key concepts:** discussion, social experience, popular culture, views; **Key processes:** interacting, responding, comparing, expressing opinions

- Participate in activities that involve transacting, negotiating, planning and participating in events and experiences.

  - **Key concepts:** social exchange, transaction, negotiation; **Key processes:** planning, transacting, making decisions, performing

- Develop classroom language to participate in interactions such as socialising, apologising, showing appreciation, complimenting, and reflecting on their learning experiences.

  - **Key concepts:** discussion, reflection, interaction; **Key processes:** requesting, responding, clarifying, enquiring

##### Informing

Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others.

- **Key concepts:** information, representation, modality, audience; **Key processes:** reviewing, recording, summarising, comparing

- Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience.

  - **Key concepts:** text, context, mode, audience; **Key processes:** selecting, editing, presenting

- **Creating**

  - **Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content.

  - **Key concepts:** character, theme, expression; **Key processes:** reviewing, responding, adapting, comparing

- **Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences.**

  - **Key concepts:** fantasy, entertainment, expression; **Key processes:** imagining, creating, performing

#### Translating

Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another.

- **Key concepts:** culture, translation, equivalence, translation, meaning; **Key processes:** comparing, analysing, critical and cultural reading

- **Create print, digital and multimodal bilingual resources for the wider community, such as notices and instructions, announcements, promotional material and invitations.**

- **Key concepts:** bilingual text, representation, interpretation; **Key processes:** composing, selecting, translating, glossing

#### Reflecting

Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making.

- **Key concepts:** frames, norms, reciprocity, reflection; **Key processes:** comparing, analysing

- **Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time.**

  - **Key concepts:** identity, perspective, change; **Key processes:** reviewing, presenting, reflecting

- **Understanding**

  - **Systems of Language**

    - Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one ‘reading’ and that the pronunciation changes according to kanji compounds.

    - **Key concepts:** phonetic changes, intonation patterns, pacing; **Key processes:** distinguishing, vocalising

    - **Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words.**

    - **Key concepts:** script forms and functions, meaning; **Key processes:** decoding, identifying, prediction

    - **Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas.**

    - **Key concepts:** syntax, verb conjugation, cohesion, classifiers; **Key processes:** describing, identifying, classifying, applying

- **Use a range of conversational conventions in spoken, written and multimodal texts, and understand how different script forms are used to convey meaning or effect.**

- **Key concepts:** text, mode, scripts; **Key processes:** composing, selecting, analysing, explaining

- **Language variation and change**

  - **Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships.**

    - **Key concepts:** register, tenor, context, culture; **Key processes:** analysing, exemplifying, comparing

  - **Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change.**

  - **Key concepts:** language change, intercultural contact, popular culture; **Key processes:** reflecting, identifying, comparing

- **Role of language and culture**

  - **Recognise and explain how the Japanese language carries embedded cultural information, such as the implications of collective well-being, respect and礼貌.**

  - **Key concepts:** language, culture, intercultural exchange; **Key processes:** analysing, reflecting, reciprocating