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 students' 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 only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, 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 worldviews 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 international 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 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, 来週らいしゅうの土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using 〜と思います、〜からです. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. 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 て form (〜てはいけません、〜てもいいです、〜ています), and the plain form (〜たり〜たりします、〜と思います、〜つもり). They extend or qualify their message by using adverbs such as とくに、 時々ときどき、 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 ただいま, おかえり. 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 functions of different scripts within texts: how hiragana is used for particles, 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 kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form 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 か (or)、より、 で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます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 through contact 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/外そと、 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？。

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 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.

Structure

Learner background and time-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 and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

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).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. 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. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 9 and 10 (Year 7 Entry) Level Description

The nature of the learners
Students have prior experience 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 formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to 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 broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. They read, view and interact with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.

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, film/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. A balance 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 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 metalanguage 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 text 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, elaboration, comparison, analysis and reflection.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating		Understanding
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 clarifying, 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, meaning; Key processes: comparing, analysing, critical and cultural reading] Create print, digital and multimodal bilingual resources for the school and 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]	**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 textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects. [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 prioritising of collective well-being, respect and harmony. [Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating]