

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 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 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、飲のみます, nouns, for example, 新聞、会話かいわ、外国語がいこくご and adjectives, for example, 早い、上手な、下手へたな. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They 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 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 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 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 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, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They 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 and 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 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 how key Japanese cultural values such as community, 内うち/外そと and humility, いいえ、まだです., and consideration of others are reflected in language and behaviours.

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 Level 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 intercultural 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.

Year 9 and 10 Content Descriptions

Communicating

Socialising

Engage in discussions and comparisons of young people's interests, activities and lifestyles.

[Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating]

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]

Develop language to reflect on the experience of learning and using Japanese.

[Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating]

Informing

Analyse ideas presented in a range of texts, identifying context, purpose and intended audience.

[Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing]

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, selecting, editing, presenting]

Creating

Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences.

[Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing]

Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons.

[Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing]

Translating

Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture.

[Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing]

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]

Reflecting

Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication.

[Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing]

Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions.

[Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling]

Understanding

Systems of Language

Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds.

[Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating]

Use knowledge of familiar kanji to predict meaning of unknown words.

[Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding]

Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations.

[Key concepts: metalanguage, plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing]

Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English.

[Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying]

Language variation and change

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships.

[Key concepts: 内うち/外そと, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating]

Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange.

[Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing]

Role of language and culture

Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.

[Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing]