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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages JAPANESE Second Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:** Students developknowledge of Japanese language through a range of program content and language learning activities. The content is developed by teachers and will vary depending on the language program and interests and needs of students. The program of learning should include opportunities for students to talk and write about themselves, and items of interest in Japanese; interact with others; identify and share information and wants; learn about Japan, Japanese culture and consider issues when moving between languages and cultures; and undertake specific tasks and activities that are designed to systematically develop Japanese language skills and knowledge. Content may link to other areas of the curriculum where this approach effectively supports relevant language learning at this level. | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Japanese Level 8 Achievement Standard** |
| In **Japanese**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 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, おくれて すみません。しつれいします。 * They comprehend and respond to familiar questions, such asだれ、 、 どこ、 いつ、 よう、 どんな、 and instructions, such as たって　ください。三人の　グループに　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、 、 、 きい、 さい、 だち、 きます、 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 related 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, ～人、 ～ひき、 ～さい), and adjective, noun and verb predicates. * They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, 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,はじめまして、どうぞよろしく。. * 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、 で、 と、 も、 が、 は、 を、 か、 よ、 and conjugation of present, past, positive and negative forms of verbs. * They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～、 ～ひき/びき/ぴき. * 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 provide examples of how languages borrow 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 deflecting praise, for example, じょうずですね。 * いいえ。、 softening responses with expressions such asちょっと or あんまり、 and using indirect forms of refusal or disagreement. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages JAPANESE Second Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:** Students developknowledge of Japanese language through a range of program content and language learning activities. The content is developed by teachers and will vary depending on the language program and interests and needs of students. The program of learning should include opportunities for students to talk and write about a range of topics in Japanese; interact meaningfully with others; manage information and opinions; learn about Japan and Japanese culture and use this information to communicate effectively with Japanese-speakers; and use and undertake specific tasks and activities that are designed to systematically develop Japanese language skills and knowledge. Content may link to other areas of the curriculum where this approach significantly supports language learning. | | |
| **Japanese Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Japanese Level 10 Achievement Standard** |
| By the end of Level 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, おくれて すみません。しつれいします。 * They comprehend and respond to familiar questions, such asだれ、 、 どこ、 いつ、 よう、 どんな、 and instructions, such as たって　ください。三人の　グループに　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、 、 、 きい、 さい、 だち、 きます、 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 related 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, ～人、 ～ひき、 ～さい), and adjective, noun and verb predicates. * They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, 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,はじめまして、どうぞよろしく。. * 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、 で、 と、 も、 が、 は、 を、 か、 よ、 and conjugation of present, past, positive and negative forms of verbs. * They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～、 ～ひき/びき/ぴき. * 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 provide examples of how languages borrow 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 deflecting praise, for example, じょうずですね。 * いいえ。、 softening responses with expressions such asちょっと or あんまり、 and using indirect forms of refusal or disagreement. | In **Japanese**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * By the end of Level10, 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, 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、 、 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, /、 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？。 |