



# Western Australian Curriculum

## Languages | Japanese

---

Proposed Achievement standards | Years 7–10

Draft for consultation | Not for implementation

DRAFT

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

DRAFT

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Contents

Overview .....	1
Year 7 .....	2
Year 8 .....	3
Year 9 .....	4
Year 10 .....	5

DRAFT

## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Japanese are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Japanese curriculum Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

DRAFT

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in spoken and written interactions to exchange information about self, family and friends, and interests, and in classroom tasks and routines. They identify and use some information, including topic, gist and some specific points of information in Japanese texts. Students convey, in a variety of ways, simple information and ideas from texts related to aspects of their personal and social worlds. They engage with, and describe, aspects of Japanese imaginative texts, and use modelled language to create simple texts adapted from familiar imaginative texts. Students translate, with a satisfactory level of accuracy, familiar phrases and short texts, identifying some words or phrases that do not translate easily across languages. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may impact on intercultural communication.</p> <p>Students become familiar with the systems of Japanese, pronouncing all the sounds in the kana chart, with a satisfactory level of accuracy, and describing and recognising the relationships between sounds, words and meaning. They use a kana chart to read and write, with a satisfactory level of accuracy, short texts in Japanese. Students use familiar grammatical terms to talk about how language works. They use most features and structures associated with familiar text types, to make comparisons between similar text in Japanese and English. They identify examples of the relationship between language and culture, and the place of Japanese in the local, national and global context.</p>	<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.</p> <p>Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use modelled language when participating in spoken and written interactions in Japanese to share and exchange information about themselves, family and friends, and interests. They locate and process specific information, in short texts and interactions in Japanese. Students convey meaning in and between languages in a variety of ways. They use modelled language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students recognise and use familiar features of the Japanese sound and writing system to interact and to respond to and create texts. They recognise and discuss similarities and differences between Japanese and English, using metalanguage. They begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions to exchange information in Japanese about their home, school and social life, and in classroom tasks and routines. They identify and use most key information and some supporting ideas and detail in Japanese texts related to aspects of their personal and social worlds, and convey these in a variety of ways. They describe aspects of Japanese imaginative texts and use modelled language to adapt and create simple imaginative texts. Students translate short texts with a satisfactory level of accuracy, identifying some variations across different translations of a text. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may influence communication.</p> <p>Students apply most features of the Japanese sound and writing systems, pronouncing all sounds in the <i>kana</i> chart, and use familiar vocabulary and expressions about home, school and social life with a satisfactory level of accuracy. Students use elements of grammar, spelling and basic punctuation with a satisfactory level of accuracy. They use a <i>kana</i> chart and simple <i>kanji</i> to write short texts in Japanese. Students use some metalanguage when discussing aspects of learning. They use most structures and some language features associated with familiar text types. They identify some features of Japanese that may need to be adjusted to suit different situations and relationships, and examples of how languages change and are influenced by each other.</p>	<p>By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.</p> <p>Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use rehearsed and modelled language when participating in spoken and written interactions in Japanese to share and compare information about daily life and school routines. They locate and process specific information, texts and interactions in Japanese. Students convey meaning in and between languages in a variety of ways. They use rehearsed and modelled language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students recognise and use, with a satisfactory level of accuracy, familiar features of the Japanese sound and writing system to interact with developing fluency and to respond to and create texts. They recognise and discuss similarities and differences between Japanese and English, using metalanguage. They recognise examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions in Japanese to exchange personal information and descriptions and discuss routines and leisure activities. They identify and present information and ideas, opinions and views in Japanese texts, to inform or interest others and convey these considering audience, purpose and context. They attempt to modify aspects of Japanese imaginative texts and adapt familiar language to create own imaginative texts that convey experiences and ideas, to inform or entertain. When translating and interpreting texts, students identify how culture is embedded in language and they describe differences in meaning. They identify aspects of language, culture, personal identity and experiences of learning Japanese, and how these may help when engaging with Japanese speakers and texts.</p> <p>Students identify the basic intonation and phrasing patterns of spoken Japanese and convey meaning by mostly selecting and combining hiragana, katakana and kanji characters appropriately. When speaking or writing texts in Japanese, they use familiar vocabulary related to routines and leisure activities, and use elements of grammar, kana and kanji writing and punctuation, with a satisfactory level of accuracy. Students use some metalanguage to describe grammatical forms and functions. They describe the relationship between text structures and language features in texts. Students identify varying ways Japanese language and culture are used to establish relationships and in intercultural exchange.</p>	<p>By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.</p> <p>Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Japanese to share, compare and exchange information and experiences about Japanese-speaking communities. They process and interpret/compare information, ideas and opinions-in a range of texts and interactions in Japanese. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Japanese sound and writing system to interact with enhanced fluency and to respond to and create texts. They discuss similarities and differences between Japanese and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.</p> <p>Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Japanese to share information and opinions about future plans and travel. They compare and interpret information, ideas and opinions in a range of texts and interactions in Japanese. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative, imaginative and personal texts to engage audiences.</p> <p>Students select and use features of the Japanese sound and writing system to interact with enhanced fluency and to respond to and create texts. They reflect on and discuss similarities and differences between Japanese and English, using metalanguage. They explain how language/s, culture/s, attitudes, beliefs and values shape identity.</p>