



Western Australian Curriculum

Languages | Japanese

Proposed Achievement standards | Pre-primary–Year 10

Draft for consultation | Not for implementation

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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.

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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.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Japanese with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings and to provide information about themselves, such as おはよう、さようなら、nameです。 They respond to praise, support and show respect for others using modelled formulaic expressions or English. Students participate in shared performance of well-rehearsed stories and songs and make meaning using verbal and non-verbal forms of expression. They identify most keywords and some phrases of spoken Japanese relating to their personal worlds and convey most simple, factual information with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond with guidance, using verbal and non-verbal forms of expression. Students share the meaning of simple expressions related to their day, such as arigatou, ohayou gozaimasu and sayounara. They begin to talk about how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with their own language(s).</p> <p>Students become familiar with the systems of the Japanese language, experimenting with reproducing the sounds and rhythms of spoken Japanese with a satisfactory level of accuracy. They recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use and that the different scripts that can be written vertically or horizontally. They recognise and use words and expressions and simple kanji, such as in pictures, labels, songs, rhymes and familiar words, and some first elements of grammar with a satisfactory level of accuracy. Students begin to use common forms of greetings and show awareness of the different levels of formality, such as おはようございます/ おはよう。 They use different question words and the sentence-ending particle か。 They identify that Japanese uses name + suffix instead of pronouns when referring to other people. Students begin to build vocabulary to describe and label familiar and immediate objects and environments. They comment on how language is organised as ‘text.’ They identify the different ways of greeting, addressing and interacting with people, and usually act accordingly. Students recognise Japanese as one of many languages spoken in Australia and around the world and begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support. They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Japanese texts. They recognise and respond to classroom-related language. Children identify that Japanese and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Japanese and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Japanese with their teacher and each other through shared performance, guided group activities, classroom instructions and routines to provide information about themselves and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as <i>いちごがすきです</i>. They express praise and support and show respect for others, using some modelled expressions. Students locate most key words, simple <i>kanji</i> and <i>hiragana</i> in texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, they use Japanese and/or English to share with others meanings of key words in Japanese stories and songs. Students talk about how voice, behaviour and body language may change when speaking Japanese.</p> <p>Students become familiar with the systems of the Japanese language, recognising and reproducing the sounds and rhythms of spoken Japanese with a satisfactory level of accuracy. They show some awareness of how sounds are produced and represented in the three different scripts. Students use words and expressions, trace and copy some <i>hiragana</i> and <i>kanji</i> to convey factual information at word and simple sentence level, and use some first elements of grammar with a satisfactory level of accuracy. Students begin to use basic word order in simple sentences, such as <i>りんごがすきです</i>, adjectives to describe the colour, size and shape of things, and experiment with responding to requests using verb <i>ください</i>, such as <i>すわってください</i>. Students develop number knowledge for numbers 0–10 and recognise that 4, 7 and 9 have more than one reading. They make some comments about how language is organised as ‘text’ and that different types of texts have different features. They recognise that in Japanese there are different ways of greeting, addressing and interacting with people. Students recognise that Japanese is one of the many languages spoken in Australia and identify some words and expressions that Japanese and English borrow from each other.</p>	<p>By the end of Year 2, students use Japanese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some kana script and single, high-frequency kanji appropriate to context.</p> <p>Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Japanese language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use Japanese language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of Japanese. They identify similarities or differences of the Japanese language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Japanese with their teacher and each other through routine exchanges, guided group activities, instructions and transactions to talk about friends and family members, such as かぞくは六人です。 They use simple formulaic structures, expressions and gestures, to make statements such as おとうさんはくるまがすきです。 Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of simple statements, modelled language and support materials to convey factual information about their personal worlds. They listen to, view and read Japanese versions of familiar children’s stories and Japanese folk tales, comparing some expressions with English language. They create or recreate simple songs, poems and rhymes using gestures, familiar words and modelled language with guidance. They identify for others some Japanese expressions that do not translate readily into English and cultural practices that are not commonly used by English speakers. Students identify some of the similarities and differences between some aspects of Japanese and Australian cultural practices and use of language.</p> <p>Students become familiar with the systems of the Japanese language, reproducing the sounds, rhythms, and intonation patterns of spoken language with a satisfactory level of accuracy. They recognise and copy with a satisfactory level of accuracy, the 46 <i>hiragana</i> and a few high-frequency <i>kanji</i> with support, and identify known <i>hiragana</i> within words to predict meaning. They use words and expressions and some first elements of grammar with a satisfactory level of accuracy. Students indicate affirmative and negative responses using はい/ いいえ ; ちがいます and use some culturally specific parallel phrases related to giving and receiving. They learn to use common onomatopoeia such as ぺこぺこ、わんわん and begin to use counters in Japanese. Students specify items using the possessive particle の, such as わたしのかぞく。 They describe people, animals, places and things using adjective-noun phrases. They identify some different forms of texts that use different structures and features to achieve their purpose. They identify some ways Japanese speakers use language differently in different situations and according to cultural norms. Students identify some ways that the Japanese language has changed over time through contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Japanese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some kana script and single, high-frequency kanji appropriate to context.</p> <p>Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic Japanese language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use Japanese, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of Japanese. They identify similarities or differences of Japanese language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 土曜日 に ともだち と うみ に いきます. They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.</p> <p>Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a hiragana character. Students use a hiragana chart to read and write basic hiragana with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in ます and negative form ません and describe actions using verb ます form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese</p>	<p>By the end of Year 4, students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use hiragana with support, and familiar kanji appropriate to context.</p> <p>Students imitate hiragana sounds, pronunciation and intonation patterns of Japanese language. They demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar Japanese structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Japanese use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of Japanese. They identify Japanese language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese Australian and other cultures' practices and how these are reflected in language.</p>		

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Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Japanese with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as サッカーをしますか。いつ しますか。土曜日 に サッカー を します。 Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using です。 They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.</p> <p>Students become familiar with the systems of the Japanese language, explaining that <i>hiragana</i> symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in <i>hiragana</i> with visual supports. They write some frequently-used <i>kanji</i> and read and write words using <i>hiragana</i> with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense ~ました/ませんでした and indicate time and frequency using expressions such as まいにち、ときどき。 Students tell the time using ~じ/~じはん です なんじですか and use words and expressions indicating direction or means of transportation. They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>By the end of Year 4, students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use hiragana with support, and familiar kanji appropriate to context.</p> <p>Students imitate hiragana sounds, pronunciation and intonation patterns of Japanese language. They demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Japanese about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Japanese or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of Japanese. They describe and compare Japanese language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate with guidance, in tasks or activities or to provide information, such as まっすぐ 行って、みぎに まがって、としょかん が。 Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students collect, use and explain Japanese words and expressions that do not translate easily into English. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students identify ways in which culture influences language use, and provide simple examples when comparing ways of communicating in Australian and Japanese-speaking contexts.</p> <p>Students are becoming more familiar with the systems of the Japanese language, pronouncing all the sounds in the kana chart with a satisfactory level of accuracy and explaining that the sounds of hiragana and katakana are identical, even though the associated scripts are different. Using a hiragana chart, students read and write all hiragana with a satisfactory level of accuracy. They know and use, with guidance, basic Japanese punctuation marks. They read and write words, phrases and sentences using hiragana and simple kanji with a satisfactory level of accuracy. Students use vocabulary and expressions and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. They use verbs to indicate – let's..., ~ ましょう, identify elements of different sentence structures and the use of particles. They understand the use of ~が あります/います to refer to inanimate/animate objects. Students use prepositions to describe the position of objects and describe locations of homes, people, animals and items, using basic structures, such as noun は place に あります. Students use common counters and classifiers and understand Japanese numerical place order. They understand different question words such as</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context.</p> <p>Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Japanese about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Japanese or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Japanese sound and writing systems, and linguistic features, when responding to or composing texts. They compare Japanese language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>いくら/どれ.They talk in Japanese, with guidance, about how the Japanese language works. They explain with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others. They identify some ways that the Japanese language has changed over time through contact with other languages.</p>		

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Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange information and relate experiences about free time, such as サッカーがとくいですか; けんくんはテニスがじょうずです and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.</p> <p>Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two <i>moras</i> make one rhythm unit. Students distinguish and comprehend few single and whole word <i>katakana</i> with support of a <i>katakana</i> chart. They apply, with guidance, the basic principles of stroke order to write most <i>hiragana</i> and high-frequency <i>kanji</i> and write, with guidance, simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you ...? or Shall we ...? ~ませんか; ~ましょうか. They explain the use of これ/それ/あれ/どれ and use the verb て form as a formulaic expression, such as when giving instructions or seeking permission. They use common counters and classifiers and conjunctions such as そして、それから to link ideas. Students talk in Japanese about how the Japanese language works. They apply formulaic expressions with satisfactory accuracy and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context.</p> <p>Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Japanese about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Japanese or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Japanese sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss Japanese language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.</p>		

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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as パースのなつはとてもあついですよ。 Students engage in the planning of Japanese events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using rehearsed descriptive and expressive language, and modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. Students translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. They interact and engage with Japanese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. Students consider how their biography influences their identity and communication.</p> <p>Students better understand the system of the Japanese language, recognising that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds. They identify that in the copula desu and the verb suffix masu, the 'u' is devoiced in normal speech. Students identify some katakana, including voiced, unvoiced, contracted and blended sounds using the kana chart. They write, accurately, some words and phrases using both kana and kanji. Students use furigana to support the reading of unfamiliar kanji, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand the different functions of a range of particles and describe daily routines and schedules for a week, using a range of particles to form sentences. They use い and な adjectives in the present tense in negative forms and use noun phrases with an adjective. Students understand that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles. They</p>	<p>By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.</p> <p>Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Japanese to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Japanese sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Japanese and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>understand the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis. Students use adverbs as formulaic expressions, create cohesion and flow by using conjunctions, and understand how to indicate politeness using こそ and お prefixes. Students describe how the Japanese language works, using some relevant metalanguage to describe grammatical concepts and language elements. They discuss how and why different scripts are used in different types of texts. Students identify variations in Japanese language use that reflect different levels of formality, authority and status. They describe some ways in which that Japanese language has evolved and developed through different periods of influence and change. Students identify that Japanese language and culture are interrelated, both shaping and reflecting each other.</p>		

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Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on significant social events, special occasions or milestones. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as <i>イースターにビーチに行きましょうか</i>. Students participate in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share most key ideas and some information from a range of texts related to aspects of their personal and social worlds, and present them in different formats for the intended audiences. They organise and present key information on texts related to aspects of their personal and social worlds, and make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts. They make some connections with personal experiences and other imaginative texts in their own language and culture. Students create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some accuracy, including those that use language with colloquial or cultural association. They consider why there might be differences in interpretation and how language reflects elements of culture. Students participate in intercultural interactions with Japanese speakers, begin to describe cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their own intercultural experiences.</p> <p>Students better understand the systems of the Japanese language, describing that <i>katakana</i> is used for loan words and using some available combinations of <i>katakana</i> to experiment with Japanese pronunciation of unfamiliar loan words. They read and write, accurately, some <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds, using the <i>kana</i> chart. Students identify the relationship in texts between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i>. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students use verbs to indicate I want to <i>～たいです</i> and use <i>い</i> and <i>な</i> adjectives in present and past tenses in negative forms, such as <i>たのしくなかったです</i> / <i>しずかじゃなかったです</i>. They use both affirmative and negative forms</p>	<p>By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.</p> <p>Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Japanese to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Japanese sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Japanese and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>of particular grammatical elements in different tenses, and create cohesion and flow by using conjunctions, for example, <i>だから</i>、<i>それで</i>、<i>それに</i>. Students use counter classifiers, superlatives, adverbs and intensifiers, such as <i>ぜんぜん</i>、<i>たいてい</i>. They discuss how the Japanese language works, using relevant metalanguage to describe grammatical concepts and language elements. Students identify most of the structures and key features of familiar texts in Japanese, and discuss the relationship between the language and structure used, and the purpose of the text. Students describe variations in Japanese language use that reflect different levels of formality, authority and status. They discuss that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences, such as globalisation and exposure to other languages and cultures. Students analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values.</p>		

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Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, in part, and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and some expressive language to share, compare and justify personal opinions, such as 九年生のキャンプでゲームをしたり、おいしい食べものを食べたりします。 Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. Students analyse ideas and most information and, in part, identify context, purpose and intended audience, from a range of texts related to aspects of their personal and social worlds. They convey information and ideas and offer their views on texts, using some appropriate formats and styles of presentation. Students provide examples of how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader or audience. They create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and/or interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. Students monitor their language choices when using Japanese and, at times, consider their own and others' responses and reactions in intercultural communication. They question some assumptions and values and occasionally modify language and behaviours in relation to different cultural perspectives. Students reflect on cultural differences between Japanese-language and English-language communication styles and discuss how these affect intercultural interactions.</p> <p>Students better understand the system of the Japanese language, identifying the basic intonation and phrasing patterns of spoken Japanese, taking the form of a downward curve, and applying it when speaking, with a satisfactory level of accuracy. They identify and sometimes use rising intonation when asking questions in casual speech or ましょう form.</p> <p>Students convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters and use understanding of familiar kanji to predict meaning of unknown words, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand and apply the rules of the plain form and know that the basic form of all Japanese verbs</p>	<p>By the end of Year 10, students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use combinations of kana and a range of kanji appropriate to context.</p> <p>Students incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of scripts, language structures and features, to make and predict meaning. They identify multiple readings of familiar kanji in different compounds. They support analysis of Japanese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Japanese to share and compare information and experiences about Japanese-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Japanese. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Japanese sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and 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>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>ends in -u, -eru or -iru, the forms they are listed under in dictionaries. They understand that verbs can be divided into three groups according to the way they are conjugated, 五だん verb (five-step verbs), 一だん verb (one-step verbs) and irregular verbs. Students use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. They use verb て form to connect events and understand and use the different functions of verb て form. Students use present continuous tense using verb ています, and use verb stems with grammatical features, such as ～に行きます。 They express number of actions, for example, たり～たりします, use adverbs as formulaic expressions and increase cohesion within paragraphs by using conjunctions. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They compare textual features and conventions used in Japanese and English media texts, and identify how the choice of language and structure work to achieve each text’s purpose. Students analyse some variations in language use that reflect different social and cultural contexts, purposes and relationships. They explore changes to both Japanese and Australian English, and identify reasons for these changes. Students explore how the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.</p>		

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Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on young people's experiences and interest in contemporary culture and social issues. They use familiar descriptive and expressive language in formal and informal exchanges to express feelings and justify personal opinions, such as 日本のリサイクルはかなりきびしいです。 Students sustain, and sometimes extend, interactions to exchange resources and information, solve problems and manage diverse views. Students compare and evaluate some ideas and information from a range of perspectives, identifying how context and culture affect how information is presented. They use modes of presentation, appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students explain how humorous, emotional or aesthetic effects are used in imaginative texts to reflect cultural values or experiences. They create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. Students describe how cultural perspectives and concepts have been represented when translating and interpreting from one language to another. They describe the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians.</p> <p>Students better understand the systems of the Japanese language, identifying some multiple readings of familiar <i>kanji</i> in different compounds. They use understanding of familiar <i>kanji</i> to predict meaning of unknown words, with a satisfactory level of accuracy. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. Students request and give permission and express prohibition using verb て form and use verb stems with grammatical features, such as ~やすい/にくいです。 Students explore how to use plain forms in authentic contexts, such as conversations with peers, and express opinions, intentions and thoughts using the plain form, for example, plain verb つもりです, verb/adjectiveとおもいます。 They use adverbs and intensifiers, such as かなり, and increase cohesion within</p>	<p>By the end of Year 10, students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use combinations of kana and a range of kanji appropriate to context.</p> <p>Students incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of scripts, language structures and features, to make and predict meaning. They identify multiple readings of familiar kanji in different compounds. They support analysis of Japanese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Japanese to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Japanese. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts to engage different audiences.</p> <p>Students apply the Japanese sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between Japanese and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>paragraphs by using conjunctions. Students indicate the status of actions using adverbs, such as <i>まだ</i> and <i>もう</i>, and understand the concept of <i>uchi-soto</i> 内と外 for making appropriate choices of register. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They identify, analyse and compare some textual features and conventions in Japanese and English texts that characterise social and informative media. Students analyse, in part, and explain variations in language use that reflect different social and cultural contexts, purposes and relationships. They describe changes to both Japanese and other language and culture, and identify how language use has the power to influence social and cultural relationships and practices. Students explore how the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.</p>		

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