



Western Australian Curriculum

Languages | Japanese

Proposed Comparison of Curriculum | Pre-primary–Year 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Draft for consultation | Not for implementation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.

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Overview

The current Western Australian Curriculum: Languages was adopted 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 revised Western Australian Curriculum: Languages, Japanese has been adapted from the Australian Curriculum version 9.

Guide to reading this document

The first row contains the current Western Australian Curriculum: Languages, Japanese curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Pre-primary–Year 2

Strand: Communicating

Sub-strand: Socialising

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、さようなら, じゃあね Introduce and share information about themselves, for example, <i>name</i> です; 五さいです</p> <p>Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example, だいじょうぶ? ; たいへん? ; すごい! ; よくできました; ありがとうございます; ありがとう</p> <p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example, むすんでひらいて、ひげじいさん、しあわせならてを たたこう</p> <p>Respond to teacher talk and instruction, for example, たってください; うた いましよう</p> <p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example, むすんでひらいて、ひげじいさん、しあわせならてを たたこう</p> <p>Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example, だいじょうぶ? ; たいへん? ; すごい! ; よくできました; ありがとうございます; ありがとう</p> <p>Respond to teacher talk and instruction, for example, たってください; うた いましよう</p>	<p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example, ちいさい 目 です; ねずみ です; ちいさい です; かわいい です; はいいろ です; すいか です; おいしい です; いちごが すきです; へびが すきじゃないです</p> <p>Express praise, support and respect for others, using formulaic expressions such as おめでとう、がんばって、じょうず</p> <p>Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as じゃんけんぽん, transactions, gestures and pictures, to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction, for example, Tia さん は、いません; はい、います; おやすみです; おくれて すみません</p>	<p>Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, かぞく は 六人 です。</p> <p>おとうさんと おかあさんと おねえさんと ぼくと いもうと と あかちゃん です。いもうとは 五さいです。おかあさんは やさしい です。おとうさんは くるま が すきです。</p> <p>Respond to teacher talk and instruction, for example, たって/すわって/かいて/みて/よんで/きいてください</p> <p>Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language</p>
Australian Curriculum v9	With support, recognise and communicate meaning in Japanese	<p>Recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions</p> <p>Participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p>	

	Pre-primary	Year 1	Year 2
Proposed WA Curriculum	Recognise and communicate meaning in Japanese	Share simple information about themselves	Share information about themselves and their family
	No content	Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues	Participate in play-based activities using formulaic expressions, and visual and spoken cues
	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language

Sub-strand: Informing

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise symbols, key words and phrases of spoken and written Japanese in rhymes, songs, labels, titles and captions in their environment and related to their personal worlds, for example, 男の子、女の子、トイレ</p> <p>Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words, for example, あか、おおきい</p>	<p>Locate key words, simple <i>kanji</i> or <i>hiragana</i> and information in simple spoken and written texts such as charts, lists, <i>anime</i>, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example, ぼくの えんぴつ です ; いぬ が すき です</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about their personal worlds using simple statements, modelled language and support materials</p>
Australian Curriculum v9	N/A	<p>Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>Notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>	
Proposed WA Curriculum	Recognise familiar words in texts	<p>Locate key information in familiar texts and begin to respond using gestures, images and words</p> <p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p>	<p>Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases</p> <p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>

Sub-strand: Creating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression, for example, あたまかたひざポン、こぶたたぬききつね、キャベツの中から</p> <p>Make simple statements about favourite characters in stories or songs, for example, やさしい、かわいい、こわい、つよい</p> <p>Make simple statements about favourite characters in stories or songs, for example, やさしい、かわいい、こわい、つよい</p> <p>Participate in the shared performance of songs or rhymes, playing with sound patterns, verbal and non-verbal forms of expression</p>	<p>Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example, だれ ですか; ちいさい ですか; おおきい ですか; かわいい ですか</p> <p>Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おに は こわい! ; いっすんぼうし は ちいさい です; ももたろう は つよい</p> <p>Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example, おむすびころりん</p>	<p>Respond to Japanese versions of familiar children’s stories and Japanese folk tales, comparing expressions at key points in the stories with English-language versions or other known stories, and re-enacting with puppets, props or actions, for example, おおきなかぶ、ももたろう</p> <p>Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions</p>
Australian Curriculum v9	N/A	With support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some <i>kana</i> and single high-frequency <i>kanji</i> appropriate to context	
Proposed WA Curriculum	No content	Recognise words and use modelled language to create spoken and written texts, tracing and beginning to copy some Japanese script appropriate to context	Use words, familiar phrases and modelled language to create spoken and written texts, tracing and copying in Japanese script appropriate to context

Sub-strand: Translating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Share with others the meaning of simple expressions related to their day, for example, どうぞ; ありがとう, おはようございます; いただきます;	Identify key words in children’s stories or songs and provide English translations or explanations of meaning, for example, むかしむかし; おわり Find examples of Japanese words used in English and explain what they mean, for example, <i>sushi, karate, origami</i>	Identify Japanese expressions that do not translate readily into English, for example, おべんとう、せんせい、～さん/くん/ちゃん Identify Japanese cultural practices that are not commonly used by English speakers, for example, using two hands for giving and receiving and まる/ぱつ (ox)
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Begin noticing how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese	Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise and experiment with reproducing sounds and rhythms of spoken Japanese by singing, reciting and repeating words and phrases in context</p> <p>Recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use Notice that Japanese can be written vertically or horizontally Recognise simple kanji, using early language strategies, for example, making play dough kanji characters over a template</p> <p>Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> knowing common forms of greetings and noticing the different levels of formality, for example, おはよう ございます/ おはよう understanding different question words such as だれ/ なに/ どこ and the sentence-ending particle か understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん/ はなこ さん/ Grant せんせい building vocabulary to describe and label familiar and immediate objects and environments <p>Recognise that language is organised as ‘text’ that can be spoken, written, digital, visual or multimodal</p>	<p>Recognise and reproduce the sounds and rhythms of spoken Japanese</p> <p>Learn how sounds are produced and represented in the three different scripts</p> <p>Recognise, trace and copy some <i>hiragana</i></p> <p>Recognise that <i>kanji</i> and <i>hiragana</i> have stroke order, for example, using <i>tai chi</i> to demonstrate stroke order</p> <p>Understand that each individual <i>kanji</i> represents meaning as well as sounds, for example, 月 Moon, 一月 January</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> understanding basic word order in simple sentences, for example, noun がすき です; りんごがすきです; adjective + noun です; おおきいいぬです。 referring to numbers of things using cardinal numbers 0–10, for example, 一、二、三 (recognising that numbers 4, 7 and 9 have more than one reading) learning to describe the colour, size and shape of things, for example, みどり です; おおきい です; まる/しかく/ほし です。 recognising and responding to a request using verb ください, for example, すわってください <p>Understand that language is organised as ‘text’ and that different types of texts have different features</p>	<p>Reproduce sounds, rhythms and intonation patterns of spoken Japanese</p> <p>Produce and represent basic units of sound in the three different scripts</p> <p>Recognise and copy the 46 basic <i>hiragana</i>, using support such as mnemonic clues</p> <p>Identify known <i>hiragana</i> within a word and use that to predict the meaning</p> <p>Recognise and copy a few high-frequency <i>kanji</i> and <i>kana</i> such as numbers and pictographs (basic, high frequency <i>kanji</i> where the picture reflects the meaning) such as 山、川、口、目、上</p> <p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> indicating affirmative and negative responses using はい/ いいえ; ちがいます using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ; ありがとう learning to use common onomatopoeia such as ペコペコ, わんわん beginning to use counters in Japanese, for example ~人、~さい understanding how to specify items using the possessive particle の, for example, わたし の かぞく; おばあさん の いえ describing people, animals, places and things using adjective–noun phrases, for example, 大きい 目; おいしい もも <p>Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose</p>
Australian Curriculum v9	<p>Explore, with support, language features of Japanese noticing similarities and differences between Japanese and English</p>	<p>Recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts</p> <p>Recognise that <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> are used to construct meaning in Japanese texts</p> <p>Notice that Japanese has features that may be similar to or different from English</p> <p>Recognise that <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> are used to construct meaning in Japanese texts</p>	

	Pre-primary	Year 1	Year 2
Proposed WA Curriculum	Explore language features of Japanese, noticing similarities and differences between Japanese and English	Explore and imitate the sounds and rhythms of Japanese and notice how sounds are represented in different scripts Explore how <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> and features of language are used to construct meaning in Japanese Explore how Japanese language has features that may be similar to or different from English	Recognise and experiment with the sounds and rhythms of Japanese and how sounds are produced and represented in different scripts Recognise that <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> and features of language are used to construct meaning in Japanese Recognise Japanese language features that may be similar to or different from English

Sub-strand: Language variation and change

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは	Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions can vary between cultural contexts, for example, the use of titles in Japanese ~さん/~せんせい compared with the informal use of names in Australian English	Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for example, おはよう/ おはようございます; いってらっしゃい; ってきます; だいま; おかえり; なに?/なんですか
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that Japanese is one of many languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, <i>sushi</i> , <i>origami</i> , <i>anime</i> and <i>manga</i>	Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society
Australian Curriculum v9	Explore connections between language and culture	Notice that people use language in ways that reflect cultural practices	
Proposed WA Curriculum	Explore connections between language and culture	Explore how people use language in ways that reflect cultural practices	Explore and discuss how people use language in ways that reflect cultural practices

Years 3–6

Current WA Strand: Communicating

Sub-strand: Socialising

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日に ともだち と うみに いきま す; たん生日 に ケーキ を たべます/たべ ません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しますか; いつ しま すか; 土よう日 に サッカー を しま す; サッカー が すきですか; ぼく も す き です</p> <p>Recount past activities, for example, まち に いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに いきました; たのしかった です; へや に ふとん が あります; だ い どころ に おかあさん が います; ま っ すぐ いって、みぎ に まがって、とし よかん が あります; がっこう に い き ましょう; はい、いきましよう/いいえ、ち よつと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p>	<p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカー を しますか; いつ しますか; 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; 父 は サッカ ー が とくい です</p> <p>Negotiate an invitation for a shared experience, for example, 日よう日 に うみ に い き ませんか; いいえ、日よう日 は ちよつと; じゃあ、 土よう日 に いきましよう</p> <p>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</p>
Australian Curriculum v9	<p>Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment</p> <p>Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	
Proposed WA Curriculum	<p>Participate in social exchanges, sharing information about themselves and events during the year</p> <p>Participate in activities using some modelled language to complete tasks and play games</p> <p>Recognise and respond to classroom-related language</p>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>Participate in collaborative activities that involve planning to share information, preferences and ideas</p>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p>

Sub-strand: Informing

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p>	<p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts</p>
Australian Curriculum v9	Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts		Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose	
Proposed WA Curriculum	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>Begin to develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning</p>	<p>Locate key information in familiar texts and respond using formulaic phrases and simple sentences</p> <p>Develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning</p>	<p>Locate and compare information and ideas in texts and begin to respond appropriately to suit audience, purpose and context</p> <p>Begin to apply strategies to interpret and convey meaning in Japanese language in familiar non-verbal, spoken and written cultural contexts</p>	<p>Locate and process information and ideas in texts and respond appropriately to suit audience, purpose and context</p> <p>Apply strategies to interpret and convey meaning in Japanese language in familiar non-verbal, spoken and written cultural contexts</p>

Sub-strand: Creating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なん ですか; なんさい ですか</p>	<p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, ouchi ga ooi desu; kawa ni sundeimasu; iku o tabemasu; totemo kowai desu</p>	<p>Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なん ですか; なんさい ですか</p>	<p>Share and compare key messages in imaginative texts such as the moral of a folk story, ideas or values expressed in songs or characterisation in anime and compare their treatment across cultural contexts and time</p> <p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p>
Australian Curriculum v9	Create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context		Create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context	
Proposed WA Curriculum	Create and present informative and imaginative spoken and written texts in Japanese script, using formulaic expressions, familiar language and modelled textual conventions	Create and present informative and imaginative spoken and written texts in Japanese script, using familiar phrases and sentences and modelled textual conventions	Create and present informative and imaginative spoken and written texts in Japanese script, adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions	Create and present informative and imaginative spoken and written texts in Japanese script, adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context

Sub-strand: Translating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>“Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません、しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p>	<p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いただきます/ただいま; counter classifiers; the indication of politeness by using です</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま; おかえり; いらっしゃいませ</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Notice what looks or feels similar or different to the own language(s) and culture when interacting in Japanese.</p>	<p>Notice and describe how language reflects cultural practices and norms</p>	<p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p>	<p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> • understanding the rules of Japanese word order (subject + object + verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, noun <i>が すき です</i> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, <i>ひとつ、ふたつ</i> • seeking information using question words <i>なに/なん/いつ/どこ/だれ</i> and the sentence-ending particle <i>か</i>, for example, <i>なに が すき ですか; なんさい ですか</i> 	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for 'no' and <i>いえ ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in past tense <i>～ました/ませんでした</i> • beginning to use counters in Japanese, for example, <i>～人、～さい、～月</i> • indicating time and frequency using expressions such as <i>まいにち、ときどき</i> • telling time using <i>～じ/～じはん です; なんじ ですか</i> • understanding words and expressions indicating direction or means of transportation, for example, <i>くるま で がっこう に いきます</i> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>	<p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds (<i>てんてん</i> and <i>まる</i>), combined and long vowel sounds and double consonants, for example, <i>きって</i> and <i>りょうり</i></p> <p>Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different</p> <p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart</p> <p>Understand the use of basic Japanese punctuation marks such as <i>まる(。)</i> and <i>てん(、)</i></p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, <i>わたしの本; わたしのかぞくです</i></p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs to indicate – let's..., <i>～ましょう</i> • understanding and identifying elements of different sentence structures and the use of particles such as <i>へ/で</i> • understanding the use of <i>～が あります/います</i> to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun <i>は place にあります</i>; noun <i>は place にいます</i> • knowing how to use prepositions to describe the position of objects, for example, <i>つくえ</i> 	<p>Engage with authentic spoken language, recognising how words blend</p> <p>Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two <i>moras</i> make one rhythm unit (foot), for example, the copula <i>です</i> and the verb suffix <i>ます</i></p> <p>Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart</p> <p>Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i></p> <p>Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs to indicate – Would you...? Shall we ...? <i>～ませんか; ～ましょうか</i> • understanding the use of <i>これ/それ/あれ/どれ</i> • using the verb <i>て</i> form as a formulaic expression, such as when giving instructions or seeking permission, for example, <i>見てください; トイレ に いても いい ですか</i> • knowing how to use common counters and classifiers such as <i>こ/ひき/まい/びき/えん</i> • using conjunctions such as <i>そして、それから</i> to link ideas <p>Build a metalanguage in Japanese to talk about language</p>

	Year 3	Year 4	Year 5	Year 6
	<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		<p>の上に本が あります</p> <ul style="list-style-type: none"> knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん understanding Japanese numerical place order, for example, 一、十、百、千、万 understanding different question words such as いくら/どれ <p>Build a metalanguage in Japanese to talk about language</p> <p>Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations</p>	<p>Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural value</p>
Australian Curriculum v9	<p>Recognise and use modelled combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to form words and phrases</p> <p>Recognise Japanese language conventions, some <i>kana</i> and <i>kanji</i> rules, simple grammatical structures and basic syntax in familiar texts and contexts</p> <p>Recognise familiar Japanese language features and compare with those of English, in known contexts</p>		<p>Apply knowledge of combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>Use knowledge of modelled grammatical structures, formulaic expressions and writing system rules to Compose and respond to texts using appropriate punctuation and textual conventions</p> <p>Compare some Japanese language structures and features with those of English, using some familiar metalanguage</p>	
Proposed WA Curriculum	<p>Recognise and experiment with combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to form words and phrases</p> <p>Recognise simple Japanese language conventions, script rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify familiar Japanese language features and compare with those of English in known contexts</p>	<p>Recognise and use combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to form words and phrases</p> <p>Recognise and use simple Japanese language conventions, script rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify and describe familiar Japanese language features and compare with those of English in known contexts</p>	<p>Apply combinations of <i>hiragana</i> sounds, pronunciation and intonation patterns of Japanese to develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare Japanese language structures and features with those of English, using familiar metalanguage</p>	<p>Apply combinations of <i>hiragana</i> and <i>katakana</i> sounds, pronunciation and intonation patterns of Japanese to further develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare and discuss Japanese language structures and features with those of English, using familiar metalanguage</p>

Sub-strand: Language variation and change

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning	Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/おはようございます; はし/ おはし; なまえ/おなまえ	Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop	Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, しつれいします; よろしく おねがいします
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning	Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan Understand that Japanese borrows from and influences other languages Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages Reflect on 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	Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology Understand that language and culture are integral to the nature of identity and communication
Australian Curriculum v9	Identify connections between Japanese language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication	
Proposed WA Curriculum	Identify connections between language and cultural practices	Identify and discuss connections between language and cultural practices	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication	Recognise and discuss that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースのなつはとてもあついですよ; あのレストランはおいしいです。</p> <p>だから、いきましょう。; わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう; バスでえんそくに</p> <p>行きます</p>	<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに</p> <p>行きます。だから、はやくおきます。</p> <p>Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year’s Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イースターにビーチに行きましょうか、ビーチは、ちょっと…; キャンプはどうですか; このT シャツはL サイズですね。ちょっと大きい です。M サイズをください。</p>	<p>Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships, for example, 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。; 五才の時から、バレエをしています。しょうらい、ダンサーになりたいです。</p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood, for example, 一番たのしかったりよこうについて、</p> <p>おしえてください; きょねん、マーガレットリバーに行って、ともだちとキャンプをしました。</p>	<p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。; J-pop と K-pop にきょうみがありますから、しょうらい、日本とかん国に行くつもりです。</p> <p>Express feelings and justify opinions, for example, あ、それはいいですね; どう思いますか; それは どうですか</p> <p>Sustain and extend exchanges about contemporary culture and social issues, for example, differences between school and house rules in Australia and Japan, part-time jobs, to raise awareness, exchange resources and information, solve problems and manage diverse views for example, 食べ物をのこすのはもったいないです ; 日本では家の中でくつをはいてはいけません</p>
Australian Curriculum v9	<p>Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p>		<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others</p> <p>Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p>	
Proposed WA Curriculum	<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences, about Japan and its culture</p>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p>
	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p>	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p>	<p>Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p>	<p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p>	<p>Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes</p>
Australian Curriculum v9	<p>Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and adjust non-verbal, spoken and written language to convey meaning in Japanese language in familiar and some unfamiliar cultural contexts</p>		<p>Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p>
	<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p>	<p>Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture</p> <p>Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience</p>	<p>Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience</p> <p>Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films</p>	<p>Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as poems, songs, dance, street art and performance</p> <p>Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences</p>
Australian Curriculum v9	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, textual conventions and features, and combinations of kana and familiar kanji appropriate to context		Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context	
Proposed WA Curriculum	Create informative, imaginative and personal texts, adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts, adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and/or interpret a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, おじゃまします
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>Monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives</p> <p>Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions</p>	<p>Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Current WA Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車; 小さい木</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles such as が (topic marker), を (object marker), に (time, date, place, destination, for) と (and, with), で (location, action, means), へ (direction, destination), から ~まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます using い and な adjectives in the present tense in negative forms, for example, おいしくないです; しずかじゃないです using noun phrases with an adjective, for example きれいなうみです; おいしいレストランです understanding that the exact word order of noun phrases is not important as long as they 	<p>Understand that <i>katakana</i> is used for loan words and use available combinations of <i>katakana</i> to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード</p> <p>Read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Understand the relationship in texts between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:</p> <ul style="list-style-type: none"> using verbs to indicate – I want to ~たいです using い and な adjectives in present and past tenses in negative forms such as たのしくなかったです; しずかじゃなかったです using both affirmative and negative forms of particular grammatical elements in different tenses creating cohesion and flow by using conjunctions, for example, だから、それで、それに using counter classifiers, for example, ~時/ ~分、~つ、~まい、~本 using superlatives, for example, 一番好きです using adverbs and intensifiers such as ぜんぜん、たいてい <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p>	<p>Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking</p> <p>Identify the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べる?/食べましょうか</p> <p>Convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters</p> <p>Use understanding of <i>hiragana</i> to predict meaning of unknown words</p> <p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> understanding and applying the rules of the plain form and knowing that the basic form of all Japanese verbs ends in -u, -eru or -iru, the forms they are listed under in dictionaries understanding 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 using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group using verb て form to connect events, for example, 朝おきてジョギングを します understanding and using the different functions of verb て form using present continuous tense using verb て います, for example, ラジオを 聞いています using verb stems with grammatical features such as ~に行きます 	<p>Recognise multiple readings of familiar <i>kanji</i> in different compounds, for example, オーストラリア人/やさしい人/三人; 新しい/新聞/聞きます</p> <p>Use knowledge of familiar <i>kanji</i> to predict meaning of unknown words</p> <p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> using character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group requesting and giving permission and expressing prohibition using verb て form, for example, ~でもいいです; ~てはいけません; ~てはだめです using verb stems with grammatical features such as ~やすい/にくいです exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる?/見る? expressing 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 using adverbs and intensifiers such as かなり increasing cohesion within paragraphs by using conjunctions, for example, それに/それで indicating the status of actions using adverbs such as まだ and もう understanding the concept of uchi-soto 内と外 for making appropriate choices of register, for example, 食べる?; 食べますか?

	Year 7	Year 8	Year 9	Year 10
	<p>appear before the verb and are accompanied by correct particles</p> <ul style="list-style-type: none"> understanding the role of sentence-ending particles in conversation, such as <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis using adverbs as formulaic expressions, for example, <i>いつも、ときどき</i> creating cohesion and flow by using conjunctions, for example, <i>でも</i> understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前; 先生のごかぞく</i> <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p> <p>Understand how and why different scripts are used in different types of texts</p>	<p>Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or <i>manga</i>, to explain the relationship between the language and structure used and the purpose of the text</p>	<ul style="list-style-type: none"> expressing number of actions, for example, <i>～たり～たりします</i> using adverbs as formulaic expressions, for example, <i>早く、おそく</i> increasing cohesion within paragraphs by using conjunctions, for example, <i>ですから</i> <p>Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures</p> <p>Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose</p>	<p>Further develop a metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures</p> <p>Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media</p>
Australian Curriculum v9	<p>Apply knowledge of conventions of spoken Japanese and phrasing patterns to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>Apply understanding of grammatical structures, expressions and writing system rules to compose and respond to texts</p> <p>Reflect on similarities and differences between Japanese and English language structures and features, using metalanguage</p>		<p>Apply features, conventions and phrasing patterns of spoken Japanese in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds</p> <p>Apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas</p> <p>Reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features</p>	
Proposed WA Curriculum	Apply knowledge of familiar linguistic features of spoken Japanese to interact with developing fluency	Apply knowledge of linguistic features of spoken Japanese to interact with increased fluency	Apply linguistic features of spoken Japanese to interact with enhanced fluency	Apply linguistic features of spoken Japanese to further extend fluency
	Apply knowledge of linguistic features of Japanese to respond to and create texts	Apply knowledge of linguistic features of Japanese to respond to and create texts	Select and use an extended range of linguistic features of Japanese to respond to and create texts	Select and use an extended range of linguistic features of Japanese to enhance meaning when responding to and creating texts
	Identify and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage	Identify and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage	Reflect on and discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage	Reflect on and evaluate the use of linguistic features in Japanese texts, using metalanguage

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Understand variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p>	<p>Apply variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand 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</p>	<p>Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships</p> <p>Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange</p>	<p>Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships</p> <p>Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>	<p>Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values</p>	<p>Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret</p>	<p>Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation</p>
Australian Curriculum v9	Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values		Reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating	
Proposed WA Curriculum	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p>	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p>	<p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p>