



Western Australian Curriculum

Languages | Japanese

Proposed Comparison of Curriculum | Years 7–10
Draft for consultation | Not for implementation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 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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Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, ～先生 せんせい、おはよう。； さようなら、Simon さん。； じゃあね name です。おはようございます。； こんにちは。はじめまして。どうぞよろしく (with bowing and appropriate eye contact). わたしのともだちはおもしろいです。； かぞくは六人ろくにんです。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おかちゃんです。； いもうとは五才ごさいです。； 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>Engage in individual and collaborative tasks that involve working together to create displays, presentations or performances to showcase their language learning for family, friends and their school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, きりつ、れい、ちゃくせき、はい、います。； いません。； 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。； はい、わかりました。； いいえ、ちょっとわかりません。； 日本語にほんごで何なんですか。； すみません、もういちど。； たって/すわって/かいて/みて/よんで/きいてください。</p>	<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, and compare routines, interests and leisure activities, for example, 何年生ですか。； 八年生です。； すうがくが好きです。九時に おきます。； それから、あさごはんを たべます。えいがに行きます。； すしが好きです。でも、さしみが好きじゃないです。すしが好きです。でも、さしみが好きじゃないです。スポーツが好きです。； スポーツが好きです。； サッカーをしますか。； 何時(なんじ)に しますか。； 四時(よじ)土よう日に サッカーを します。サッカーが 好き すき ですか。； ぼくも好き すき です。； 日本のレストランに行きましょう。</p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a Japanese restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing personal preferences and responding to others' contributions, 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。； じょうず ですね。； いい ですね。； よく できました。； すごい ですね。； もうちょっとです。； がんばりましょう。</p>	<p>Initiate and maintain interactions with others orally and in writing to exchange personal information and descriptions and discuss routines and leisure activities, such as when on holiday, for example, 父は せがたかい です。； ケイトリンはかみがながいです。； 母は目が大きくて、ちゃいろです。トムは スポーツが とくいです。； ケイトリンは りかが にがてです。； トムは りょうりが できます。； ケイトリンは ぜんぜん ダンスが できません。； 兄は くらいズボンをはいています。； ケイトリンは ピンクとしろのシャツを きています。； あしたはあめでしょう。； パースははれのちくもりでしょう。； うみに行きたいです。； およぎたくないです。； かいものに行きましょう。； きょうとでなつとうを食べました。</p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, いい ですね。； いいえ、それは</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange and compare information related to home, school and places visited whilst travelling in Japan and/or Australia, for example, 私のうちに プールが あります。； 兄のしんしつは おふろばのとなりに あります。； ねこは家の中に います。； 日本(にほん)の家にわしつが あります。； 学校に ばいてんが あります。； じゅぎょうちゅう、はなしてはいけません。； じゅぎょうちゅう、水をのんでもいいです。； てんぷらを 二つください。； コーヒーを 二はのみました。； 一(つ五百三十円です。いつも 学校(がっこう)におべんとうを もって行きます。； あまり コーヒーを のみません。； 日本は すごかった です。； バスでニセコヘスキーをしに行きます。； 今日(けふ)は あつかった です。； 日本に 行きたかった です。東京から 大阪(おおさか)まで 新幹線(しんかんせん)で 三時間(さんじかん)ぐらい かかります。； 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>Engage in individual and collaborative tasks, such as exchanging resources and information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, いい と おもいます。</p>

	Year 7	Year 8	Year 9	Year 10
Australian Curriculum v9	<p>Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p> <p>Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>		<p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world</p> <p>Use Japanese language in exchanges to question, offer opinions and compare and discuss ideas</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	
Proposed WA Curriculum	Participate in exchanges to share information about themselves, family and friends, and interests	Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines	Initiate and participate in exchanges to share and compare information and experiences about Japan and its culture	Initiate and participate in sustained exchanges to share information and opinions about future plans and travel
	Participate in exchanges related to classroom activities and routines	Participate in exchanges related to classroom activities and routines	Participate in exchanges related to classroom activities, planning and negotiating	Collaborate in activities that involve planning and negotiating to share ideas and preferences

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Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas</p> <p>Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>
Australian Curriculum v9	<p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>Develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts</p>		<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Apply strategies to 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 information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply 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 imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p>	<p>Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas</p> <p>Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences</p>	<p>Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas</p> <p>Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas</p>	<p>Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture</p> <p>Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives</p>
Australian Curriculum v9	<p>Create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji</p>		<p>Create spoken, written and multimodal, informative and imaginative texts selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of kana and kanji</p>	
Proposed WA Curriculum	<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p>	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience</p>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p>

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate and interpret phrases and short texts from Japanese to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Japanese to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Japanese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Japanese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

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Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with Japanese speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a user and learner of Japanese, through connecting observations made about experiences or in attitudes to culture and intercultural communication</p>	<p>Engage with Japanese speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Japanese and how it might add further dimension to own identity</p>	<p>Engage with Japanese speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using Japanese and how it might add further dimension to own sense of identity</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed		Removed	

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation Become familiar with how sounds are produced and represented in the three different scripts katakana, hiragana and kanji Pronounce all the sounds in the kana chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, たって and りょうり</p> <p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation Become familiar with how sounds are produced and represented in the three different scripts katakana, hiragana and kanji Pronounce all the sounds in the kana chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, たって and りょうり</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb, for example, subject は noun です。 subject は adjective です。 subject が います。☑ recognising that pronouns are used far less frequently in Japanese than in English understanding and using a range of particles to perform different functions, for example, 	<p>Engage with authentic spoken language, recognising how words blend</p> <p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, サッカー and ジョギング</p> <p>Understand the relationship between the character-based scripts of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Apply the basic principles of stroke order to read and write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 私は十三才(じゅうさんさい)です。</p> <p>Understand the use of basic Japanese punctuation marks, such as まる (。), てん (、) and <i>katakana</i> long vowel mark (ー), for example, in a student's name, such as サリー</p> <p>Read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds, combined and long vowel sounds and double consonants, using the <i>kana</i> chart</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> using the rule that Japanese sentences end with a predicate and that there are three types of predicates; noun plus copula, adjective plus copula, and verb, for example, 	<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, for example, 食(た)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>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> using more time expressions, such as days of the week understanding and beginning to use a range of particles, for example, <ul style="list-style-type: none"> へ (direction) に (time, destination, purpose) で (location of action, by means, such as ペンで、日本語で) understanding and using い and な adjectives in the present tense and negative form, such as 大きくないです。しずかじゃないです。 using verb stems with grammatical features, such as ～たい、～たくない creating cohesion and flow by using conjunctions, for example, だから、それで、それに、だから、しかし、それに、けれども 	<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 三人兄(あに)/お兄(にい)さん/兄弟家家族 and that the pronunciation changes according to <i>kanji</i> compounds</p> <p>Use understanding of <i>kanji</i> to predict meaning of unfamiliar words</p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Japanese grammatical system, including:</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 understanding and applying the rules of the <i>te</i>-form 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 understanding and using verb て forms to express a range of ideas, such as requesting and giving permission and expressing prohibition, for example, ～てもいいです。 ; ～てはいけません。 ; ～てはだめです。 describing locations of homes, people and things using basic structures, such as, noun は place に あります。 ; noun は place に います。 ; place に noun が あります。 ; place に noun が います。

	Year 7	Year 8	Year 9	Year 10
	<p>が (subject, topic marker: ～が好きです、～がいます) 〇の (possession)</p> <ul style="list-style-type: none"> と (and, with) も (also) 〇 understanding the role of sentence-ending particles, such as か and ね 〇 understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding how to use い and な adjectives in the present tense in basic sentences, such as たのしいです。; ゆうめいです。 understanding and responding to formulaic expressions that use て form, such as 見てください。; トイレに行ってもいいですか creating cohesion and flow using conjunctions, for example, そして、それから、でも counting from 1 to 1000 一いち～千せん using common counters and classifiers, such as ～人にん、～才さい、～月がつ、～時 understanding the use ofこそあど series in concrete contexts, for example, これ、それ、あれ、どれ building vocabulary that relates to familiar environments, such as self, the family and personal world understanding the use of the prefixes お and ご before some words to indicate respect, for example, おなまえは?、ごかぞく identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements, such as pronouns Build metalanguage to talk about vocabulary and grammar concepts 	<ul style="list-style-type: none"> subject は noun です。 subject は adjective です。 subject は object を verb ます。 <ul style="list-style-type: none"> understanding that pronouns are used far less frequently in Japanese than in English understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> は (subject, topic marker) が (subject, topic marker: ～が好き(す)きです、～がいます) を (object) に (time, destination) で (transport) の (possession) と (and, with) も (also) using basic time expressions, such as clock times, months, for example, 一(いち)時、二月(じ、に)がつ building vocabulary that relates to familiar environments, such as the classroom, school and personal world understanding the rules of verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした understanding different question words, such as 何、どこ、何時、なにで、どんな、いつ、だれ、いくら using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different</p>	<ul style="list-style-type: none"> asking and responding to questions, such as 何(なに)で? (what transport/what method) いくら/いくつ? building vocabulary that relates to personal world, daily activities, routines and travel understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated <i>kanji</i>, for example, 百、千、万 extending the use of counter classifiers, for example, ～円、～分、～まい、～本(ほん)、～つ、～日 (date) <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<ul style="list-style-type: none"> using a range of particles, for example, <ul style="list-style-type: none"> が (subject, topic marker ～がいます/あります) か (or) に (purpose, indirect object, location) で (location of action, by means, such as ペンで、日本語で) using い and な adjectives in the present and past tenses using verb stems with grammatical features, such as ～たい、～たくない、～かった asking and responding to questions, such as どのぐらい?; いくつ? increasing cohesion within paragraphs by using conjunctions, for example, それに/それで elaborating ideas or statements using expressions, such as 今しゅう、先しゅう、来年、いつも、ぜんぜん、あまり expressing superlative forms using 一番, for example, 一番好きなかもくは日本語です <p>building vocabulary that relates to familiar environments, such as home and school, as well as places visited</p> <ul style="list-style-type: none"> whilst travelling in Japan and/or Australia understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated <i>kanji</i>, for example, 百千、万 extending the use of counter classifiers to include ～円、～分、～まい、～本～つ、～日 (date) expressing the location of items by using prepositions, such as 右、左、前後ろ、上、下 となり、そば

	Year 7	Year 8	Year 9	Year 10
	Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English	types of texts are structured and use particular language features to suit different contexts, purposes and audiences		Continue to build metalanguage to talk about vocabulary and grammar concepts Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts
Australian Curriculum v9	Recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts Develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts Compare Japanese language structures and features with English, using familiar metalanguage		Apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds Select and use structures and features of the Japanese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts Reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features	
Proposed WA Curriculum	Recognise and use familiar linguistic features of spoken Japanese	Apply familiar linguistic features of spoken Japanese to interact with developing fluency	Apply linguistic features of spoken Japanese to interact with enhanced fluency	Apply a range of linguistic features of spoken Japanese to further extend fluency
	Begin to use linguistic features of Japanese to respond to and create texts	Use linguistic features of Japanese to respond to and create texts	Select and use a 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
	Begin to notice and discuss similarities and differences between Japanese and English, using metalanguage	Notice and discuss similarities and differences between Japanese and English, using metalanguage	Discuss similarities and differences between Japanese and English, using metalanguage	Reflect on and discuss 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>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register Understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan and Japanese-speaking communities in Hawaii and Brazil</p>	<p>Examine linguistic features in texts to understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Understand the dynamic nature of Japanese, and how it influences and is influenced by other languages and cultures</p>	<p>Analyse how Japanese is used in varying ways to achieve different purposes</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>	<p>Analyse how Japanese is used in varying ways to achieve different purposes, and changes over time and place</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed		Removed	

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Japanese, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Australian Curriculum v9	Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values		Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating	
Proposed WA Curriculum	Begin to explore how identity is shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating