



Western Australian Curriculum

Languages | Japanese

Scope and sequence | 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Draft for consultation | Not for implementation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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Disclaimer

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

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Overview

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

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

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

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, German shows the proposed content across the years of schooling from Years 7–10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes: **Interacting in Japanese**; **Mediating meaning in and between languages**; and **Creating text in Japanese**.

The **Understanding language and culture** strand includes: **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Japanese curriculum.

Languages		
Japanese		
Communicating		
Interacting in Japanese	Mediating meaning in and between languages	Creating text in Japanese
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> introduce themselves, using culturally appropriate formulaic expressions and gestures, such as はじめまして。ロザンです。オーストラリアのパスにすんでいます。十二才です。七ねんせいです。 exchange information, such as age, name, or characteristics of family members or pets, using modelled language, such as ペットがいますか、はい、いぬが いっぴきいます。いいえ、ペットはいません。 engage in short interactions to exchange personal preferences, such as アニメがすきですか。はい、アニメがすきです。いいえ、アニメがすきじゃないです。 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> discuss daily actions and time-related activities, such as eating meals, waking up, and travelling to school, using modelled language, as in 何時（におきますか。毎あさ七時（におきます;何時にあさごはんを食べますか。七時半）にあさごはんを食べます。 share information about personal preference of likes and dislikes, such as ひまなとき、なにをしますか。ひまなとき、私はよくバスケットボールをします。 make plans for leisure activities and offer or decline invitations, such as 日ようびにサッカーをしましょうか。はい、サッカーをしましょう。日ようびはちょっと。 compare information related to daily school routines in Japan and Australia, such as オーストラリアの学生たちは ふつう あさ八時半に学校へ行きます。でも、日本の学生たちはあさ八時に学校へ行きます participate in interactions to share information on school routines, such as じかんめになにがありますか。一じかんめに 日本語のクラスがあります。 	<p>Initiate and participate in exchanges to share and compare information and experiences about Japan and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> Initiate discussions about school systems in Japan and Australia, such as similarities and differences in daily routines and learning environment, using modelled language, as in 日本では学校のあと、ぶかつクラブがあります。でも、オーストラリアでは、学校の時クラブがあります。 participate in exchanges to share, compare, and exchange information and experiences about Japan and its culture, such as discussing cultural practices, traditions and contemporary lifestyles exchange information related to celebration and festivals in Japan and Australia, such as おぼん、子どもの日、お正月、Boxing Day, NAIDOC week, Perth Royal Show engage in real or imagined exchange scenarios, such as ordering or serving food, or introducing traditional Japanese or Australian dishes to peers, such as ご注文よろしいですか。はい、チキンカレーを一つと、お好み焼きを二つください;日本の食べ物はおいしくてヘルシーです。私はうどんとにくじやがが一番好きです。 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> engage and sustain extended conversations about future travel plans, using well-rehearsed language, such as 高校のあと、何をしたいですか。大学に行きたいと思います。;今年の夏休みにどこに行きたいですか。今年の夏休みに日本に行きたいです。 exchange information about future plans, such as 高校のあと、何をするつもりですか。学校のあと、大学に行くつもりです。 exchange and compare ideas about preferred modes of travel and destinations, using modelled language, such as どこに旅行してみたいですか。いつかヨーロッパを旅行してみたいです。日本へ行って、友だちに会いたいです。 participate in sustained exchanges on tourist or historical places, such as 京都は日本のれきしがみえます。お寺や神社がたくさんあります;京都にはお寺や神社がたくさんありますから日本のれきしが見えます。
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> follow instructions, such as commands, as in きいてください、みてください、かいてください、すわってください、たってください。 exchange appropriate greetings depending on the time of day, such as おはようございます、おはよう、こんにちは、こんばんは。 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> use a range of simple phrases to exchange and share simple tasks, such as すみません、もう一度言ってください。;何をしますか。本をよみます。 ask for advice on how to express a word or concept in Japanese or English, using language, such as ~はにほんごで何ですか。 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> ask questions to consider different ideas, such as お好みやきとピザ、どちらがすきですか。どのきせつがいいですか。みなさんはどう思いますか。 praise and compliment and encourage others, using language, such as じょうずですね、いいですね、 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> consider requests and negotiate options, such as 東京と大阪、どちらに行きたいですか。わたしは大阪に行きたいです。おてらがたくさんありますからです。 ask questions to consider different ideas, such as お好みやきとピザ、どちらがすきですか。どの

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • use and respond to classroom-related language and routines, such as <i>さんいますか、はい、います、いいえ、いません、これは何ですか。はい、いいえ。</i> • express politeness, using basic manners, such as <i>どうぞ、ありがとう、すみません。</i> 	<ul style="list-style-type: none"> • interact with others in the classroom to give encouragement or seek help, such as <i>いいです。がんばって！よくわかりません、もういちど教えてください。</i> 	<p><i>よくできました、すごいです！、もうちょっとです、がんばりましょう。</i></p> <ul style="list-style-type: none"> • interact in classroom routines using appropriate language, such as to apologise and agree or politely disagree, <i>すみません、しゅくだいをわすれました。はい、いいです。ええ、ちょっと。</i> 	<p><i>きせつがいいですか。みなさんはどう思いますか。</i></p> <ul style="list-style-type: none"> • discuss their language learning experience, such as <i>日本語はやさしいですね。かんじはむずかしいですね。でも、おもしろいです。</i> • show appreciation and compliment one another, such as <i>よくできました。かんじがじょうずですね。</i> • initiate and maintain conversations on familiar topics using appropriate interjections and communication strategies to seek information or ask for clarification, such as <i>えーと、そうですか。それからおもしろいですね。もっとおしえてください。</i>

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Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to people introducing themselves and locate specific information, such as <i>だれですか、なまえはなんですか、なんさいですか、なんねんせいですか、なにがすきですか。</i> interpret key details and take notes from a range of texts related to family and friends and record a simple summary of essential information engage with texts showing interactions between Japanese speakers and identify language associated with cultural behaviours, such as language used in shops, schools or community events 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> engage with a range of personal or informational texts to locate specific information, such as diary entries, timetables or notices process factual and personal content, such as responding to questions about familiar daily activities and school routines interpret non-verbal behaviours and culturally specific phrases, such as ‘よろしくおねがいします’ when entering someone’s house 	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> engage with spoken, written or multimodal texts related to festivals, seasonal activities or traditional food from Japan and Australia, and identify key information, such as customs and foods associated with seasonal celebrations and summarise findings compare information about the weather in Japan and Australia from a range of text types, such as digital and print media and present key information to class explain cultural practices and perspectives embedded in language and gesture, such as <i>いただきます</i> to express gratitude for the food, the people who prepared it and made it possible 	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> engage with familiar and some unfamiliar texts to identify the speaker’s opinion, such as in digital or print media related to travel and culture engage with informative or personal texts related to Japanese and Australian high school students’ future plans after school and summarise their perspectives mediate intercultural meaning by clarifying implicit cultural values, such as adjusting the directness of questions like ‘What job do you want?’ to more polite alternatives, such as <i>しょうらい、なにをしたいと思います</i> to suit formal contexts
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> notice words and expressions that do not translate easily into English and brainstorm why this may be the case, such as <i>おはよう、こんにちは、こんばんは</i> use reference resources to interpret unfamiliar Japanese words and expressions translate English words related to personal information to Japanese using appropriate dictionary tools 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise culturally specific expressions in Japanese and consider how meaning differs from English, such as <i>行きます、気を付けてね、おつかれさまでした。</i> write names in <i>katakana</i> using online <i>katakana</i> name conversion sites practise using a dictionary to find the meaning and base form of common verbs, such as verbs related to daily routines, food and communication use reference resources to interpret unfamiliar Japanese words and expression, such as <i>部活、部活部にはいます、部活があります</i> 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> explain why certain Japanese expressions are not as interchangeable as their English equivalents, such as <i>すみません</i> vs. <i>ごめんなさい</i>, <i>ください</i> vs. <i>おねがいします</i>, and <i>こんにちは</i> versus <i>もしもし</i>. identify the base or dictionary form of adjectives when using reference tools, such as dictionaries consider the cultural impact of suffixes, such as <i>～さん</i>, and <i>～くん</i> on the status of characters and the tone of translations in different contexts 	<p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> apply dictionary literacy skills to interpret familiar texts by identifying base forms of verbs related to travel or future plans analyse how politeness is expressed in Japanese public communication and how it is interpreted in English, such as <i>きれいにしましょう</i> (literally ‘Keep clean’) conveys the instruction ‘Do not litter’ in English

Sub-strand: Creating text in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • write captions for short imaginative texts, such as manga strips, fairy-tale photos or other illustrated stories • create short imaginative texts, using familiar words and modelled language for peers, such as わたしのねこはチョコです。チョコはくろいです。そして、とてもかわいいです。 • create short informative texts using set phrases to describe self, family members or friends, using modelled language, such as 私の兄です。兄はおもしろく元気です。 • create multimodal or visual texts to describe people or pets, using simple descriptive captions, such as わたしのいぬはとてもかわいいです。めが大きいです。そして、みみはちやいろです。 	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create informative texts about preferred leisure activities using time phrases and reasons, such as 土ようびに、友だちとアニメを見ます。とてもたのしいです。 • create imaginative texts, using rehearsed descriptive language and linking expressions, such as きょうはひこうきで学校に行きます。そして、ロボットとサッカーをしました。 • create informative texts about recent events using time phrases and reasons, such as 土ようびに、友だちとアニメを見ます。とてもたのしいです。 • create digital or visual texts using familiar sentence structures and sequencing, such as 今日は月ようびです。あさ七じにおきます。そして、あさごはんを食べます。 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create short imaginative texts using varied adjectives, emotions, and time expressions to describe recent event, such as お正月には色々なめずらしくておいしいおせち料理を食べます。だから、私がお正月がとても好きです。 • write informative texts that express experiences and simple opinions, such as describing festivals, seasonal events or celebration, such as 五月五日は子どもの日です。子どもたちはこの日に楽しいじかんをすごします • create extended informative or imaginative texts related to experience in Japan, such as 日本の友だちのせいふくはとてもおしゃれです。シャツはしろくてスカートはくろくてながいです。 	<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> <p>For example:</p> <ul style="list-style-type: none"> • create extended imaginative texts about plans that develop character, setting and plot, such as しょうらいの世界では、ロボットががっこうの先生です。ある日、そのロボットの先生がおこりました。そして。 • write informative texts that present and justify viewpoints, such as オーストラリアの学校はのがっこうは せいふくが あります。べんりだと思えます。おもいます。 • produce extended texts for specific purposes and audiences using structured paragraphs, such as しょうらい、日本に 行きたいです。日本の文化や日本語にきょうみがあるからです。

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Japanese</p> <p>For example:</p> <ul style="list-style-type: none"> understand that <i>hiragana</i> and <i>katakana</i> represent the same set of sounds, despite differences in script appearance become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i> understand that the sounds represented by <i>hiragana</i> and <i>katakana</i> are identical, even though the scripts look different pronounce <i>hiragana</i> sounds, including voiced and unvoiced forms and all combined sounds (contractions and blends) use combination of <i>hiragana</i> to practise pronouncing greetings, such as はじめまして、おあはようございます、さようなら 	<p>Apply familiar linguistic features of spoken Japanese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> understand that the sounds represented by <i>hiragana</i> and <i>katakana</i> are identical, even though the scripts look different apply knowledge of <i>katakana</i> to read and pronounce familiar borrowed words appropriately, such as レストラン、マクドナルド apply knowledge of Japanese sound–script correspondence by using a <i>romaji</i>-input keyboard to type modelled sentences and short paragraphs, selecting <i>hiragana</i> or <i>katakana</i> appropriate to context 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, such as サッカー and ジョギング engage in pair to practise reading aloud familiar texts containing <i>hiragana</i> and <i>katakana</i> with attention to rhythm, intonation and phrasing, such as short role-play dialogues 	<p>Apply linguistic features of spoken Japanese to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> apply knowledge of how to practise raising intonation when asking questions, such as 食べましょうか。行きましょうか、しましょうか practise reading aloud familiar texts containing <i>hiragana</i>, <i>katakana</i> and simple <i>kanji</i>, such as 日本、日本人、日本語 use interjections and fillers to sound natural in conversation, such as ええと、あのう、そうですね、うーん use sentence-ending particles, such as ね、よ、かな、よね to convey emotion, tone or attitude in interactions 	<p>Apply a range of linguistic features of spoken Japanese to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> accurately pronounce unfamiliar Japanese versions of loan words <i>related to</i> travel and future plan, such as ツアー、ホテル、ドル、インターネット、ギャップイヤー、キャリア、オフィス、エンジニア、マネージャー apply different intonation patterns in Japanese, such as the down-turning curve in statements and rising intonation in questions using plain or ましょう form apply polite and plain forms appropriately in casual or formal situations, such as 食べます、→食べる、行きます →行く apply appropriate plain and polite past forms of verbs and adjectives when asking or responding
<p>Begin to use linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that nouns and adjectives end with です, and verbs end with ます in the present polite form recognise and use basic Japanese punctuation marks, such as まる (。), てん (、) recognise and use basic adjective forms to describe people and things in positive and negative present form, using い or な adjective understand that Japanese sentences end with a predicate and that there are three types of predicates. These predicates are noun plus copula, adjective plus copula, and verb, such as subject は 	<p>Use linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that individual <i>kanji</i> represent both meaning and sound, such as 日, meaning day or sun depending on context understand the use of <i>furigana</i> as a tool to support reading, and <i>romaji</i> to type in Japanese understand how to use い and な adjectives in the present and negative, in basic sentences, such as たのしい たのしくない、ゆうめいな、ゆうめいじゃない understand and apply the rule that Japanese sentences end with a predicate and that there are three types of predicates. These predicates are noun 	<p>Select and use a range of linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> understand that <i>kanji</i> is used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of <i>hiragana</i> to the stem of verbs and adjectives is called <i>okurigana</i> understand and apply a range of familiar adjective forms in different tenses and sentence types to describe people, places and experiences use a range of familiar adjective forms in different tenses and sentence types to describe people, places and experiences, such as 楽しい、楽しくない、たのしかった、たのしくなかった 	<p>Select and use an extended range of linguistic features of Japanese to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> explore that combined <i>kanji</i> characters create new meaning, such as 山小屋 (hut) understand and use a range of particles to perform different functions, such as ~の (possession) かのじょのおべんとうがーばんおいしいです。~も (also) テレナちゃんもきますよ。 apply the different functions of verb て form, such as requesting and giving permission and expressing prohibition ~てもいいです、~てはいけません、~てはだめです

Year 7	Year 8	Year 9	Year 10
<p>noun です, subject は adjective です, and subject が います</p> <ul style="list-style-type: none"> recognise that pronouns, including 'I', are used far less frequently in Japanese than in English 	<p>plus copula, adjective plus copula, and verb, such as subject は object を verb ます, subject は time に activity を します and subject は noun が あります・います</p> <ul style="list-style-type: none"> understand and use a range of particles to perform different functions, such as ~は (subject, topic marker) 私はオーストラリア人です, ~が (subject, topic marker) ~が好きです, ~が います and ~を (object) この本をみせてください。 	<ul style="list-style-type: none"> use a range of particles to perform different functions, such as ~で (transport) バスで行きます, ~と (and, with) 友だちのダニエルといっしょにあそびました and ~も (also) テレナちゃんもきますよ。 	<ul style="list-style-type: none"> apply complex form of い and な adjectives, such as linking form, negative, present and past tense to connect ideas apply verb conjugation rules for the three main verb groups to produce informative texts, drawing on topics, such as travel or future plans
<p>Begin to notice and discuss the similarities and differences between Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> notice and compare features of the Japanese and English writing systems, grammar and language use, including pronouns, particles and the absence of articles compare the position of verbs in English and Japanese sentences to show the differences in word order discuss that reordering Japanese sentences into English word order can support clarity for English speakers when translating or interpreting recognise that adding the particle か to a declarative sentence turns it into a question in Japanese 	<p>Notice and discuss similarities and differences between Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> identify words of Japanese origin used in English, such as すし、おべんとう、まっちゃん、ふとん、カラオケ recognise how word order of Japanese is different to English and use this awareness when decoding and creating texts recognise that indefinite and definite articles are not used in Japanese recognise and use auxiliary verbs in English and Japanese to form questions 	<p>Discuss similarities and differences between Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> discuss how third-person singular form is used in English and Japanese discuss how the 'it is ...' construction is used in English and Japanese discuss similarities and differences in word order such as subject, object and verb between English and Japanese 	<p>Reflect on and discuss the use of linguistic features in Japanese texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> develop metalanguage to describe and apply grammatical concepts and language elements, such as verb charts, vocabulary lists, and classroom-practised sentence structures discuss words of English origin used in Japanese, such as インターネット、パソコン、スマホ、ツアー、ドル, and understand how they are used in Japanese compared to English. explain that in Japanese the verb remains sentence-final, while other elements can be reordered for emphasis or style, and compare this flexibility with English's more fixed word order understand that Japanese uses the question particle か combined with question words 何/いつ/どこ/だれ to form both polite information questions ~ますか/~ましたか and casual rising-intonation questions

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how identity is shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> consider how certain Japanese phrase, such as いただきます、ただいま、おかえり、おつかれさまです reflecting traditional practices and values associated with family life and work reflect on classroom interactions that involve cultural routines, such as bowing in Japanese greetings identify expressions that reflect politeness, such as すみません versus ごめんなさい in Japanese 	<p>Recognise how identity is shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that language changes depending on age or relationship, such as using -さん to show respect compare daily and school routines in Japan and Australia and recognise similarities and differences explore the concept of '部活' in Japanese high school and discuss why Australian high schools don't have an equivalent club-based system 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and describe how language reflects cultural values, such as the use of humble verbs けんじょうご in Japanese reflect on how communication styles differ between Japan and Australia and identify behaviours that are culturally appropriate in each context, such as bowing versus handshaking discuss and reflect the similarities and differences between Japanese and Australian views of young adulthood upon reaching the legal age 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> explore how indirect expressions, such as それはちよつと... reflect cultural values around politeness and refusal, compare and discuss the cultural attitudes and values toward education and work in Japan and Australia, and how these perspectives shape individuals' plans and decisions for life beyond high school reflect on how Japanese and Australian cultural values influence decisions about school, work and lifestyle