



# Western Australian Curriculum

## Languages | Japanese

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Proposed Year level descriptions | Pre-primary–Year 10  
Draft for consultation | Not for implementation

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## **Acknowledgement of Country**

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

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## Overview

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

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

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

### Guide to reading this document

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

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Japanese: Second Language with little to no prior experience of the Japanese language and culture.</p> <p>In Pre-primary students communicate in Japanese, exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in group activities by performing short songs, rhymes, chants or stories in Japanese facilitated by movement and gestures. Students respond to teacher talk and instruction in Japanese.</p> <p>Students become familiar with the systems of the Japanese language, beginning to recognise simple pictographic <i>kanji</i> and recreating these using kinaesthetic activities. They begin to notice that Japanese has different sounds and words to English and any other languages they may have been exposed to.</p> <p>In Pre-primary students recognise that while English is the official language spoken in Australia, Japanese is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Japanese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.</p> <p>Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Foundation, Japanese language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Japanese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.</p> <p>Students experience and imitate the sounds and gestures of Japanese language. They participate in shared listening and viewing of texts that represent Japanese and Japanese-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that language can be represented in different ways, including the English alphabet, students’ home languages and Japanese scripts. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the <i>Early Years Learning Framework</i> and each child’s knowledge base. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Japanese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>Children enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capabilities. Typically, children come to Japanese with little to no prior experience of the language and culture.</p> <p>In Pre-primary, children explore Japanese with peers, teachers, known adults and students from their own and other classes, through play-based and action-related learning. They exchange greetings and simple information about themselves, imitating gestures and using familiar words.</p> <p>Children participate in shared listening and viewing of Japanese texts. They experiment with common vowel sounds and rhythms of spoken Japanese, singing, reciting and repeating words and phrases in context. They notice similarities and differences between Japanese and English, and other languages, and explore differences through creative play.</p> <p>Children receive extensive support through modelling and scaffolding. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 1 Japanese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Japanese language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Japanese language and culture is from their school learning environment.</p> <p>Students communicate in Japanese, interacting with the teacher and peers in Japanese to share information about themselves and to talk about their favourite things. They participate in guided group activities, using simple and repetitive language in songs, rhymes and games. They respond to teacher talk and instruction in Japanese and use formulaic expressions to express support and respect for others during class activities. Students locate key words and simple <i>kanji</i> or <i>hiragana</i> in texts such as charts, lists, rhymes and songs that relate to their personal worlds. They engage with the shared reading and viewing of Japanese texts and use simple language to describe and respond to the characters in these texts. They participate in shared performance of short imaginative texts re-enacting and retelling stories in Japanese using modelled language.</p> <p>Students become familiar with the systems of the Japanese language, beginning to recognise the sequence of <i>hiragana</i> from あ to ん and to trace some <i>hiragana</i> characters. They build on their understanding of stroke order and that individual <i>kanji</i> represent meaning as well as sounds.</p> <p>In Year 1 students start to explore Japanese words that are used in English and notice how their behaviour and body language may change when they are speaking in Japanese.</p> <p>Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Years 1 and 2, Japanese language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Japanese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Japanese-speaking communities in Australia, Japan and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using single kana and high-frequency <i>kanji</i>, and understand that scripts represent the sounds and meanings of Japanese words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Japanese language and culture and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.</p> <p>Japanese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 1, Japanese language learning builds on each child's interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Japanese to exchange information about themselves and participate in class experiences and everyday interactions that involve following instructions, responding to questions and making statements. Students recognise words and use modelled language to create texts.</p> <p>Children become familiar with the systems of the Japanese language and use gestures, words and modelled expressions, and imitate Japanese sounds, pronunciation and intonation. They locate specific points of information in a range of short familiar texts and convey information in simple statements, short descriptions and modelled texts. Children use their literacy capabilities in English and in Japanese to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Japanese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 2 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 1 and focuses on extending the oral communication skills of students.</p> <p>Students communicate in Japanese, interacting with the teacher and peers, using simple language and gestures, to talk about friends and family members. They use repetitive and formulaic language to participate in guided group activities, simple tasks and transactions. Students identify key points of information in simple spoken, written or digital texts to complete guided tasks. They respond to Japanese versions of stories they are familiar with or Japanese folktales and compare and contrast these with texts they are familiar with. Students create or re-create simple imaginative texts such as Japanese songs, poems or rhymes.</p> <p>Students become familiar with the systems of the Japanese language, beginning to recognise and copy the 46 basic <i>hiragana</i> characters using supports such as mnemonics and by playing games to reinforce learning. Students are also exposed to a few high-frequency <i>kanji</i> when they relate to the learning context.</p> <p>In Year 2 students recognise that all languages, including Japanese, continuously change over time through contact with each other and through changes in society. They explore Japanese expressions that do not readily translate into English and Japanese cultural practices that are not commonly used by English speakers.</p> <p>Students learn Japanese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.</p>	<p>In Years 1 and 2, Japanese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Japanese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Japanese-speaking communities in Australia, Japan and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using single kana and high-frequency kanji, and understand that scripts represent the sounds and meanings of Japanese words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Japanese language and culture and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Japanese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 2, Japanese language learning builds on each child’s interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Japanese to exchange information about themselves and family members, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students use words, familiar phrases and modelled language to create texts.</p> <p>Children become familiar with the systems of the Japanese language and use gestures, words and modelled expressions, and imitate Japanese sounds, pronunciation and intonation. They use their literacy capabilities in English and in Japanese to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Japanese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 3 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p> <p>Students communicate in Japanese, interacting with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participate in during their day, and events that occur through the year. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students are exposed to imaginative texts such as <i>kamishibai</i> (paper puppets) and respond by acting out events or identifying and comparing favourite characters and elements. They create, perform and present short imaginative texts that use familiar expressions and modelled language.</p> <p>Students become familiar with the systems of the Japanese language, building their vocabulary repertoire and beginning to generate new language using verbs in the <i>ます</i> and negative <i>ません</i> form. A <i>hiragana</i> chart is used by students to support them as they begin to read and write words in <i>hiragana</i>. Students begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.</p> <p>Students are encouraged to describe their Japanese learning experiences and explore their own sense of identity and ways that they use language differently when they interact with different people. They begin to model and explain culture specific practices such as bowing when greeting and demonstrating hand gestures and body language that are used alongside Japanese communication.</p> <p>In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Japanese as much as possible for classroom routines, social interactions and for learning tasks.</p>	<p>In Years 3 and 4, Japanese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Japanese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Japanese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Japanese language sounds, pronunciation and intonation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and script-based languages. With support, students read and write hiragana using long vowels, voiced and blended sounds, and some familiar kanji; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Japanese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 3, Japanese language learning builds on each student’s interests and capabilities, including prior learning and experiences with language. Students continue to participate in activity-based learning through purposeful and structured activities. They use Japanese to exchange information about themselves and events over the year and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions.</p> <p>Students become familiar with the systems of the Japanese language and use gestures, words and modelled expressions, and imitate Japanese sounds, pronunciation and intonation. They use their literacy capabilities in English and in Japanese to locate specific information in texts and convey information. Students begin to recognise and write high-frequency words and expressions in simple informative and imaginative texts.</p> <p>Students are encouraged to use Japanese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process. They recognise that language and culture reflect practices and behaviours.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 4 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 3 and focuses on extending the oral and written communication skills of students.</p> <p>Students communicate in Japanese, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students engage with a range of Japanese imaginative texts and identify key language and cultural behaviours in them. They create, perform and present imaginative texts for different audiences that allow for the exploration and enjoyment of language.</p> <p>Students become familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions such as using time expressions and using verbs in the past such as the <i>ました</i> and <i>ませんで</i> <i>した</i> form. They read and write words in <i>hiragana</i> and high frequency <i>kanji</i> with support and scaffolding. Students are supported to reflect on Japanese language protocols that relate to their personal worlds. They begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.</p> <p>In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to ensure familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Japanese as much as possible for social interactions and in learning tasks.</p>	<p>In Years 3 and 4, Japanese language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Japanese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Japanese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Japanese language sounds, pronunciation and intonation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and script-based languages. With support, students read and write hiragana using long vowels, voiced and blended sounds, and some familiar kanji; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Japanese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 4, students build on the skills, knowledge and understanding they developed in Year 3 and focus on extending their oral and written communication skills and their understandings of language and culture. Students interact in Japanese in purposeful and structured activities to exchange information about their personal world. They engage with a range of Japanese texts and use their English literacy knowledge to locate and compare key information. Students share responses and make connections with their own experiences and feelings. They create and present informative and imaginative texts using familiar phrases and sentences and modelled textual conventions.</p> <p>Students become more familiar with the systems of the Japanese language, recognising and applying features of intonation and pronunciation. They apply knowledge of grammatical elements to create texts and use familiar metalanguage to discuss Japanese language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p> <p>Students are widening their social networks, experiences and communication repertoires in both English and Japanese. They are encouraged to use Japanese for classroom routines, social interactions and learning tasks. Students receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.</p> <p>Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.</p> <p>Students become familiar with the systems of the Japanese language, reading and writing all <i>hiragana</i> with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using ~ましよう or describing the location of homes. Students build a metalanguage in Japanese to talk about language.</p> <p>Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.</p> <p>In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.</p>	<p>In Years 5 and 6, Japanese language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Japanese to exchange information and ideas relating to their interests, school and local environment, and engage with Japanese-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. With support, they use their knowledge of hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, to identify Japanese language structures and features. They apply knowledge of stroke order in writing and recognise katakana, developing their understanding of the relationship between hiragana, katakana and kanji in texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Japanese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 5, students build on the skills, knowledge and understanding they developed in Year 4 and focus on extending their oral and written communication skills and their understanding of language and culture. They interact in Japanese to exchange information and ideas related to their home, neighbourhood and the wider world. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They use their English literacy knowledge to locate and compare key information in texts and share responses. Students create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions.</p> <p>Students become more familiar with the systems of the Japanese language, recognising and applying features of intonation and pronunciation. They use context-related vocabulary and develop and apply knowledge of grammatical elements to create or reinterpret, present or perform texts for different purposes, audiences and contexts. Students use familiar metalanguage to discuss Japanese language structures and features.</p> <p>Students are widening their social networks, experiences and communication repertoires in Japanese. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 6 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Japanese language and culture and their own.</p> <p>Students communicate in Japanese, initiating interactions with others to share information and relate experiences about free time. They collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Japanese. Students 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 and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students present and perform reinterpreted or created imaginative texts in Japanese.</p> <p>Students are becoming more familiar with the systems of the Japanese language, developing greater fluency and accuracy in communication. They begin to use Japanese spontaneously when interacting with one another and with their teacher and use an increasing range of body language and gestures. Students write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics and recognise some single and whole word <i>katakana</i> with the support of a chart. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. Students build a metalanguage in Japanese to talk about language.</p> <p>Students make connections between cultural practices, traditions and values and language use and reflect on how these impact on intercultural communication.</p> <p>In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Japanese. They are encouraged to use Japanese as much as possible for interactions, structured learning tasks and language experimentation and practice.</p>	<p>In Years 5 and 6, Japanese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Japanese to exchange information and ideas relating to their interests, school and local environment, and engage with Japanese-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. With support, they use their knowledge of hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, to identify Japanese language structures and features. They apply knowledge of stroke order in writing and recognise katakana, developing their understanding of the relationship between hiragana, katakana and kanji in texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 6, students build on the skills, knowledge and understanding they developed in Year 5 and focus on extending their oral and written communication skills and their understandings of language and culture. They interact in Japanese in purposeful and structured activities to exchange information about their personal and social worlds. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They locate, compare and share key information in texts using their English literacy knowledge to identify Japanese language structures and features. Students create and present informative and imaginative texts appropriate to audience, purpose and context.</p> <p>Students become more familiar with the systems of the Japanese language. They use context-related vocabulary and develop and apply knowledge of grammatical elements in spoken and written texts. Students use familiar metalanguage to discuss and compare Japanese language structures and features.</p> <p>Students continue to widen their social networks, experiences and communication repertoires. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 7 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Some students begin Year 7 with proficiency in languages other than Japanese and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Their growing textual knowledge, developed through English literacy, supports their developing Japanese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.</p> <p>Students communicate in Japanese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They engage in tasks and activities that involve planning events or experiences and negotiating arrangements. Students read, view and interact with a growing range of short texts for a variety of informative, transactional and communicative purposes. They engage with a range of imaginative texts, expressing opinions and ideas about the themes and values in the texts and exploring the techniques that are used to connect with the audience. Students create and perform imaginative texts such as songs, plays or short stories.</p> <p>Students better understand the systems of the Japanese language, learning to read and write all <i>katakana</i> characters and further developing their understanding of the relationship between how <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> are used in texts. They understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system including understanding the functions of the particles <i>が</i>, <i>を</i>, <i>に</i>, <i>と</i>, <i>で</i>, <i>へ</i>, <i>～から</i>, <i>～まで</i> using them to form sentences. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.</p> <p>In Year 7 students make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.</p>	<p>In Years 7 and 8, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students use all hiragana and katakana, including elongated vowels, double consonants and contractions. They access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students build on the skills, knowledge and understanding of prior learning and experiences. They focus on extending their oral and written communication skills and their understandings of language and culture. They use Japanese to initiate and sustain interactions to share information, ideas and opinions about themselves, others, home and school. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They locate and process key information, ideas and opinions from texts, applying strategies to translate and convey meaning in and between languages. Students create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Japanese to develop fluency and respond to and create texts. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Japanese and English. They recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 8 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of ‘norms’ associated with their first language and culture.</p> <p>Students communicate in Japanese, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views and experiences of significant events, special occasions or milestones. They engage in activities that involve planning experiences and activities that require negotiating and solving problems. They also participate in transactions that involve purchasing goods and services. Students read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They respond to a range of imaginative texts, analysing ideas, themes, values and techniques that are used to engage and entertain the audience. Students create and present a range of simple texts that involve imagined contexts and characters such as raps, poems and cartoons.</p> <p>Students better understand the systems of the Japanese language, developing proficiency in reading and writing sentences and short texts written in <i>hiragana</i>, <i>katakana</i> and simple <i>kanji</i>. They demonstrate increased control of context-related vocabulary and elements of the Japanese grammatical system including using both affirmative and negative forms of particular grammatical elements in different tenses and use conjunctions such as <i>だから</i>、<i>それで</i>、<i>それに</i> to express a range of ideas and experiences in written and spoken forms. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.</p> <p>Students monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.</p> <p>In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Japanese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.</p>	<p>In Years 7 and 8, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students use all hiragana and katakana, including elongated vowels, double consonants and contractions. They access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and their understandings of language and culture. They use Japanese to initiate and sustain interactions to share and compare information, ideas and opinions about going out, socialising, special events and leisure time. Students collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving. They locate, summarise and process information, ideas and opinions from texts, applying a range of strategies to translate and convey meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Japanese to respond to and create texts with increased fluency. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Japanese and English. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 9 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture.</p> <p>Students communicate in Japanese, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They have a growing repertoire of formulaic expressions that are essential for everyday Japanese interactions. Japanese is also used to engage in shared activities such as planning and managing an event or experience. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Japanese cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.</p> <p>Students understand the systems of the Japanese language, increasing control of context-related vocabulary and achieving a higher level of sophistication of expression through mastering the use of the plain form of verbs and the use of the verb <math>\text{て}</math> form. They build on their mastery of <i>hiragana</i> and <i>katakana</i> and understand sound variation in the pronunciation of borrowed words. Students further develop a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements and to organise learning resources.</p> <p>Students increasingly 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>In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.</p>	<p>In Years 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Japanese to initiate and sustain extended interactions to share and compare information about Japan and its culture. Students collaborate in activities that involve planning, considering options, managing and problem-solving. They summarise and compare ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students select and use an extended range of spoken and written Japanese linguistic features to respond to and create texts with enhanced fluency. They use metalanguage to discuss similarities and differences in how linguistic features are used. Students reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 10 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Japanese language may feature in these.</p> <p>Students communicate in Japanese, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues. They also compare and evaluate ideas and information on contemporary culture and social issues from a range of perspectives. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students explore imaginative texts such as poems, songs and dance and identify humorous or emotional elements that reflect cultural values or norms. They create and present a range of imaginative texts on themes of personal or social relevance.</p> <p>Students understand the systems of the Japanese language, developing a broader knowledge of vocabulary and producing sophisticated language related to requesting and giving permission and expressing opinions, intentions and thoughts, utilising the plain form. They use character charts as a systematic framework for recognising patterns for verb conjugation and apply the formation rules of each verb group. Students also use a greater number of <i>kanji</i> and increasingly apply their understanding of known <i>kanji</i> to predict the meaning of unfamiliar words. They 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>Students 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>In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.</p>	<p>In Years 9 and 10, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Japanese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Japanese to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. They compare and interpret information, ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage different audiences.</p> <p>Students select and use an extended range of spoken and written Japanese linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in Japanese texts. Students 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>