

Year 10 Syllabus

Year Level Description

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.

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.

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 kanji and increasingly apply their understanding of known kanji 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.

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.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 日本文化の発展と国際化の進展について話し合おう。J-pop と K-pop の違いを比較し、それぞれの文化背景を説明しよう。

Express feelings and justify opinions, for example, 日本文化の発展について意見を述べよう。国際化の進展がもたらす影響を説明しよう。
[\(ACLJAC181\)](#)

Understanding

SYSTEMS OF LANGUAGE

Recognise multiple readings of familiar kanji in different compounds, for example, 見守る (見守る) 見守る (見守る) (ACLJAU192)

- 📖 Literacy
- 🧠 Critical and creative thinking

Use knowledge of familiar kanji to predict meaning of unknown words
[\(ACLJAU193\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking

Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented

[\(ACLJAC184\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes

[\(ACLJAC185\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

form, for example, plain verb □□

□□□, verb /adjective □□□□□□


- using adverbs and intensifiers such as □□□
- increasing cohesion within paragraphs by using conjunctions, for example, □□□□□□□□
- indicating the status of actions using adverbs such as □□ and □
- understanding the concept of uchi-soto □□□ for making appropriate choices of register, for example, □□□□□/□□□□□□□□

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

[\(ACLJAU194\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Identify how imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences, such as poems, songs, dance, street art and performance

[\(ACLJAC186\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences

[\(ACLJAC187\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


TRANSLATING

Identify, analyse and compare textual features and conventions in Japanese and English texts that characterise social and informative media

[\(ACLJAU195\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

[\(ACLJAU196\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Explain changes to Japanese and other languages and cultures and understand that language use has the power to influence social and cultural relationships and practices

[\(ACLJAU197\)](#)

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, □ □ □ □ □ □ □ □
[\(ACLJAC188\)](#)

- 📖 Literacy
- 🗣️ Information and Communication Technology (ICT) capability
- 💡 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

REFLECTING

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

Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians
[\(ACLJAC190\)](#) [\(ACLJAC191\)](#)

- 📖 Literacy
- 🗣️ Information and Communication Technology (ICT) capability
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- 👥 Personal and social capability
- 🌐 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE


Explore cultural concepts embedded in Japanese language that embody core values and behaviours and for which there is no direct English translation
[\(ACLJAU198\)](#)

- 📖 Literacy
 - 🗣️ Information and Communication Technology (ICT) capability
 - 💡 Critical and creative thinking
 - 👥 Personal and social capability
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 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on young people's experiences and interest in contemporary culture and social issues. They use familiar descriptive and expressive language in formal and informal exchanges to express feelings and justify personal opinions, such as □□□□ □□□□□□□□□□□□□□□□ Students sustain, and sometimes extend, interactions to exchange resources and information, solve problems and manage diverse views. Students compare and evaluate some ideas and information from a range of perspectives, identifying how context and culture affect how information is presented. They use modes of presentation, appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students explain how humorous, emotional or aesthetic effects are used in imaginative texts to reflect cultural values or experiences. They create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. Students describe how cultural perspectives and concepts have been represented when translating and interpreting from one language to another. They describe the experience of learning and

using Japanese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians.

Students better understand the systems of the Japanese language, identifying some multiple readings of familiar kanji in different compounds. They use understanding of familiar kanji to predict meaning of unknown words, with a satisfactory level of accuracy. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. Students request and give permission and express prohibition using verb ㍻ form and use verb stems with grammatical features, such as ㍻㍻㍻㍻㍻㍻㍻㍻. Students explore how to use plain forms in authentic contexts, such as conversations with peers, and express opinions, intentions and thoughts using the plain form, for example, plain verb ㍻㍻㍻ ㍻, verb/adjective ㍻㍻㍻㍻㍻. They use adverbs and intensifiers, such as ㍻㍻, and increase cohesion within paragraphs by using conjunctions. Students indicate the status of actions using adverbs, such as ㍻㍻ and ㍻㍻, and understand the concept of uchi-soto ㍻㍻ for making appropriate choices of register. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They identify, analyse and compare some textual features and conventions in Japanese and English texts that characterise social and informative media. Students analyse, in part, and explain variations in language use that reflect different social and cultural contexts, purposes and relationships. They describe changes to both Japanese and other language and culture, and identify how language use has the power to influence social and cultural relationships and practices. Students explore how the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret.

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