

# Year 8 Syllabus

## Year Level Description

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.

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.

Students better understand the systems of the Japanese language, developing proficiency in reading and writing sentences and short texts written in hiragana, katakana and simple kanji. 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 けれども to express a range of ideas and experiences in



- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, 誕生日パーティーの準備、クリスマスや新年の準備、地域の祭り、オプションを考慮し、交渉し、問題解決し、参加する取引には商品やサービスの購入が含まれる。例えば、誕生日パーティーの準備、クリスマスや新年の準備、地域の祭り、オプションを考慮し、交渉し、問題解決し、参加する取引には商品やサービスの購入が含まれる。

(ACLJAC164)

- 📖 Literacy
- 🔢 Numeracy
- 📡 Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

## INFORMING

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Access, summarise and share key ideas from a range of texts related

contracted and blended sounds using the kana chart

Understand the relationship in texts between hiragana, katakana and kanji  
(ACLJAU175)

- 📖 Literacy
- 🧠 Critical and creative thinking

Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:

- using verbs to indicate – I want to 食べたい
- using ない and なかった adjectives in present and past tenses in negative forms such as 食べたくない / 食べたくありません
- using both affirmative and negative forms of particular grammatical elements in different tenses
- creating cohesion and flow by

to aspects of their personal and social worlds and present them in different formats for the intended audience

[\(ACLJAC166\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

[\(ACLJAC167\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

using conjunctions, for example,

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- using counter classifiers, for example,

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- using superlatives, for example,

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- using adverbs and intensifiers such as

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Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements

[\(ACLJAU176\)](#)

 Literacy

 Critical and creative thinking


Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or manga, to explain the relationship between the language and structure used and the purpose of the text

[\(ACLJAU177\)](#)

Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture

[\(ACLJAC168\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience


[\(ACLJAC169\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## LANGUAGE VARIATION AND CHANGE

Apply variations in Japanese language use that reflect different levels of formality, authority and status

[\(ACLJAU178\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures

[\(ACLJAU179\)](#)

 Literacy

 Information and Communication

 Personal and social capability

 Intercultural understanding

## TRANSLATING

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Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture

[\(ACLJAC170\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


## REFLECTING

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Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## ROLE OF LANGUAGE AND CULTURE

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Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values

[\(ACLJAU180\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

[\(ACLJAC172\)](#) [\(ACLJAC173\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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## Achievement standard

At standard, students initiate and maintain spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on significant social events, special occasions or milestones. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as □□□□□□□□□□□□□□□□□□□□ Students participate in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share most key ideas and some information from a range of texts related to aspects of their personal and social worlds, and present them in different formats for the intended audiences. They organise and present key information on texts related to aspects of their personal and social worlds, and make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts. They make some connections with personal

experiences and other imaginative texts in their own language and culture. Students create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some accuracy, including those that use language with colloquial or cultural association. They consider why there might be differences in interpretation and how language reflects elements of culture. Students participate in intercultural interactions with Japanese speakers, begin to describe cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their own intercultural experiences.

Students better understand the systems of the Japanese language, describing that katakana is used for loan words and using some available combinations of katakana to experiment with Japanese pronunciation of unfamiliar loan words. They read and write, accurately, some katakana, including voiced, unvoiced, contracted and blended sounds, using the kana chart. Students identify the relationship in texts between hiragana, katakana and kanji. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students use verbs to indicate I want to 〇〇〇〇〇 and use 〇 and 〇 adjectives in present and past tenses in negative forms, such as 〇〇〇〇〇〇〇〇〇〇/〇〇〇〇〇〇〇〇〇〇〇〇. They use both affirmative and negative forms of particular grammatical elements in different tenses, and create cohesion and flow by using conjunctions, for example, 〇〇〇〇〇〇〇 〇〇〇〇〇〇. Students use counter classifiers, superlatives, adverbs and intensifiers, such as 〇〇〇〇〇〇〇〇〇〇. They discuss how the Japanese language works, using relevant metalanguage to describe grammatical concepts and language elements. Students identify most of the structures and key features of familiar texts in Japanese, and discuss the relationship between the language and structure used, and the purpose of the text. Students describe variations in Japanese language use that reflect different levels of formality, authority and status. They discuss that Japanese, like



other languages, is constantly expanding to include new words and expressions in response to influences, such as globalisation and exposure to other languages and cultures. Students analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values.

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written in hiragana, katakana and simple kanji. 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 いろいろ 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.

Students monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

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.