

Year 6 Syllabus

Year Level Description

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.

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.

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 hiragana and kanji on familiar topics and recognise some single and whole word katakana 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.

Students make connections between cultural practices, traditions and values and language use and reflect on how these impact on intercultural communication.

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.

Communicating

SOCIALISING

Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example,

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Negotiate an invitation for a shared experience, for example, □□□□□□□□

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[\(ACLJAC145\)](#)

Understanding

SYSTEMS OF LANGUAGE

Engage with authentic spoken language, recognising how words blend

Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two moras make one rhythm unit (foot), for example, the copula □□ and the verb suffix □□

[\(ACLJAU156\)](#)

📖 Literacy

🧠 Critical and creative thinking

Recognise and make meaning of some single and whole word

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event

[\(ACLJAC146\)](#)

📖 Literacy

🔢 Numeracy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

INFORMING

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

[\(ACLJAC148\)](#)

katakana with the support of a katakana chart

Apply the basic principles of stroke order to write all hiragana and high-frequency kanji

Write simple texts using hiragana and kanji on familiar topics

[\(ACLJAU157\)](#)

📖 Literacy

🧠 Critical and creative thinking

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs to indicate – Would you...?

Shall we ...? □□□□□□ □□□□□□

- understanding the use of □□/□□/□□/□□/□□
- using the verb □ form as a formulaic expression, such as when giving instructions or seeking permission, for example,

📖 Literacy

🗣️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts
[\(ACLJAC149\)](#)

📖 Literacy

🗣️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

CREATING

Share and compare key messages in imaginative texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in anime and compare their treatment across cultural contexts and time

📖 Literacy

🗣️

- knowing how to use common counters and classifiers such as 個/個々/ 個々/ 個々/個々
- using conjunctions such as けれども to link ideas

Build a metalanguage in Japanese to talk about language
[\(ACLJAU158\)](#)

📖 Literacy

🧠 Critical and creative thinking

Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values
[\(ACLJAU159\)](#)

📖 Literacy

🗣️ Information and Communication





Technology (ICT) capability

🧠 Critical and creative thinking

🌐 Intercultural understanding





LANGUAGE VARIATION AND CHANGE

[\(ACLJAC150\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

[\(ACLJAC151\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

TRANSLATING





Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems

Experiment with bilingual dictionaries and/or online

Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example,

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[\(ACLJAU160\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology

[\(ACLJAU161\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Understand that language and

translators, considering relative advantages or limitations of each resource


[\(ACLJAC152\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

[\(ACLJAC155\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

culture are integral to the nature of identity and communication

[\(ACLJAU162\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate, with guidance, interactions in Japanese with others through class experiences, activities and transactions, to exchange

information and relate experiences about free time, such as 自由時間 について 話します and to show interest in and respect for them, using mostly descriptive and expressive language. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event. They share and compare some key messages in imaginative texts such as the moral of a story, ideas or values expressed, or characterisation and, with guidance, compare their treatment across cultural contexts and time. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They demonstrate and explain, with guidance, simple elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Japanese language, engaging with authentic spoken language with guidance, sometimes recognising how words blend. They describe the relationship between sounds, words and meaning; stating that certain combinations of two moras make one rhythm unit. Students distinguish and comprehend few single and whole word katakana with support of a katakana chart. They apply, with guidance, the basic principles of stroke order to write most hiragana and high-frequency kanji and write, with guidance, simple texts using hiragana and kanji on familiar topics, with some inaccuracies. They use vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules, with a satisfactory level of accuracy, in simple spoken and written texts. Students use verbs to indicate – Would you ...? or Shall we ...? お願いします お願いします. They explain the use of ます/ません/です/じゃない and use the verb ます form as a formulaic expression, such as when giving

instructions or seeking permission. They use common counters and classifiers and conjunctions such as けれども to link ideas. Students talk in Japanese about how the Japanese language works. They apply formulaic expressions with satisfactory accuracy and mostly understand the significance of textual features and how the composition of texts reflect cultural values. Students discuss how the Japanese language is both influenced by and, in turn, influences other languages and cultures, and explain how language and culture are integral to the nature of identity and communication.

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