

Year 7 Syllabus

Year Level Description

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.

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.

Students better understand the systems of the Japanese language, learning to read and write all katakana characters and further developing their understanding of the relationship between how hiragana, katakana and kanji are used in texts. They understand and control context-related vocabulary and develop understanding of how to control elements of the

 Personal and social capability

 Intercultural understanding

Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example,  
[\(ACLJAC164\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
[\(ACLJAC166\)](#)

chart

Write words and phrases using both kana and kanji, for example,  

Use furigana to support the reading of unfamiliar kanji
[\(ACLJAU175\)](#)

 Literacy

 Critical and creative thinking

Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;

- understanding the different functions of a range of particles such as  (topic marker),  (object marker),  (time, date, place, destination, for)  (and, with),  (location, action, means),  (direction, destination),   (from, as far as, distances)
- describing daily routines and schedules for a week, using a

📖 Literacy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

[\(ACLJAC167\)](#)

📖 Literacy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

CREATING

Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences

[\(ACLJAC168\)](#)

range of particles to form

sentences, for example, $\square\square\square\square\square$

$\square\square\square\square\square\square\square\square$

- using \square and \square adjectives in the present tense in negative forms, for example, $\square\square\square\square\square\square\square\square\square\square$

$\square\square\square\square$

- using noun phrases with an adjective, for example, $\square\square\square\square\square$

$\square\square\square\square\square\square\square\square\square\square$

- understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles

- understanding the role of sentence-ending particles in conversation, such as \square for confirming or expecting a response and \square for emphasis

- using adverbs as formulaic expressions, for example, $\square\square\square\square$
 $\square\square\square\square$

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

[\(ACLJAC169\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other

[\(ACLJAC170\)](#)

- creating cohesion and flow by using conjunctions, for example,

□□

- understanding how to indicate politeness using □ and □ prefixes, for example, □□□□□□□□

□□□□

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

[\(ACLJAU176\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Understand how and why different scripts are used in different types of texts

[\(ACLJAU177\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Interact and engage with members of the

Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events.

Consider how their biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

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

 Literacy

 Critical and creative thinking

 Personal and social capability

LANGUAGE VARIATION AND CHANGE

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

[\(ACLJAU178\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Understand that the Japanese language has evolved and developed through different periods of influence and change

[\(ACLJAU179\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and

✚ Ethical understanding

🌀 Intercultural understanding

reflecting each other

[\(ACLJAU180\)](#)

📖 Literacy

🗣️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

🌀 Intercultural understanding

Achievement standard

At standard, students initiate and participate in spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as 日本語の文化や行事について Students engage in the planning of Japanese events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using rehearsed descriptive and expressive language, and modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. Students translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. They interact and engage

with Japanese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. Students consider how their biography influences their identity and communication.

Students better understand the system of the Japanese language, recognising that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds. They identify that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech. Students identify some katakana, including voiced, unvoiced, contracted and blended sounds using the kana chart. They write, accurately, some words and phrases using both kana and kanji. Students use furigana to support the reading of unfamiliar kanji, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand the different functions of a range of particles and describe daily routines and schedules for a week, using a range of particles to form sentences. They use □ and □ adjectives in the present tense in negative forms and use noun phrases with an adjective. Students understand that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles. They understand the role of sentence-ending particles in conversation, such as □ for confirming or expecting a response and □ for emphasis. Students use adverbs as formulaic expressions, create cohesion and flow by using conjunctions, and understand how to indicate politeness using □ and □ prefixes. Students describe how the Japanese language works, using some relevant metalanguage to describe grammatical concepts and language elements. They discuss how and why different scripts are used in different types of texts. Students identify variations in Japanese language use that reflect different levels of formality, authority and status. They describe some ways in which that Japanese language has evolved and developed through different periods of influence and change. Students identify that Japanese language and culture are interrelated, both shaping and reflecting

each other.

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vocabulary and develop understanding of how to control elements of the Japanese grammatical system including understanding the functions of the particles は , が , を , に , と , と , から , まで using them to form sentences. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.

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.