

# Year 9 Syllabus

## Year Level Description

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.

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.

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 〇 form. They build on their mastery of hiragana and katakana 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.

Students increasingly monitor language choices when using Japanese, considering their own and others' responses and reactions in intercultural





Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

[\(ACLJAC185\)](#)

📖 Literacy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

## CREATING

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Discuss how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience

[\(ACLJAC186\)](#)

formation rules of each verb





group

- using verb 形 form to connect events, for example, 雨が降るから、靴を濡らさないように注意してください
- understanding and using the different functions of verb 形 form
- using present continuous tense using verb 形, for example, 雨が降っています
- using verb stems with grammatical features such as 形
- expressing number of actions, for example, 雨が降りました
- using adverbs as formulaic expressions, for example, 雨が降ると、靴が濡れます
- increasing cohesion within paragraphs by using conjunctions, for example, 雨が降ると、靴が濡れます

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

Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films

[\(ACLJAC187\)](#)




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

## TRANSLATING

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Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

[\(ACLJAC188\)](#)

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking





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

Compare textual features and conventions used in Japanese and English media texts such as slogans, public signs, emails, songs and conversations and notice how the choice of language and structure work to achieve each text's purpose


[\(ACLJAU195\)](#)

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Intercultural understanding

## LANGUAGE VARIATION AND CHANGE

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Analyse variations in language use that reflect different social and

 Personal and social capability

 Intercultural understanding

## REFLECTING

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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.

Reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions

[\(ACLJAC190\)](#) [\(ACLJAC191\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


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cultural contexts, purposes and relationships

[\(ACLJAU196\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Explore changes to both Japanese and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange


[\(ACLJAU197\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## ROLE OF LANGUAGE AND CULTURE

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Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult

for speakers of other languages to interpret

[\(ACLJAU198\)](#)

- 📖 Literacy
  - 🧠 Critical and creative thinking
  - 👥 Personal and social capability
  - ⚖️ Ethical understanding
  - 🌐 Intercultural understanding
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## Achievement standard

At standard, students initiate, in part, and participate in sustained spoken and written interactions in Japanese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and some expressive language to share, compare and justify personal opinions, such as Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. Students analyse ideas and most information and, in part, identify context, purpose and intended audience, from a range of texts related to aspects of their personal and social worlds. They convey information and ideas and offer their views on texts, using some appropriate formats and styles of presentation. Students provide examples of how imaginative texts reflect Japanese cultural values or experiences through structure, language and mood, to build action, develop character and position the reader or audience. They create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and/or interpret, with some accuracy, a range of texts, and discuss how to convey concepts

that do not translate easily across different linguistic and cultural contexts. Students monitor their language choices when using Japanese and, at times, consider their own and others' responses and reactions in intercultural communication. They question some assumptions and values and occasionally modify language and behaviours in relation to different cultural perspectives. Students reflect on cultural differences between Japanese-language and English-language communication styles and discuss how these affect intercultural interactions.

Students better understand the system of the Japanese language, identifying the basic intonation and phrasing patterns of spoken Japanese, taking the form of a downward curve, and applying it when speaking, with a satisfactory level of accuracy. They identify and sometimes use rising intonation when asking questions in casual speech or 疑問形 form. Students convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters and use understanding of familiar kanji to predict meaning of unknown words, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students understand and apply the rules of the plain form and know that the basic form of all Japanese verbs ends in -u, -eru or -iru, the forms they are listed under in dictionaries. They understand that verbs can be divided into three groups according to the way they are conjugated, 五段 verb (five-step verbs), 一段 verb (one-step verbs) and irregular verbs. Students use character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group. They use verb 接続形 form to connect events and understand and use the different functions of verb 接続形 form. Students use present continuous tense using verb 進行形, and use verb stems with grammatical features, such as 助動詞. They express number of actions, for example, 一回一回, use adverbs as formulaic expressions and increase cohesion within paragraphs by using conjunctions. Students describe grammatical concepts and language elements, using relevant metalanguage to organise resources. They compare textual features and



conventions used in Japanese and English media texts, and identify how the choice of language and structure work to achieve each text's purpose. Students analyse some variations in language use that reflect different social and cultural contexts, purposes and relationships. They explore changes to both Japanese and Australian English, and identify reasons for these changes. 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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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.

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.