









Year 9/10 Band Plan — Australian Curriculum: Japanese

Identify curriculum	<div>Band description</div> <div><p>The nature of the learners</p><p>Students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these.</p><p>Japanese language learning and use</p><p>This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.</p><p>Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.</p><p>They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. They read, view and interact with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.</p><p>Contexts of interaction</p><p>Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts, and may also interact with other Japanese speakers through online environments.</p><p>Texts and resources</p><p>Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.</p><p>Features of Japanese language use</p><p>Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to discuss feelings, opinions and experiences. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. They understand that many Japanese phrases convey values and beliefs that underpin Japanese culture and cannot be translated into English. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performance and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.</p><p>Learners draw from authentic and modified resources to apply their developing linguistic and cultural understandings. They compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s), and question their preconceived ideas about Western and Japanese values. They continue to build metalanguage to think and communicate about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences.</p><p>Level of support</p><p>This stage of learning involves consolidation and progression. Learners are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continued focused attention on grammatical and textual features supports learners' development as text producers.</p><p>The role of English</p><p>Japanese is used in more extended and complex ways by both learners and teachers. English is used for substantive discussion, elaboration, comparison, analysis and reflection.</p></div>
	<div>Achievement standards</div> <div><p>By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, らいしゅう 来 週 の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ～と思います、～からです. They maintain and extend interactions</p></div>

		<p>by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (～たり～たりします、～と思います、～つもり). They extend or qualify their message by using adverbs such as とくに、^{ときどき}時々、 and link ideas by using conjunctions, such as それに、だから、けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま, おかえり. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p> <p>Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピー. Students explain how Japanese cultural values such as the importance of community, ^{うちそと}内／外、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。</p>			
	Course Organisation	<p>This band plan is for a second language learner pathway using the Year 7-10 sequence of learning.</p> <p>The <i>Australian Curriculum: Languages — Japanese</i> is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).</p> <p>The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.</p> <p>The strands reflect three important aspects of language learning:</p> <ul style="list-style-type: none">• communication• analysis of aspects of language and culture• reflection that involves<ul style="list-style-type: none">– reflection on the experience of communicating– reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others). <p>When developing teaching and learning programs teachers should consider:</p> <ul style="list-style-type: none">• the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time• the level of complexity at which student learning can be pitched• integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities• drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context• developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support• opportunities for integration of learning between Languages and with other learning areas. <p>This band plan is organised to:</p> <ul style="list-style-type: none">• align with the <i>Australian Curriculum: Languages — Japanese</i>, which is organised in band levels for the achievement standard and content descriptions• provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the <i>Australian Curriculum: Languages — Japanese</i> content descriptions and achievement standards <p>provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway Year 7-10 sequence.</p>			
Teaching and learning	Year 9 Overview	Term 1	Term 2	Term 3	Term 4
		<p>Growing Up</p> <p>This unit allows students to discuss and read about memories and milestones from their childhood and schooling years including important events and moments. They will make comparisons between milestones in Australia and Japan and take note of important celebrations. Students will talk about when they did certain activities for the first time. Students will discuss their nationality, where they grew up and what languages they speak and study. Students consolidate their knowledge of hiragana and start</p>	<p>What’s on the menu?</p> <p>This unit allows students to discuss their favourite foods as well as identify healthy food choices within their diets. Comparisons will be made between Australian and Japanese fast food. Students will examine popular food in both countries as well as identify traditional dishes.</p>	<p>Time to Shop!</p> <p>This unit exposes students to language which allows them to discuss their shopping habits. Students will learn how to talk about different types of shops, what floor of a department store you can buy particular goods and how much items cost. They will talk about the differences between department stores in Australia and</p>	<p>A Leisurely Life.</p> <p>This unit exposes students to language which allows them to discuss their leisurely activities. They will talk about what someone is doing ‘now’, students will learn to invite people and accept or decline invitations to certain activities. Students will compare leisure activities enjoyed by families in both Australia and Japan and the location of these activities.</p>

		to really focus on Katakana.		Japan.	
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 
	Year 10 Overview	Term 1 Places to Live and Visit. This unit allows students discuss where they live and places they have travelled to or visited. Language associated with asking and giving directions will be studied in depth. Similarities and differences between city and country life in Japan and Australia will be discussed and examined. Students will talk about where they travelled to on school trips such as where they stayed, how long they stayed there, how long it took to get there and what activities they did. Activities and rules on Japanese school trips will be examined and compared to Australian experiences.	Term 2 Working Class Man. This unit will expose students to language which allows them to discuss part-time jobs. Students will identify why they work and explain their skills. They will also discuss how they spend their earnings and how teenagers in Japan spend their money. Reflections will be made on Australian and Japanese teenagers' motivation for working part-time and the types of places they work.	Term 3 When I Grow Up. This unit allows students to talk about their future aspirations. They will identify their skills and strengths and reasons for their chosen career. Students will identify similarities and differences in the aspirations of Australian and Japanese teenagers.	Term 4 Aussie, Aussie, Aussie! This unit will be set within the context of an Australian Homestay. It will allow students to see Australian daily life from a Japanese student's point of view. Students will understand what a Japanese student might think about Australian families. Similarities and differences between Australian and Japanese students' daily lives will be reflected upon.
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 		

Develop assessment	Year 9 Assessment	Evidence of learning is organised in an individual folio of work. The individual folio represents an ongoing process between a teacher, student and other partners. It becomes a dynamic record of examples of the balance and range of opportunities students have to demonstrate their learning.							
		Term 1		Term 2		Term 3		Term 4	
		Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment Instrument
		5	Portfolio	5	Portfolio	5	Portfolio	5	Portfolio
	Year 10 Assessment	Term 1		Term 2		Term 3		Term 4	
		Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument
		5	Portfolio	5	Portfolio	5	Portfolio	5	Portfolio
	Make judgments and use feedback	Moderation	Joint marking for random sample. Teachers mark tests individually. Teachers moderate samples to ensure consistency of judgments.						

Band 9/10 LOTE: review for balance and coverage of content descriptions									
Content descriptions	Knowledge	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience	✓		✓			✓	✓	
	Participate in activities that involve transacting, negotiating, planning and participating in events and experiences		✓	✓	✓	✓			✓
	Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences	✓							
	Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others				✓	✓		✓	
	Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience	✓	✓			✓	✓		✓
	Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content				✓				✓
	Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences				✓	✓			
	Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another		✓	✓			✓	✓	
	Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations					✓		✓	✓
	Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making								✓
	Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time	✓							✓
	Understanding								
	Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds	✓							
	Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words	✓							
	Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas	✓	✓	✓	✓	✓	✓		
	Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects		✓						
	Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships	✓	✓		✓				✓
	Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change			✓					
	Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony			✓	✓				✓

Standards: Languages

A	B	C	D	E
The student work has the following characteristics:				
Comprehensive knowledge and understanding of language concepts, structures and processes, including an extensive range of functions, features, idioms and colloquialisms	Substantial knowledge and understanding of language concepts, structures and processes, including a wide range of functions, features, idioms and colloquialisms	Knowledge and understanding of basic language concepts, structures and processes, including the most commonly used functions, features, idioms and colloquialisms	Variable knowledge and understanding of obvious language concepts, structures and processes, and some language functions or features	Knowledge of isolated language concepts, structures or processes
Perceptive interpretation of the language system and recognition of a wide range of textual features in authentic texts	Accurate interpretation of the language system and recognition of textual features in simple authentic texts	Broad interpretation of the language system and recognition of some aspects of authentic texts	Variable interpretation of the language system and recognition of some aspects of authentic texts	Recognition of isolated aspects of authentic texts
Comprehensive interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Essential ideas and information in familiar texts presented, including some points which may not always be relevant	Presentation of some information from familiar texts	Presentation of fragmented information
Effective and consistent identification, analysis and interpretation of cultural references and discussion of implications	Identification and interpretation of cultural references and implications	Identification and some interpretation of obvious cultural references	Recognition of obvious cultural references	Recognition of some obvious cultural references
Well-supported and well-reasoned reflection on attitudes, purpose, intention and language choices	Informed reflection on purpose, intention and language choices	Recognition of general purpose and intention when obvious within a familiar context	Superficial identification of purpose	Minimal identification of purpose
Discerning application of the language system which effectively communicates ideas and information relevant to context, audience and purpose, with a high degree of accuracy	Efficient application of the language system to communicate ideas and information relevant to context, audience and purpose, with a reasonable degree of accuracy	Application of aspects of the language system to communicate information relevant to context and purpose, although errors are evident	Variable use of the language system with frequent inaccuracies in familiar vocabulary and grammar	Minimal use of the language system, with frequent errors in familiar vocabulary and grammar
Effective and sustained communication of meaning through competent use of a range of cohesive devices and a variety of idiomatic and colloquial expressions	Clear communication of meaning, with evidence of some appropriate idiomatic and colloquial expressions and selected cohesive devices	Communication of essential meaning, with the use of some common idiomatic and colloquial expressions and basic cohesive devices which connect simple ideas	Communication of obvious meaning, although it may be disjointed and hesitant	Communication of some simple meanings, although information is fragmented and generally unclear
Comprehensive knowledge and understanding of intercultural perspectives in communication	Informed knowledge and understanding of intercultural perspectives in communication	Awareness of some significant intercultural perspectives in communication	Variable acknowledgement of cultural context in communication	Minimal acknowledgement of cultural context in communication
Analysis and reflection on learning and language choices which contribute to future learning	Substantiated reflection on language choices and learning	Relevant reflection on language choices and learning	Superficial reflection on language choices and learning	Cursory reflection on language choices and learning