

Year 9 Japanese

Recommendation

Year 9 Japanese is designed as a **continuer course** and a **Sound Achievement (C) or above in Year 8 Japanese** is strongly recommended. Furthermore, it is a **pre-requisite** that students are **able to read and write** in two of the three scripts – **Hiragana and frequently used Kanji**. In the event that a student has Japanese language ability but has not previously undertaken formal study, an interview with the Japanese teacher or a diagnostic test is required to determine a student's ability to engage with the subject at the same level as their same-aged peers.

Achievement

The aim of this course is for students to be able to communicate in Japanese across the four macro skills: listening, reading, writing and speaking. This course is designed to accommodate students with a range of Japanese language experience and knowledge. Students will understand the basics of the Japanese writing and grammatical systems and will build on this knowledge throughout the year to employ increasingly complex language. Throughout this course students will continue to develop their knowledge and understanding of Japanese sociocultural references and their communicative skills. Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for years 9 and 10.

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. Students ask and respond to questions, using spontaneous language. They provide explanations, opinions and reasons. They maintain and extend interactions by requesting repetition or clarification and by using 'aidzuchi' (non-verbal or idiomatic language). They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of 'aidzuchi'. 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 ㇿ form and the plain form. They extend or qualify their message by using adverbs and link ideas by using conjunctions. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

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 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of ㇿ 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 use metalanguage to describe and compare language features and rules of sentence construction. They choose between using polite 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. Students explain how Japanese cultural values such as the importance of community, respect, and consideration for others are embedded in language and behaviours.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts.
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts.

Delivery (mode, time requirements, lessons)

Students are required to access two scheduled lessons (or recorded lessons) each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

Year 9 Japanese

Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
Semester 1	Term 1	<p>Unit 1: Milestones in my life</p> <p>In this unit, students will learn to talk and ask about past events that have been significant to their life, such as when they started something, when they did something for the first time; express their opinions on particular milestones (using past tense adjectives).</p> <p>Students will continue to build their knowledge in reading and writing <i>kanji</i> and <i>hiragana</i>; start to learn <i>katakana</i> (read and write) words to expand their vocabulary in Japanese; know the difference between <i>okurigana</i> and <i>furigana</i> and their use.</p> <p>Students will compare personal milestones for Australian and Japanese teenagers, while learning about some important celebrations in Japan.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: writing and reflecting. 	
Semester 1	Term 2	<p>Unit 2: What Languages do you speak?</p> <p>In this unit, students will learn how to discuss their nationality, birth place, and where they grew up, as well as languages that they speak and study.</p> <p>Students will build their vocabulary of verbs by learning that they can be categorised into 3 groups, and be introduced verb conjugation (ます form to て form) so to make polit request and to talk about how languages are studied.</p> <p>Students will also learn to talk about how languages are studied whilst discovering trends in language learning between Japan and Australia.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: listening, writing and speaking, analysing. 	
Semester 2	Term 3	<p>Unit 3: Healthy Foods</p> <p>In this unit, students will discuss about their favourite fast foods, and Australian and Japanese fast foods; and talk about healthy food options.</p> <p>Students will learn how to use comparative and superlative words, continue to build knowledge of word conjugations (negative adjectives, and てる form adjectives) to talk about eating habits. Students will continue to expand their vocabulary of words written in <i>kanji</i>.</p> <p>Students will compare popular fast food in Japan and Australia, whilst discovering what foods are available from Japanese fast food chains.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: reading, writing, and reflecting. 	
	Term 4	<p>Unit 4: Celebrations and Festivals</p> <p>In this unit, students will discuss Japanese festivals and seasonal activities/customs and study the importance of celebrations and festivals for local communities. Furthermore, they will examine and compare the cultural significance associated with celebrations and festivals, and the different ways of acknowledging and celebrating events, holidays and special dates.</p> <p>Students will continue to learn verb conjugation rules to be able to talk about what people do to celebrate events. They will learn to use the negative verb form and polite volitional verb form to offer invitations and suggestions, and arrange outings; to accept or decline invitations whilst suggesting alternative arrangements.</p>
<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: multimodal presentation. 		

Disclaimer All of the above information is accurate at the time of publication.