

## Year 10 Japanese

### Recommendation

Year 10 Japanese is designed as a continuer course and a Sound Achievement (C) or above in Year 9 Japanese is strongly recommended. In the event that a student has Italian Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

### 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 'aizuchi' (non-verbal or idiomatic language). They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of 'aizuchi'. 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 reactions to intercultural experiences, reflect on how their 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)

Lessons are delivered via an online platform. Students have access to two one hour scheduled lessons each week. Students are required to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student Requirements

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

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		Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment
Semester 1	Term 1	<b>Unit 1. My home, my neighbourhood, country and city living.</b> This unit focuses on city and country living. Students will learn ways of talking about different neighbourhoods and different types of housing. Students will be able to discuss common lifestyles in rural and urban area in Japan; Discuss the similar and different lifestyles in countryside and urban areas between Australia and Japan; and reflect on how people think about life in the city and countryside.
		<b>Summative assessment type and criteria assessed:</b> <ul style="list-style-type: none"> <li>Understanding/Communicating Assessment</li> </ul>
	Term 2	<b>Unit 2. A trip to Japan</b> This unit focuses on school trips, travel time and transport. Students will learn about details of travel in Japan - cities to travel, accommodation, duration of travel and distance between locations. Students will learn about popular school trip destinations, transportation systems in Japan, various types of accommodation and reflect on activities and rules on Japanese school trips.
		<b>Summative assessment type and criteria assessed:</b> <ul style="list-style-type: none"> <li>Understanding/Communicating Assessment</li> </ul>
Semester 2	Term 3	<b>Unit 3. Planning for the future</b> Students learn how to talk about whether they have a part-time job, say why they work and explain their skills. Students learn how to ask and say what they are good at and like to do. They will discuss what they want to do in the future and provide reasons for their chosen career. Students will learn to use the plain form of verbs in the present tense in the context of expressing their likes and what they are good at.
		<b>Summative assessment type and criteria assessed:</b> <ul style="list-style-type: none"> <li>Communicating Assessment</li> </ul>
	Term 4	<b>Unit 4. Homestay: Australian/Japanese connections and relations</b> Students will then consider what the experience might be like for Japanese students who come to Australia on homestay and they learn what it might be like to host Japanese students. In the process, they explore some of the differences and similarities in the daily life and culture between Japan and Australia. In this way, students learn to be mindful of and respect cultural differences.
		<b>Summative assessment type and criteria assessed:</b> <ul style="list-style-type: none"> <li>Understanding/Communicating Assessment</li> </ul>

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