

Year 7 Japanese

Achievement

The aim of this course is for students to be able to communicate in Japanese across the four macroskills: 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 7 and 8.

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately. They comprehend and respond to familiar questions and instructions by using rehearsed and some spontaneous language. They ask for assistance and clarification. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles and conjugation of present, past, positive and negative forms of verbs. They understand and use *~i* and *~na* adjectives, and apply the rules of counter classifiers. They explain how language and behavior change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, softening responses with expressions and using indirect forms of refusal or disagreement.

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 can access scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platforms. Students are encouraged to undertake independent study through the CSDE online learning platforms.

Student Requirements

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

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1: My Self-Identity</p> <p>In this unit, students explore ways young people in Australia and Japan convey aspects of their personal identity when meeting new people. They will also reflect on how language varies in interactions according to relationships between participants.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: analyzing, creating, comprehending.
	Term 2	<p>Unit 2: School Life</p> <p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. They will participate in intercultural experiences to notice, compare and reflect on language and culture.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: analysing, creating, comprehending.
Semester 2	Term 3	<p>Unit 3: My Town</p> <p>In this unit, students use language to explore the concept of place (e.g., towns) and they state some of the famous landmarks, people, food, local products and souvenirs. They identify key points of information in short predictable spoken and multimodal texts, understanding descriptions of people, objects and places.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: comprehending, analysing.
	Term 4	<p>Unit 4: My Yuru-Kyara</p> <p>In this unit, students will use language features that they learnt in Term 1,2 and 3 to introduce a Yuru-Kyara (a character/mascot). Students will also learn to talk about their hobbies and interests.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: creating

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