

Lanyon High School

Year 8 – Australian Curriculum: Japanese (2022)



Achievement standard	<p>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, 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, common counter classifiers, 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.</p> <p>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 い and な adjectives, and apply the rules of counter classifiers. They explain how language and behaviour 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 such as and using indirect forms of refusal or disagreement.</p> <p style="text-align: right;"><small>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: English for Foundation-10, <www.australiancurriculum.edu.au/Japanese/Curriculum/F-10></small></p>							
	Term overview	Term 1		Term 2		Term 3		Term 4
	1. 私の一日。 カタカナ - Describing daily routine including time, nouns and verbs - Daily activities common in Japan - Introduction to past tense verbs.		2. 食べましょう! - Discover Japanese food, eating customs and etiquette - Discuss prices and tastes		3. 旅行をします。 - Making travel plans. - Describing what you want to see and do. - Cultural investigations		4. どんなキャラクターですか。 - Describing people's appearance and personalities - Use colours to provide accurate portrayals of people.	
Cross curriculum priorities								
General capabilities								
Key to general capabilities and cross-curriculum priorities								
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	3	Cultural Research Task	6	Menu and Script Task	4	Transport Types Test	6	Reading and Writing Itinerary Task
	8	Daily Routines Timeline Task	6	Menu and Script Task	9	Travel Itinerary Task	Ongoing all year	Continuous collection of evidence of learning
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate samples of Cultural Research task to ensure consistency of judgments.		Teachers moderate samples of reading/writing task to ensure consistency of judgments.		Teachers moderate samples of stroke order task to ensure consistency of judgments.		Teachers moderate samples of Sales Pitch to ensure consistency of judgments.	