













































Lanyon High School

Year 9/10 – Australian Curriculum: Japanese (2024)

Achievement standard	<p>By the end of Year 10, students initiate and sustain the Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.</p> <p>Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, <https://v9.australiancurriculum.edu.au/>.</p>							
Term overview	Term 1		Term 2		Term 3		Term 4	
	Identity <ul style="list-style-type: none">- Self- Origins- Place- Interests and activities		Experiences <ul style="list-style-type: none">- Olympic Games- Celebrations and events- Customs and traditions- Folk tales		Weather and the Environment <ul style="list-style-type: none">- Weather reporting- The natural environment- Outdoor activities- sustainability		Consumerism <ul style="list-style-type: none">- Shopping- Travel- Locations- Tourist attractions	
Cross curriculum priorities			 		 		  	
General capabilities	     		      		      		      	
Key to general capabilities and cross-curriculum priorities	<div> Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding</div> <div> Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability</div>							
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	8	Reading Task	2	Oral task	8	Reading Task	2	Oral task
	10	Guided Inquiry draft	7	Guided Inquiry submission	10	Guided Inquiry draft	7	Guided Inquiry submission
	Ongoing	Continuous collection of evidence of learning						
Moderation	Term 1		Term 2		Term 3		Term 4	
	Teachers moderate samples of all tasks to ensure consistency of judgments.		Teachers moderate samples of reading/writing tasks to ensure consistency of judgments.		Teachers moderate samples of all tasks to ensure consistency of judgments.		Teachers moderate samples of all tasks to ensure consistency of judgments.	