(no-code)

, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others

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Elaborations

• using contextually appropriate in response to participants in the conversation, for example, and , using polite form with adults and plain form with peers

• engaging in peer and self-reflection , such as providing evaluations or giving and receiving compliments using culturally appropriate , for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• responding to teacher requests, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■, and making requests of others ■■■■■■■■■■■■■■■■■■■■■■■■■

• initiating and sustaining conversation on familiar and unfamiliar topics by using appropriate ■■■■ and communicative strategies to seek information, invite contributions or ask for clarification ■■■

• communicating using formal and informal with others (in school-based , with Japanese speakers via online conferencing, etc.), about personal information and lifestyle such as ■■■■■■■■■■■■■■■■■■■■■■■■■■■, using a variety of compound , and strategies

• exchanging detailed information and opinions to express on personal and contemporary issues and experiences, for example, conversing about recycling, ■■■, J-po ■ K-pop ■■■■■■■■■■■■■■■■■■■

• engaging in written correspondence, in print or digital form, (emails, blog comments, memos, online chat forums, etc.) to share information, for example, describing every day and significant events in their lives, or their rights and responsibilities at home and school ■■■

Students learn to:

initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others

(AC9LJ10C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual

understandings and expressions of citizenship and culture nationally, regionally and globally.

Engaging with cultural and linguistic diversity

• Communicate responsively

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ10C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Japanese language resource

Japanese

Language support resource

The Japanese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Japanese. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Japanese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LJ10C02

contribute to discussions that involve diverse to outcomes, issues and compare experiences

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Elaborations

• expressing preferences in relation to shared and experiences, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■, and summarising and clarifying arrangements, for example, ■■■

• discussing issues or problems that occurred on a real or imagined trip and homestay in Japan, and collaborating to brainstorm solutions, offer opinions and advice, and compare individual experiences

• participating in and reflecting on learning experiences that combine and cultural elements, for example, community events, school , cultural (incursions - taiko, calligraphy) to compare, contribute, evaluate and respond in culturally appropriate ways ■■■■■■■■■■■■■■■■■■■■■ (in), A■B■■■A■■B■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• participating in or simulated scenarios which involve negotiations and decision-making related to travelling and living in Japan to satisfy a range of preferences, for example, with friends and host family, sightseeing ■■■ ■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• creating a 'lesson' or resource to teach a particular point, structure, or kanji to the class or small group, sharing ideas to best teach and present information, addressing the needs of learners and comparing their experiences of 'teaching' Japanese

Students learn to:

contribute to discussions that involve diverse views to negotiate outcomes, address compare experiences

(AC9LJ10C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Growing Asia-Australia engagement

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ10C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation
skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the
perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select, apply and refine strategies to persevere when faced with unexpected or challenging
contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation
skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the
perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation

skills to improve ways of working and outputs
- • devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LJ10C03

evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and

- •
- •

Elaborations

- • analysing a range of complex and extended including written, audio and visual forms (, interviews, and video clips, etc.) and, for example, identifying and evaluating intended and , cultural differences, and
- • gathering factual information and opinions from a range of Japanese (websites, forums, , videos, etc.) to a unique response according to , and , for example, planning a dream holiday, persuading the school to introduce ■■■, a new uniform or improving sustainability efforts,
■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■
- • synthesising information from a variety of sources to understand differing and community towards, and in relation to, current local and global issues, for example, investigating differing about sustainability, social media, or multiculturalism
- • to or a First Nations Australian's stories and discussing their opinions and ideas, and, in Japanese, presenting their personal profile to the class
- • demonstrating a perceptive understanding of a range of (film, historical , , etc.) by recounting, reflecting and evaluating events from the of the and/or (s), for example,
■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■
- • understanding details and summarising key information, for example, using new encountered in (websites, newspaper , documentaries, reports, podcasts, etc.) on topics of local and global interests ■■■■■■■■■■■■■■■■■■■■■■■■
- • interviewing others to obtain information, viewpoints and details on topics of interest and presenting the information in new ways for specific , for example, presenting a speech about a special person in their lives, about others' opinions on school rules, or a 'how to' procedural report

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of sp
multimodal texts and respond appropriately to cultural context, purpose and audien**

(AC9LJ10C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- • Identify, process and evaluate information

Reading and viewing

- • Understanding texts

Speaking and listening

- • Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- • Identify, process and evaluate information

Inquiring

- • Identify, process and evaluate information

Inquiring

- • Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

World views

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

• Identify, process and evaluate information

World views

• World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LJ10C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions,

monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LJ10C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• responds to complex texts (see Text complexity)

• identifies and analyses how spoken language is used for different effects

• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas

• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)

• explains how vocabulary is used for impact on the target audience

• responds to highly complex texts (see Text complexity)

• identifies and paraphrases key points of a speaker's arguments

• describes how listening skills should be applied, according to purpose

• evaluates strategies used by the speaker to elicit emotional responses

• explains any shift in direction, line of argument or purpose made by the speaker

• adopts and re-uses complex abstractions heard in texts

• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LJ10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LJ10C04

interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

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•
•

Elaborations

• comparing English and interpretations of Japanese (song lyrics, proverbs, anime, advertisements, etc.) that contain cultural elements and references
• to, and instances of formal and informal , for example, understanding some keigo in public announcements ■■■■■■■, and informal 'slang' between friends ■■■■■■■■■, and reflecting on differences between spoken and written forms
• evaluating the relative strengths and limitations of print dictionaries and digital translators, for example, comparing , and to identify instances of non-equivalence and the importance of considering and in translating to interpret meaning
• discussing how , such as films, plays, songs and rakugo, use humour or aesthetic effects to provide commentary on social issues such as family, , status or humility

Students learn to:

interpret and translate non-verbal, spoken and written interactions and texts to conv

intercultural understanding in familiar and unfamiliar contexts

(AC9LJ10C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LJ10C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LJ10C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts

• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

AC9LJ10C05

and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures, a range of features and to different , and using combinations of kana and a range of kanji appropriate to

•
•

Elaborations

• using factual or imagined events and experiences to compose a range of such as presentations, , journals, and websites to suit a range of (family, friends, Japanese peers, etc.) and (to persuade, analyse, evaluate, etc.)
• working collaboratively to compose a range of imaginary , such as or , based on an imagined scenario that allows for experimentation with expressive , a range of emotions and depth, for example, focusing on relationships and , retelling a folktale/fairy tale, or social media posts
• creating (subtitles, captions, brochures, posters, children's books, video, etc.) describing personal experiences or community events depicting encounters relevant to school's local , for example, creating about: school programs, a local Japanese festival, cultural practices
• a journal entry, or contributing to a school newsletter in Japanese reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
• designing, planning and creating for others, for example, producing a primary school that teaches Japanese, such as a written or audio book, or a guide to Japanese , or an interactive using , selecting to entertain and target and presenting the materials to gain peers' opinions
• independently using a variety of elements appropriately, such as plain or polite forms as appropriate to and , to plan, promote, explain, evaluate, recount, inform and , for example, creating itineraries, journals, resumes, applications, blogs, reviews, advice, and dialogues, ■■
• planning for, and creating a range of informative (reports, explanations, procedures, persuasive , etc.) for different and ■■
• applying knowledge of textual features and of different to compose appropriate , noticing how the choice of , devices and works to achieve each 's and the intended , for example, letters, , messages, editorials, public service announcements, awareness and promotional materials
• imaginative or informative using hiragana to grammatical elements, katakana for borrowed and kanji to read and , for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■, , for example, ■■■■■, ■■■, , for example,

■■■■■■■■, and some , for example, ■■■■■

• sequencing ideas logically to using appropriate cohesive devices such as ■ form, ■■■■ ■■■■ ■■■■
■■■■

• using or applications, to prepare and present the details of a real or imagined event such as a
visit to Japan, student visit, or local excursion, suitable to , and , and providing elaborations
for content-relevant queries

Students learn to:

create and present informative and imaginative texts for diverse contexts and purpo
vocabulary, expressions, grammatical structures, a range of features and conventic
different audiences, and using combinations of kana and a range of kanji appropriat

(AC9LJ10C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Speaking and listening

• Speaking

Writing

• Creating texts

• Creating texts

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

• Collaboration

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for,
Country/Place and have holistic values and belief systems that are connected to the land, sea, sky
and waterways.

Social management

• Communication

Social management

• Communication

Social management

• Communication

Navigating intercultural contexts

• Consider responses to intercultural contexts

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LJ10C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LJ10C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)
• judiciously uses language, visual and audio features to emotionally or intellectually affect the

reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LJ10C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LJ10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

AC9LJ10U01

apply features, and phrasing patterns of spoken Japanese in both informal and formal speech to in responding to and creating in familiar and unfamiliar , and recognise multiple of familiar kanji in different compounds

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-

Elaborations

- focusing on oral and , exploring how , and the use of and contribute to maintaining momentum and increasing confidence and engagement
- applying active skills and understanding of conversational etiquette in Japanese by using ■■■■ and interjections to show attentiveness and interest, for example, nodding, repeating heard information and confirming details at the end of a conversation, understanding nuance when using ■ (confirming)■■ (assertions)■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■, using ■■ to finish incomplete ; ■■■■ to change topic
- accurately pronouncing familiar and unfamiliar in katakana, and understanding that some new combinations of sounds have been created for , using small sounds, for example, ■■■■■
- identifying the use of rising when asking in casual speech or ■■■■ form, for example, ■■■■■ ■■■■■■■■
- understanding that many kanji have multiple and that there are 2 types of , that is, on-yomi (■; 'on or 'sound'), Chinese-style , and kun-yomi (■; 'kun or 'explanation'), Japanese-style ; both on-yomi and kun-yomi can have multiple

• recognising ways that written is different from spoken , and that written is more crafted, precise, elaborated and complex, for example, using fragments, ■■■■ ■■■■ ■■■■
• recognising and responding to challenges associated with clarity and in audio such as station or airport announcements or recorded phone messages
• applying knowledge of the sounds of Japanese by using romaji input on a keyboard to type a range of in , choosing hiragana, katakana and kanji appropriate to

Students learn to:

apply features, conventions and phrasing patterns of spoken Japanese in both infor speech to extend fluency in responding to and creating texts in familiar and unfamil and recognise multiple readings of familiar kanji in different compounds

(AC9LJ10U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Managing and operating

• Select and operate tools

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LJ10U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LJ10U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Resource – Japanese language resource

Japanese

Language support resource

The Japanese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Japanese. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Japanese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

AC9LJ10U02

apply knowledge of grammatical and systems to meaning and compose that contain some structures and ideas

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•

Elaborations

• understanding and selecting a variety of using stem forms, ■ forms, plain form and plain past to express a range of ideas, for example,
■■■ ■■■■■■■■■■■■
• understanding that and can be divided into groups according to the way they are conjugated, and this affects the formation of , aspect and linking; have 3 groups: Group 1 (go-dan doushi), Group 2 (ichi-dan doushi) and Group 3 (fukisoku doushi) and have 2 groups: ■ and ■
• understanding and using ■ and ■ in polite, casual and negative forms and present and past , for example, ■■■■ ■■■■■■■■■■■■■■■■■■■■ ■■■■■■■■■■■■■■■■ ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■
• understanding and applying kanji stroke order rules, and knowing kanji are used for , stems of and , and some , and that the addition of hiragana to the stem of and is called okurigana
• understanding and using a range of particles including combined particles such as ■■■■■■■■■■how to use ■ effectively, the use of ■ for emphasis, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■
• planning and using ■■■■■■■■ (typed or handwritten), for example, formal letters, with set expressions and sequenced paragraphs, following such as quotation marks, spacing, kana rules and placement of punctuation
• using Japanese counting systems (units of 10, 100, 1,000 and 10,000) and associated kanji, for example, ■■■■■, and a wider range of counter classifiers ■■■■■■■■■■■■■■ ■■■■■■■■■■
• elaborating ideas or statements using expressions such as ■■■ ■■■■■■■■■■■■ ■■■■■■■■■■■■indicating the status of actions using ■■■■■■using as intensifiers ■■■■■■■■■■■■■■ and superlative forms using ■■, for example, ■■■■■■■■■■■■■■■■■
• developing strategies to understand kanji as a system, to infer meaning of unknown that contain familiar kanji and unfamiliar kanji utilising clues such as , and some kanji compound , for example, ■■■■ ■■■■
• understanding how the concept of uchi-soto ■■■ influences choice, for example, the appropriate use of plain forms in such as conversations with peers ■■■■■■■ and the importance of selecting appropriate when discussing giving and receiving gifts and favours ■■■■■■■■■■■■
• understanding and applying the formation rules of groups such as the plain form (knowing that the basic form of all Japanese ends in '-u', '-eru' or '-iru', as listed in dictionaries), ■ form and plain past

apply knowledge of grammatical and writing systems to predict meaning and comp~~ some structures and ideas

(AC9LJ10U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

• Grammar

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Generating

• Create possibilities

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Work Samples

WS01 - Reflection about daily life and school routines

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LJ10U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally

manipulating the structure for emphasis, clarity or effect
• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
• uses nominalisations to create concise noun groups/phrases
• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LJ10U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Resource – WS01 - Reflection about daily life and school routines

By the end of Year 10, students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They

select and use combinations of kana and a range of kanji appropriate to context.

Students incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of scripts, language structures and features, to make and predict meaning. They identify multiple readings of familiar kanji in different compounds. They support analysis of Japanese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating and identity.

AC9LJ10U02

apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas

AC9LJ10U04

reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

AC9LJ10U03

reflect on and evaluate Japanese , using to analyse and features

•

•

Elaborations

• using to describe and apply grammatical concepts and elements ■■■■■■■■■■■■■■■■■, and to organise learning resources such as charts and lists of vocabulary and structures

• understanding the concept of borrowed and created ■■■ (■■■■■) and ■■■■ (■■■■■■), for example, ■■■■■■■■■■■■■■■■■■■, to new meanings, and understanding the reason for the emergence of such , for example, changing to social practices, globalisation, social media and digital

• examining the use and of popular Japanese and proverbs ■■■■ in , and better understand and , for example, '■■■■■■■■■' '■■■■■■■' '■■■■■■■■■' '■■■■' (■■■■■■)

• comparing of Japanese and English versions of , such as weather reports or messages, including the use of abbreviations and emoticons, and noting differences that might be culturally significant

Students learn to:

reflect on and evaluate Japanese texts, using metalanguage to analyse language st
features

(AC9LJ10U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10U03

Continuum extract

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• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm
responsively

Content description

AC9LJ10U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

AC9LJ10U04

reflect on and evaluate how is shaped by (s), (s), , and and how these affect ways of communicating

•
•

Elaborations

• discussing their own and others' towards cultural and difference, including the use of and generalisations, and considering how these affect

• discussing Japanese cultural concepts such as ■ (owing a kindness), ■■ (a sense of duty) and ■ (harmony), and considering how the expression of these concepts in Japanese and behaviour compares with the expression of similarly significant concepts in their own (s) and (s)

• providing examples of in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations, for example, replying positively to an enquiry ■■■■■■, or strategies to preserve of humility and honour

• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Japanese for a group of Japanese-speaking visitors at a school assembly

• discussing how the cultural value of ■■■ is expressed through , such as the use of and when referring to people outside the immediate 'group', the choice of informal or formal , and decisions about what to share/not share in general conversation

• becoming aware of cultural when with Japanese speakers or resources that suggest differences in traditions, ideas or , for example, developing an awareness of the ways of expressing feelings or emotions, maintaining harmony by avoiding conflict and direct replies to a by using ■■■■■■■…, and avoiding foregrounding the self with such as ■■■■■■■■■■■■■■■

• considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth relate to traditional concepts of conformity and collective , identifying how variations in use and communicative behaviours reflect how emotions or such as respect, gratitude or embarrassment are expressed differently across and

• evaluating differences in and between formal and informal Japanese use such as abbreviations, dropping of particles and emphatic in informal including face-to-face , blogs, emails and other forms of correspondence, for example, ■■■■■■■■■■■■■■■■■■■ ■■■■■■■■■■■■■■■■■■ ■■■■■■■■■■■■■

Students learn to:

reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, att values and how these affect ways of communicating

(AC9LJ10U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Develop empathy

Navigating intercultural contexts

• Consider responses to intercultural contexts
• Respond to biases, stereotypes, prejudices and discrimination

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Consider responses to intercultural contexts

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively
• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Understanding Asia's global significance

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Analysing

• Interpret concepts and problems

Resources

Work Samples

WS01 - Reflection about daily life and school routines

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities
Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities
Content description
AC9LJ10U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Develop empathy
Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
Content description
AC9LJ10U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Consider responses to intercultural contexts
Intercultural Understanding: Navigating intercultural contexts: Consider response contexts
Content description
AC9LJ10U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Respond to biases, stereotypes, prejudices and discrimination
Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination
Content description
AC9LJ10U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LJ10U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those

that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LJ10U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LJ10U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ10U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context