# Japanese – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて　ください。みて　ください 。, and respond to questions, for example, だれ、なに、どこ with single words and set phrases and by selecting images or objects, for example, いぬ　です　か。ねこ　です　か 。. They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい、りんご、おおきい、まるい. They indicate ownership by using, for example, だれ　の　ですか。わたし/ぼく　の　です。 They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人, 木, 山、川、月、日、一、ニ、三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.  Students identify the three different scripts in Japanese, *hiragana, kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、and in simple sentences, such as おりがみ　が　すきです。ぞう　は　おおきい　です。. They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures. | By the end of Level 2, students identify the different sounds and rhythms of the Japanese language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Japanese through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Japanese uses three scripts: Hiragana, Katakana and Kanji. They can match words with images and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Japanese. They expand their repertoire of Japanese words and phrases through listening and reading, then progress to creating simple sentences and responses using modelled language.  Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Japanese using simple metalanguage. They start to develop written competence by copying simple, frequently used Kanji, then Hiragana and some simple Katakana to produce words and phrases with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Japanese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.  Students explore and recognise the influence of culture on language and identity. They recognise that Japanese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable for teachers to use for assessing, achievement standard now focuses on skill development rather than individual Japanese linguistic elements, which have been moved to elaborations. Adaptations were also made to support learning progression with links to VEYLDF |

### Content descriptions

#### VC2 strand: Engaging with Japanese Language and Culture

##### Sub-stand: Engaging with Japanese language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | notice that Japanese looks and sounds different to other languages  VC2LJ2E01 | New content description |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LJ2E02 | New content description, to show progression from VC2 content description VC2LJ2E01 |
| Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures (VCJAC109)  Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour (VCJAC111)  Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials (VCJAC113) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LJ2E03 | Combined and refined. Removal of specific elements makes it more concise and teachable |

##### Sub-stand: Engaging with Japanese culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression (VCJAC118)  Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people (VCJAU124) | explore connections between language and culture through play and/or imagination  VC2LJ2E04 | Combines elements from VC1 content descriptions VCJAC118 and VCJAU124. Added reference to play-based learning to link to VEYLDF |

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures (VCJAC109)  Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour (VCJAC111)  Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials (VCJAC113)  Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups (VCJAC119) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LJ2C01 | Combined and refined to broaden context to include all aspects of students’ personal world, and removed specific activities and topics |
| Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning (VCJAC110)  Participate in shared performances and presentations of stories, songs, chants and rhymes (VCJAC115) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LJ2C02 | Combined and refined for clarity, removing references to pedagogy |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks (VCJAC112)  Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (VCJAC114) | locate key information in a variety of texts with the Hiragana chart as support, and respond using gestures, images, words and/or formulaic phrases  VC2LJ2C03 | Combined and refined to remove activities. Added reference to the Hiragana chart to support student learning |
| Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English (VCJAC116)  Recognise that Japanese and English borrow words and expressions from each other and from other languages (VCJAU125) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Japanese through play, and discover how languages influence each other  VC2LJ2C04 | ‘Translation’ has been removed. Relationship between languages has been retained. Added ‘explore’, ‘play’ and ‘discover’ to reflect the nature of early language learning and to connect to VEYLDF, with explicit reference to progression in the form of ‘sounds, words and phrases’ |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups (VCJAC119) | create spoken and written texts using words, familiar phrases and modelled language that include Hiragana, some simple Katakana and frequently used Kanji  VC2LJ2C05 | Combined and refined for clarity and to be more concise. Added reference to specific Japanese scripts |
| Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts (VCJAC117) |  | Removed |
| Understand that language is organised as ‘text’, and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features (VCJAU123) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts (VCJAU120) | imitate the pronunciation and intonation of spoken Japanese, and use the Hiragana chart to understand how sounds are produced and represented  VC2LJ2U01 | Refined to focus on oral and aural language skills to reflect the nature of language learning. The reference to reading/writing has been moved to VC2 content descriptions VC2LJ2U03 and VC2LJ2U04 |
|  | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LJ2U02 | New content description to reflect learning trajectory and skill development in oral and aural contexts |
| Recognise and copy some hiragana and a few high-frequency kanji (VCJAU121) | recognise and explore how Hiragana, Katakana, Kanji and features of language are used to construct meaning in Japanese  VC2LJ2U03 | Expanded and added ‘explore’ to reflect the nature of the learner and link to VEYLDF. Expanded to include Katakana. Added ‘features of language’ to support literacy development |
| Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar (VCJAU122) | identify that written and spoken Japanese has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LJ2U04 | Refined to add comparison with other languages to acknowledge Victoria’s multilingual student population. Also added reference to linguistic features to support literacy |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that language and culture are closely connected (VCJAU126) | reflect on how language, culture and identity are interconnected and discuss how Japanese-speaking communities are similar to or different from others  VC2LJ2U05 | Added reference to identity to align with VEYLDYF. Added reference to broader language communities to emphasise the interconnectedness of language and culture to support intercultural capability |
|  | identify where Japanese is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LJ2U06 | New content description. References to multilingualism align with VEYLDF |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア　に　なって　ください。大きい　こえ　で　いって　ください。. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？. They respond to simple questions using short spoken statements, for example, いつ　です　か。なに　が　すき　です　か。. They use counter classifiers in response to questions such as なん人(にん)、なん月(がつ)、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしょう), as well as high-frequency kanji such as 月、日、先生. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).  Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking. | By the end of Level 4, students use Japanese to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. They use Hiragana and some simple Katakana and frequently used Kanji with support, appropriate to context.  Students imitate the sounds, pronunciation and intonation patterns of spoken Japanese. They demonstrate their understanding that Japanese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others (VCJAC127)  Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation (VCJAC129) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LJ4C01 | Combined and refined. Removed specificity of examples and activities for improved teachability |
| Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities (VCJAC128)  Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others (VCJAC127) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LJ4C02 | Combined and refined to broaden context and to remove specificity of examples and activities for improved teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects (VCJAC130)  Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts (VCJAC131) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LJ4C03 | Combined and refined to specify macro skills, including viewing. Removed specific references to topics and resources to broaden context |
| Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features (VCJAC134)  Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used (VCJAU142) | develop strategies to comprehend and produce Japanese, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LJ4C04 | Combined, refined and expanded to incorporate language production |
| Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements (VCJAC132) |  | Removed |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance (VCJAC133)  Recognise that texts such as stories, games and conversations have particular language features and textual conventions (VCJAU141)  Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji (VCJAU139) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions appropriate to context, using Hiragana with the chart as support, and some simple Katakana and frequently used Kanji  VC2LJ4C05 | Combined and refined, removing reference to specific texts and activities. Retained and expanded references to specific Japanese scripts |
| Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories (VCJAC135) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that hiragana symbols can be combined to represent words (VCJAU138) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences, using the Hiragana chart for support  VC2LJ4U01 | Modified to focus on oral and aural language skills and to articulate progression. Added reference to the Hiragana chart to support learners |
| Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji (VCJAU139)  Understand and identify elements of basic grammar and sentence structure and interaction patterns (VCJAU140) | recognise and use Hiragana, some Katakana and frequently used Kanji, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LJ4U02 | Combined and modified to articulate progression. Added more specific references to Japanese scripts for clarity |
| Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations (VCJAC136) | recognise and compare familiar Japanese language structures and features with those of English and/or other languages, using simple metalanguage  VC2LJ4U03 | Expanded to include comparison with other languages to acknowledge Victoria’s multilingual student population. Also added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that the ways people use language reflect where and how they live and what is important to them (VCJAU144)  Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used (VCJAU142)  Notice how ways of communicating and behaving reflect identity and relationships (VCJAC137) | identify connections between personal identity, language and aspects of culture  VC2LJ4U04 | Combined and refined to retain reference to personal identity and broadening references to culture to be more inclusive |
| Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region (VCJAU143) |  | Removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ), 小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ、で、を、がand prepositions, for example, の上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.  Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。 | By the end of Level 6, students initiate and use strategies to maintain interactions in Japanese that are related to their immediate environment. They use appropriate combinations of sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their responses to context, purpose and audience.  Students use modelled structures when creating and responding in Japanese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They use Hiragana and familiar Katakana and Kanji appropriate to context. They apply rules for pronunciation and intonation in spoken language, and apply conventions of Hiragana, Katakana, Kanji and punctuation in written language. They compare language structures and features in Japanese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others (VCJAC145)  Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences (VCJAC147) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LJ6C01 | Combined and refined to remove specificity and to be more concise |
| Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance (VCJAC146) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LJ6C02 | Refined and broadened to remove prescriptive elements, improving teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Gather, classify and compare information from a range of sources related to concepts from other learning areas (VCJAC148)  Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements (VCJAC150)  Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations (VCJAU159) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LJ6C03 | Combined to be more concise. Removed specificity of texts and activities. Articulated macro skills more clearly, retaining reference to the skill of viewing |
| Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning (VCJAC152)  Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication (VCJAU162) | apply strategies to interpret and convey meaning and/or intercultural understanding in Japanese in familiar non-verbal, spoken and written contexts  VC2LJ6C04 | Combined and refined for clarity. Added reference to ‘strategies’ to support development of critical thinking skills |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions (VCJAC149)  Create and present or perform imaginative texts for a variety of purposes and audiences (VCJAC151)  Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations (VCJAU159) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type, using Hiragana and familiar Katakana and Kanji  VC2LJ6C05 | Combined and refined to remove specific texts and activities. Articulated progression of skills development. Introduced reference to Japanese scripts |
| Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus (VCJAC153) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning (VCJAU156) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences, using the Hiragana chart for support  VC2LJ6U01 | Refined for clarity and to articulate progression. Added reference to the Hiragana chart to support learners |
| Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal (VCJAU160)  Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text (VCJAU157)  Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes (VCJAU158) | recognise and use Hiragana, some Katakana and familiar Kanji, and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LJ6U02 | Combined and refined to be more concise. Retained reference to specific Japanese scripts to support student learning |
| Recognise that the Japanese language is both influenced by in turn influences other languages and cultures (VCJAU161) | compare Japanese language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LJ6U03 | Refined. Retained reference to other languages in acknowledgement of Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms (VCJAC154)  Discuss the experience of speaking and interacting in a different language, what they understand by ‘identity’, and whether learning Japanese has any effect on their sense of self (VCJAC155)  Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication (VCJAU162) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LJ6U04 | Combined and refined for clarity and teachability |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、何(なん)で、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは　フットボールが　好きです。でも、母は　フットボールが　好きじゃないです。. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、前(まえ)) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、including for example に to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.  Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use いand な adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぷん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さんand 母), phrases (for example, どうぞよろしく。),  prefixes (for example, お and ご), suffixes (for example, ～さん and ～さま) and titles (for example, ～先生) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, もうすこしがんばりましょう。. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives. | By the end of Level 8, students initiate and maintain Japanese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts in Hiragana, Katakana and some Kanji, which are appropriate to context, purpose and audience.  Students apply the conventions of spoken Japanese, including intonation and phrasing patterns, and continue to enhance their fluency. They demonstrate understanding of the role and function of Hiragana, Katakana and some Kanji, and that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using some metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with others to share interests and experiences, exchange information and express opinions and feelings (VCJAC163)  Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification (VCJAC165) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LJ8C01 | Combined and refined to improve teachability by removing prescribed activities |
| Engage in activities that involve collaboration, planning, organising, negotiating and transacting (VCJAC164) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LJ8C02 | Refined to place emphasis on language use |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats (VCJAC166) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LJ8C03 | Refined for clarity and added reference to the skill of viewing |
| Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences (VCJAC168)  Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other (VCJAC170)  Explain variations in Japanese language use that reflect different levels of formality, authority and status (VCJAU178) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LJ8C04 | Refined for clarity. Removed ‘translate’ as this sub-strand has been removed. Added reference to ‘strategies’ to support development of critical thinking skills |
| Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use (VCJAC172) |  | Removed |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts (VCJAC167)  Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others (VCJAC169)  Work collaboratively to design bilingual resources to convey  information to the school community (VCJAC171)  Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga (VCJAU177) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures, using combinations of Hiragana, Katakana and some Kanji appropriate to text type and context  VC2LJ8C05 | Combined and refined to remove specificity of texts and activities. Removed ‘creating multimodal texts’ to ensure only essential language skills are emphasised. Added references to specific Japanese scripts |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds (VCJAU174) | apply conventions of spoken Japanese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LJ8U01 | Expanded to focus on all aspects of oral language skill development. Added reference to fluency to show progression across sequences |
| Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji (VCJAU175)  Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation (VCJAU176) | use Hiragana, Katakana and some Kanji, and apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LJ8U02 | Combined and refined by removing prescriptive language elements. Retained the reference to specific Japanese scripts |
| Explain variations in Japanese language use that reflect different levels of formality, authority and status (VCJAU178)  Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other (VCJAU180) | reflect on the structures and features of Japanese, and compare them with English and/or other languages, using some metalanguage  VC2LJ8U03 | Combined and modified to incorporate a broader range of linguistic structures and features of Japanese. Added comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating (VCJAC173) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LJ8U04 | Combined and refined. Removed prescriptive elements to be more concise and improve teachability |
| Understand that the Japanese language has evolved and developed through different periods of influence and change (VCJAU179) |  | Removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others’ use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲(の)みます, nouns, for example, 新聞、会話(かいわ), 外国語(がいこくご) and adjectives, for example, 早い、上手な、下手(へた)な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others’ culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.  Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, 内(うち)/外(そと) and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours. | By the end of Level 10, students contribute to and extend interactions in Japanese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 structures and features to enhance meaning and cohesion. They select and use combinations of Hiragana, Katakana and a range of Kanji appropriate to context.  Students incorporate the features, conventions and phrasing patterns of spoken Japanese to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hiragana, Katakana and Kanji, and language structures and features to make and predict meaning. They identify multiple readings of familiar Kanji in different compounds. They analyse 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage in discussions and comparisons of young people’s interests, activities and lifestyles (VCJAC181) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LJ10C01 | Refined to reinforce aspects of language use. Removed specific topics to be more concise |
| Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion (VCJAC182) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LJ10C02 | Refined to place emphasis on communication rather than activities |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse ideas presented in a range of texts, identifying context, purpose and intended audience (VCJAC184) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LJ10C03 | Modified to broaden the context and to articulate macro skills, including the skill of viewing, to align with VCE |
| Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture (VCJAC188)  Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships (VCJAU196)  Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons (VCJAC187) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LJ10C04 | Combined and refined. Removed translating to focus on essential skills. Retained reference to ‘intercultural’. Added reference to ‘strategies’ to support development of critical thinking skills |
| Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences (VCJAC186) |  | Removed |
| Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication (VCJAC190) |  | Removed |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation (VCJAC185)  Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons (VCJAC187) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, and a range of textual conventions to engage different audiences, using combinations of Hiragana, Katakana and a range of Kanji appropriate to context  VC2LJ10C05 | Combined and refined to broaden context. Clarified references to specific Japanese scripts to support learners |
| Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements (VCJAC189) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds (VCJAU192) | apply features and conventions of spoken Japanese to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LJ10U01 | Refined for clarity, to focus only on oral and aural language skills. Reference to reading Kanji compounds shifted to VC2 content description VC2LJ10U02 |
| Use knowledge of familiar kanji to predict meaning of unknown words (VCJAU193)  Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations (VCJAU194)  Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English (VCJAU195) | apply understanding of grammatical structures and writing systems, including Kanji compounds, to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LJ10U02 | Refined to remove prescriptive language elements. Added the concept of response to enable students to demonstrate their understanding. Retained reference to Kanji |
| Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English (VCJAU195)  Develop language to reflect on the experience of learning and using Japanese (VCJAC183) | reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features  VC2LJ10U03 | Combined and refined for clarity and removed specificity. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions (VCJAC191) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LJ10U04 | Refined. Removed the reference to English and reinforced the interconnectedness of identity, language and culture |
| Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange (VCJAU197) |  | Removed |
| Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret (VCJAU198) |  | Removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、 何(なに)、 どこ、 いつ、 何(なん)よう日(び)、 どんな、 and instructions, such as たって　ください。三人の　グループに　なって　ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は　何　ですか。十四ページ　ですね。. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、 先生(せんせい)、 日本(にほん)、 大(おお)きい、 小(ちい)さい、 友(とも)だち、 行(い)きます、 食(た)べます. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を　しますか 。ゲームを　します。), common counter classifiers (for example, ～人、 ～ひき、 ～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そしてandそれから. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.  Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、 へ、 に、 で、 と、 も、 が、 は、 を、 か、 よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～月(がつ)、 ～ひき/びき/ぴき.  They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving.  They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。  いいえ。、 softening responses with expressions such  ちょっと or あんまり、 and using indirect forms of refusal or disagreement. | By the end of Level 8, students use Japanese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. They use some familiar Hiragana, Katakana and Kanji, with support.  Students begin to use pronunciation, intonation and rhythm in spoken Japanese to develop fluency. They demonstrate understanding that Japanese has conventions and rules for Hiragana, Katakana and Kanji, and for non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaboration to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures (VCJAC001) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LJ8CM01 | Refined. Removed prescribed topics to improve teachability |
| Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement (VCJAC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LJ8CM02 | Refined. Removed prescribed activities to improve teachability |
| Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances (VCJAC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LJ8CM03 | Refined by broadening context to improve teachability and removed prescriptive elements |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate key points of information in a range of texts and resources and use the information in new ways (VCJAC004)  Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts (VCJAC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LJ8CM04 | Combined and refined to remove specific examples of texts and activities. Retained reference to the macro skill of viewing |
| Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008) | develop and apply strategies to interpret and respond to Japanese texts, and to convey meaning and intercultural understanding in Japanese in familiar contexts  VC2LJ8CM05 | Refined and broadened context. Removed ‘translate’ to ensure only essential language skills are the focus. Included explicit reference to ‘intercultural understanding’ |
| Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour (VCJAC010) |  | Removed |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms (VCJAC005)  Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources (VCJAC007)  Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another’s ways of expressing identity (VCJAC011) | create spoken and written texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using Hiragana and Katakana with support of the chart, and some familiar Kanji  VC2LJ8CM06 | Combined and refined to include reference to Japanese scripts, grammatical structures and language conventions. Specific examples and activities have been removed |
| Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions (VCJAC009) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation (VCJAU012) | recognise and apply the sounds and conventions of spoken Japanese to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts, using the chart for support  VC2LJ8UL01 | Modified. Removed the specific language elements. Added reference to fluency to support the learning progression. Added reference to the chart to support learners |
| Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji (VCJAU013)  Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity (VCJAU014)  Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants (VCJAU016)  Identify textual conventions of familiar spoken, written and multimodal types of texts (VCJAU015) | identify and use Hiragana, Katakana and some Kanji, and apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LJ8UL02 | Combined and refined by removing prescriptive language elements. Refined reference to audience and text type, supporting students to create texts for specific purposes. Retained reference to Japanese scripts |
| Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions (VCJAC008)  Understand that the Japanese language both influences and is influenced by other languages and cultures (VCJAU017) | Compare the structures and features of Japanese with English and/or other languages using some metalanguage  VC2LJ8UL03 | Combined and refined. Strengthened comparison with other languages to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages (VCJAU018)  Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another’s ways of expressing identity (VCJAC011) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LJ8UL04 | Combined, refined and reworded to be more concise and remove references to specific texts and examples |

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## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週(らいしゅう)の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ～と思います、 ～からです. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others’ use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、 ～ています), and the plain form (～たり～たりします、 ～と思います、～つもり). They extend or qualify their message by using adverbs such as とくに、 時々(ときどき)、 and link ideas by using conjunctions, such as それに、 だから、 けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま, おかえり. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.  Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、 で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ますor plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ.  Students explain how Japanese cultural values such as the importance of community, 内(うち)/外(そと)、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。 | By the end of Level 10, students initiate and sustain Japanese to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Japanese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Japanese to create texts. They use a combination of Hiragana, Katakana and a range of familiar Kanji appropriate to context.  Students apply features and conventions of spoken Japanese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They identify multiple readings of familiar Kanji in different compounds. They discuss the structures and features of Japanese texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Japanese language examples have been moved to elaboration to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Japanese

##### Sub-strand: Interacting in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people’s experience (VCJAC019) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LJ10CM01 | Added context to improve teachability |
| Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences (VCJAC021)  Participate in activities that involve transacting, negotiating, planning and participating in events and experiences (VCJAC020) | use Japanese language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LJ10CM02 | Combined and refined by removing prescriptive elements, improving teachability |
| Participate in activities that involve transacting, negotiating, planning and participating in events and experiences (VCJAC020) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LJ10CM03 | Refined to broaden contexts for language use |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others (VCJAC022)  Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content (VCJAC024)  Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience (VCJAC023) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LJ10CM04 | Combined and refined. Removed specific text types and activities to be more concise. Retained reference to the skill of viewing, to ensure alignment with VCE |
| Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another (VCJAC026) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LJ10CM05 | Refined. Removed ‘translating’ to focus only on essential skills. Added explicit reference to ‘intercultural understanding’ |
| Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making (VCJAC028) |  | Removed |

##### Sub-strand: Creating text in Japanese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words (VCJAU031)  Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences (VCJAC025) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of Hiragana, Katakana and Kanji  VC2LJ10CM06 | Combined and refined for clarity. Broadened the context by removing specific activities. Retained specific reference to Japanese scripts for clarity |
| Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations (VCJAC027) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one ‘reading’ and that the pronunciation changes according to kanji compounds (VCJAU030) | apply features and conventions of spoken Japanese to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LJ10UL01 | Refined to focus only on oral and aural language skills for clarity. Reference to reading Kanji compounds shifted to VC2 content description VC2LJ10UL02. Incorporated ‘respond to and create’ to enable students to demonstrate understanding. Removed specific language elements for clarity. Added reference to ‘extend fluency’ to support the learning progression |
| Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words (VCJAU031)  Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas (VCJAU032)  Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships (VCJAU034)  Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects (VCJAU033) | apply understanding of Hiragana, Katakana and Kanji, context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LJ10UL02 | Combined and refined. Removed prescriptive language elements to improve teachability. Added ‘a range of texts’ to reinforce the use of grammatical structures in communicative contexts. Retained reference to Japanese scripts for clarity. Retained reference to ‘complex’ to support progression. Added ‘formality and text type’ to support progression to VCE |
|  | reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features  VC2LJ10UL03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time (VCJAC029)  Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony (VCJAU036) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LJ10UL04 | Combined and refined for clarity and to be more concise |
| Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change (VCJAU035) |  | Removed |