**Victorian Curriculum F-10 Sequence 2.0**

(from 2026)

**Band descriptions - Years 7 and 8**

In Levels 7 and 8, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students use all the Hiragana and Katakana and an increasing number of Kanji. They access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

**Achievement standards - Years 7 and 8**

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.

**Communicating meaning in Japanese**

**Interacting in Japanese**

Students learn to:

interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LJ8CM01

This may involve students:

* using and responding to greetings depending on the time of day, for example, おはようございます (between teacher and student) ／おはよう (between students); こんにちは with appropriate titles and terms of address, such as ～先生 or ～さん; and gestures such as bowing to show respect
* introducing themselves in a じこしょうかい, using culturally appropriate formulaic expressions (e.g. はじめまして; どうぞよろしく) and gestures such as bowing and appropriate eye contact
* interacting with others by asking and giving their name or age, for example, おなまえは？ わたしは ～です。／わたしのなまえは ～です。; 何さいですか。～さいです。
* participating in a cooperative learning game such as ‘quiz, quiz, trade’, asking and exchanging the prompt cards with a word (e.g. かぞくは何人ですか／かぞくは3人です) then swapping the prompt cards and moving onto the next person
* interacting with others to express likes and dislikes, for example, スポーツが好きですか。はい、すきです。／いいえ、スポーツはすきじゃないです。; しゅくだいは ちょっと …; ～さんは何がすきですか。
* viewing 2 sets of manga showing simple greetings: one between students saying おはよう to each other and smiling, and another in which a student is saying おはよう to a teacher who responds by showing an upset facial expression and, after reading and viewing, identifying and articulating the reason behind the teacher’s expression
* sharing and requesting information about health and feelings, for example, きょうはうれしい！～さんは？; おなかがぺこぺこです; つかれました; さむいです
* sharing information about aspects of their personal worlds, for example, imparting information about their friends, family, pets, teachers, school and interests using descriptive expressions such as Noun は Adjective です (e.g. 母はつよいです; ともだちのかなさんはおもしろいです; いぬはかわいいです)
* communicating in culturally appropriate ways, for example, using basic interjections (e.g. そうですね), or giving and receiving items using gestures and formulaic language (e.g. どうぞ。どうもありがとう。)
* engaging in simple written exchanges with others, for example, sharing greeting cards and messages based on modelled expressions (e.g. おたんじょう日おめでとうございます！; メリークリスマス！; お母さん、ありがとう。; ～へ; ～より)

develop language to interact in exchanges, routines and tasks related to their classroom and interests

VC2LJ8CM02

This may involve students:

* using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons (きりつ、れい、ちゃくせき) and responding to roll call (はい、います／いいえ、いません)
* following instructions to complete an activity or to get organised, for example, たってください; 三人のグループになってください
* using appropriate language and behaviour when giving and receiving classroom objects (e.g. ～どうぞ。ありがとうございます。)
* creating a script for an interview showing the correct modelled use of kinship terms between people, for example, by interviewing members of the class (e.g. お母さんは何才ですか。母は45才です。おにいさんは何才ですか。あには17才です。)
* using formulaic expressions to ask for clarification about the meaning of words or to express misunderstanding, for example, ～はえいご／日本ごでなんですか。; 何ぺージですか。十四ページです。; ちょっとわかりません。
* using formulaic expressions to request permission (e.g. トイレに行ってもいいですか), to apologise for lateness or interrupting (e.g. おくれてすみません; すみません、ちょっといいですか) and to borrow classroom objects (e.g. じしょをかしてください; けしゴムがありますか。かりてもいいですか。)
* praising, complimenting and encouraging others, for example, じょうずですね; いいですね; よくできました; すごいです！; もうちょっとです; がんばりましょう
* using repair strategies, for example, asking someone to say something slowly (e.g. ゆっくりいってください), saying ‘sorry’ or ‘excuse me’ (すみません; ごめんなさい), asking someone to wait a moment (e.g. ちょっとまってください), and saying ‘I understand’ (わかりました)

engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LJ8CM03

This may involve students:

* participating in a class survey, finding out about daily routines, and presenting the findings to the class after collecting the data, for example, まいにち何時におきますか／ねますか; あさごはんに何をたべますか
* making arrangements using language related to place, time and activity (e.g. 火よう日にテニスをしますか), and accepting or declining invitations (e.g. はい、いいですね／火よう日はちょっと ….)
* participating in an information gap activity by asking and answering questions about the timetable (e.g. ～時かんめは何ですか; ～時かんめはすうがくです; 3時かんめは何時から、何時までですか), and then completing the timetable fully
* participating in a word or name guessing game, where students take it in turns to sit in front of the class and the other students guess the chosen word by asking the student わたしはすうがくですか, and the student responds only with はい or いいえ
* organising activities for other students or a buddy class that may assist with learning Japanese, for example, teaching a song with actions or playing a game
* participating in scenarios that involve planning, for example, ordering and buying items, such as food and drink, using modelled language (e.g. やきとりをください; おちゃおねがいします; いくらですか; どうもありがとうございました)
* following instructions, for example, following a basic recipe to make やきそば, おこのみやき, まきずし or おにぎり, or making origami with others
* participating in class activities (e.g. word, board or electronic games) using set phrases in Japanese, for example, わたしのばん; みぎ／ひだり; かった！／まけた！; ざんねん; だめだった; だいじょうぶ？; がんばって！; つぎはだれ？; 一、二、三！

**Mediating meaning in and between languages**

Students learn to:

locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LJ8CM04

This may involve students:

* using digital tools to gather, classify and summarise the results of class surveys or interviews on topics (e.g. students’ likes, interests, family, neighbourhood, activities, habits) in response to questions, for example, ひるごはんに何をたべますか; 日よう日に何をしますか; しゅうまつにどこに行きますか
* noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words *Wurdi Youang*, meaning ‘big hill’, and then exploring some Japanese place names and other place names and their meanings such as 大阪, which also means ‘big hill’
* obtaining relevant information from an announcement and taking notes for a friend, for example, かんじのしゅくだいをしてください; 月よう日にだしてください; カタカナのれんしゅうをしてください
* reading and viewing a brochure of a sister city and retelling the facts to a partner, for example, きょうとはふるいまちです。ゆうめいなおてらがあります。
* obtaining and organising specific information from a range of everyday Japanese texts (e.g. emails, menus, reports, maps, timetables) and responding in Japanese, for example, accessing a simple weather forecast and using this information when writing a message to a friend to go somewhere (e.g. 土よう日ははれです。うみに行きましょう。)
* reading or viewing a menu at a Japanese restaurant, deciding what to eat, and ordering food, for example, 何にしますか。おすしにします。; ごちゅうもんは？ おすしとおちゃをください。
* reading and viewing a poster of a local festival, and responding to questions about the place, time and activities, for example, おまつりは何時からですか; おまつりはどこですか; 何がありますか
* viewing a comedy skit and discussing the characters and events, for example, おかしはおいしそうですね。だから、みかさんはおかしをたくさん食べましたね。
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word *Parwan* for ‘magpie’) or the Yarra River (Wurundjeri term *Yarro Yarro*, meaning ‘it flows’), and identifying commonly misunderstood terms and phrases in Japanese that can cause miscommunication
* viewing a pie chart to identify the result of a survey, and then presenting the findings to the class or fill-the-gap exercise, for example, 3人のせいとは８時におきます。38人のせいとは7時半におきます。

develop and apply strategies to interpret and respond to Japanese texts, and to convey meaning and intercultural understanding in Japanese in familiar contexts VC2LJ8CM05

This may involve students:

* watching a video clip and identifying the meaning of expressions used and how they were used (e.g. children leaving for school saying 行ってきます and the carer or parent saying いってらっしゃい), comparing them with the expressions used in Australia, and discussing how it is difficult to translate these terms exactly
* reading or viewing a video or slide about grammar rules, and applying the knowledge in example Japanese texts by highlighting the past tense of verbs (～ました), the question particle か and the negative form of verbs (～ません)
* reading a few dialogues and identifying particular grammatical elements such as the particles に and で, the copula ～です or ～でした, and the verbs ～ます, ～ません, ～ました and ～ませんでした, by highlighting and correcting mistakes, or doing filling-the-gap style exercises
* participating in game called ‘tango’, providing a set of new vocabulary and translating these words by using translation tools to list as many equivalents as possible
* providing some relevant words in English such as ‘mother’ and translating them into Japanese by using a dictionary or online translation tools to identify multiple Japanese meanings such as 母, お母さん and ははおや and the need to consider context
* developing wordlists or creating their own dictionary of new words, grammar charts or personal mnemonic devices to recall, translate and interpret information
* understanding that the prefix お shows respect to individuals or objects, for example, お母さん, お父さん, おすし, おかね, おはし, おかし
* creating simple comic strips that show how to use おやすみ and おやすみなさい, using some appropriate conventions for this text type such as speech bubbles or stylised writing
* understanding cultural differences relating to social and communicative behaviours, such as the use of personal space and body language
* interpreting aspects of spoken Japanese texts for others using a range of resources, for example, providing an English commentary on a Japanese item at a class, school assembly, parent evening or community event, explaining culturally significant expressions and gestures

**Creating text in Japanese**

Students learn to:

create spoken and written texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and using Hiragana and Katakana with support of the chart, and some familiar Kanji VC2LJ8CM06

This may involve students:

* creating and illustrating bilingual texts, for example, creating labels to post around the school, storybooks, posters, captions, subtitles, or an interview script using questions such as おなまえは？; ～さんは何さいですか; しゅみは何ですか
* creating a profile card by using the information gained in an interview, containing names of friends or other information written in Japanese
* designing and creating a bilingual menu with images of food and bilingual captions and prices for an imaginary Japanese restaurant in the local area, including a suitable name and contact details using Hiragana, Katakana and Kanji appropriately
* using a range of familiar textual structures and features to suit the audience, context and purpose, for example, writing a simple email or letter to a host family using polite form, set expressions, paragraphs and salutations
* understanding the textual conventions of familiar types of texts such as めいし, emails, conversations, speeches, advertisements, stories and songs, and how they are typically constructed, for example, considering the use of particular layouts, visual images and grammatical features in advertisements, manga or brochures
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town
* creating personal texts describing their daily routine using print or digital tools, explaining what typical teenagers do by using a range of modelled grammatical structures such as Time に Object を Verb ～ます or Place に行きます
* understanding how to create textual cohesion using elements such as paragraphing or conjunctions (e.g. そして, それから, でも) to sequence and link ideas and maintain the flow of expression
* using a range of modelled grammatical structures when creating texts (e.g. ～です, ～ます, ～ました, ～ませんでした, ～ましょう) and appropriate punctuation, for example, full stops (。) and commas (、)
* creating texts using Hiragana and Katakana, with charts and resources as support, with some Kanji for numbers, time, days of the week and high-frequency nouns, adjectives and verbs (e.g. 人, 母, 父, 先生, 日本, 大きい, 小さい, 友だち, 見ます, 行きます, 何, ～時)

**Understanding systems of language**

Students learn to:

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

This may involve students:

* accurately pronouncing all combinations of Hiragana and Katakana, including voiced and unvoiced elements, and all combined sounds (double consonants and blended sounds), for example, reading aloud the 46 Hiragana and 46 Katakana characters, blended sounds with small *ya*, *yu* and *yo* (e.g. きゃ, きゅ, きょ), double consonants with small *tsu* (e.g. きって, かって), characters with diacritic marks (e.g. ぶた, てんぷら) and long vowel sounds (e.g. おかあさん, おとうさん, おおきい), as well as combinations that are unique to Katakana, such as ティ, ヴィ and the long vowel marker ー
* reading Japanese tongue twisters with small や, ゆ and よ, for example,  
  かえる、ぴょこ、ぴょこ、み、ぴょこ、ぴょこ  
  あわせて、ぴょこ、ぴょこ、む、ぴょこ、ぴょこ; or  
  となりのきゃくはよくかきくうきゃくだ
* creating mnemonics to help memorise basic Hiragana and Hiragana with diacritics such as *dakuten* and *handakuten*
* pronouncing polite kinship terms using long vowels appropriately (e.g. おとうさん, おかあさん) when talking about someone else’s family
* participating in a game called ‘tennis’ when learning the family terms, in which one group throws a ball by saying 父 and the other group catches the ball by saying お父さん to develop pronunciation and fluency
* recognising that in the copula です and the verb suffix ます, the *u* is devoiced in normal speech
* understanding the system of Japanese sound combinations: Japanese has 5 vowels; a vowel can be attached to all consonants except ん; and the basic unit of sound of Japanese is a mora
* understanding that the sounds of Hiragana and Katakana are identical even though the associated scripts are different, for example, using a chart showing both Hiragana and Katakana on the same *kana* table, and then using available combinations of Katakana to experiment with the Japanese pronunciation of loan words (e.g. レストラン, マクドナルド)
* recognising the relationship between stress, pacing and meaning, and using appropriate intonation patterns for familiar language to exclaim, make statements or ask questions, for example, demonstrating fluency in reading a text aloud
* applying knowledge of the sounds of Japanese by using a keyboard with *rōmaji* input settings to type sentences and short paragraphs, selecting Hiragana, Katakana or Kanji appropriate to context

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

This may involve students:

* understanding the systematic nature of the Hiragana chart and Japanese grammar, reading and writing all the Hiragana and Katakana, including voiced, contracted and blended sounds
* using basic types of sentence structures in Japanese, understanding that the word order of noun phrases is flexible as long as particles are used correctly, and that sentences end with a verb/copula, for example, Subject は Noun です。; Subject は Adjective です。; Subject は Object/Place を／に Verb ～ます。
* using a range of familiar verbs in the present and past tense, including both positive and negative (e.g. 行きます; 見ません; 食べました; ききませんでした)
* writing a letter to a friend using appropriate formatting and formulaic phrases, including the date, greetings (～へ; ～より), and discussing how different phrases are suitable for different audiences
* understanding how to use い and な adjectives in the present and past tense, positive and negative, in basic sentences, for example, たのしい, たのしかった, たのしくない; ゆうめいな, ゆうめいじゃない
* understanding that adding です after a present-tense adjective in the positive and negative forms makes the sentence polite
* understanding and using a range of particles to perform different functions, including sentence-ending particles such as か and ね
* understanding that each individual Kanji represents meaning as well as sound, for example, 日 (sun, day), and that some Kanji come from pictographs (e.g. 山), and also understanding the role of *furigana* as a tool to support reading of unfamiliar Kanji
* understanding and using basic Japanese punctuation marks such as まる (。), てん (、) and the Katakana long vowel mark (ー), and the basic writing conventions involved when using げんこうようし
* applying the principles of basic stroke order to write all the Hiragana and Katakana and frequently used Kanji such as numbers, days of the week, family members, and basic adjectives and verbs
* counting from 1 to 100 and using some basic Japanese counter classifiers, such as ～人, ～才, ～月 and ～日
* creating cohesion, flow and adding detail by using conjunctions (e.g. そして, それから, でも), adverbs (e.g. まい日, ときどき, とても), and linking nouns and adjectives (e.g. 母と, おいしくて)

compare the structures and features of Japanese with English and/or other languages using some metalanguage VC2LJ8UL03

This may involve students:

* identifying similarities and differences in the writing systems of Japanese, English and/or other language(s), including the grammatical rules or the use of elements such as pronouns and particles, and the absence of articles, for example, analysing the structures and the position of words in 2 sets of sentences, where one set consists of 10 sentences in Japanese using the same sentence structure (e.g. わたしは日よう日にかぞくとまちに行きました), and the other set lists the English translations next to them, highlighting all the verbs in yellow in both languages, and circling the particles (e.g. と and に) to compare with the English sentences
* listening to a Hiragana song or watching a pronunciation video and discussing how Japanese vowels differ from, or are similar to, vowels in English and/or other languages
* reorganising a set of laminated word cards to form a sentence with the newly introduced sentence patterns in the correct order (e.g. city／は／cause or reason／で／ゆうめい／です／。), and then discussing which particle should follow the subject, and developing metalanguage for describing features of the sentence
* using metalanguage for communicating information about language and its structures, using terms such as noun／めいし, pronoun／だいめいし, verb／どうし, adjective／けいようし and conjunction／せつぞくし, and cross-referencing with understanding of the English language
* identifying words of Japanese origin used in English (e.g. judo, karaoke, karate, obento, tempura, emoji), and recognising and comparing how they may be expressed in Japanese, for example, listing all the relevant words, and listening to recorded sounds, identifying how each term is used in English and noting similarities and differences as they hear the sound
* recognising the use of loan words in Japanese that have been borrowed from other languages such as English, French, German, Dutch and Portuguese (e.g. サッカー, ゴルフ, パン, アルバイト, ピエロ, ランドセル), and noting how these are pronounced by Japanese speakers
* identifying tricky loan words and discussing the reason for the challenge, such as バレーボール, テーマパーク, トランプ, スタジオ and レジ

**Understanding the interrelationship of language and culture**

Students learn to:

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LJ8UL04

This may involve students:

* understanding Japanese language variation is based on age, relationship and the level of familiarity between participants, for example, お母さん vs. 母; ～さん vs. ～ちゃん／～くん; the use of honorifics ご～ and お～; or avoiding あなた when showing politeness
* exploring the use of ～さん and ～くん in contemporary Japanese society, and discussing how gender identity can influence linguistic choices
* exploring their own identity, and recognising elements of identity that may be important across all cultures, identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and incorporating this into their self-introduction in Japanese
* learning about values and beliefs that are important in Japanese society and that contribute to identity, such as maintaining harmony and a sense of collective wellbeing, avoiding conflict and expressing well wishes, and how these are reflected through language and behaviours, for example, identifying some expressions such as きらいです, which is less likely to be used in order to avoid conflict or being rude to others; subtly declining an invitation by using an indirect expression such as ちょっと to maintain harmony; or only using いいえ in certain situations, such as when rebutting a compliment
* exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
* identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして。よろしくおねがいします。; or おげんきですか。 as a genuine health enquiry rather than a greeting
* considering how certain phrases in the Japanese language reflect traditional practices and values, for example, thinking about language that is associated with family life and work (e.g. いただきます; ただいま; おかえり; おつかれさまです)
* understanding that the Japanese language has many ways of expressing values such as consideration and respect (e.g. どうぞ; どうも; すみません; しつれいします), and using indirect forms of refusal and softening of responses (e.g. ちょっと …; あんまり …)
* identifying common themes, key messages, values or issues in Japanese texts, such as the moral of a story or folktale, and noticing concepts, beliefs or values that may be similar or different across cultures, for example, おんがえし, working hard, consideration of others, and humility