The new Japanese syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and content that clarifies learning for Japanese from Kindergarten to Year 10. The Stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabus identifies the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests, abilities and prior learning of their students.

The Years 7–10 section of the Japanese syllabus has been designed to be taught within the mandatory 100-hour Language requirement for the Record of School Achievement (RoSA) and supports any additional (elective) study of Japanese.

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

The structure and many of the features of the current Japanese syllabus have been retained, including:

• rationale
• aim
• objectives and outcomes
• Stage statements
• content organised in Stages from Early Stage 1 to Stage 5.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of the syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.
What is similar?

Students will continue to be provided with opportunities to:
• use language in a range of authentic contexts
• experience Japanese through the integration of listening, speaking, reading and writing skills
• build grammar and vocabulary knowledge, and social competence and intercultural understanding in an integrated way.

What is different?

• Content is organised through strands and objectives, and related outcomes.
• There is a more specific focus on the use of language in authentic ways.
• Content is provided for three broad learner groups:
  – students who are studying the language as second or additional language learners
  – students who have prior learning and/or experience
  – students who have experienced some or all of their formal school education in a Japanese-speaking environment.
• There are greater opportunities provided for the use of digital technologies for communicative purposes in a range of contexts.
• Related Life Skills outcomes are included with Stage 4 and Stage 5 content.

How does the syllabus cater for all students?

The Japanese K–10 syllabus is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus.

Students with special education needs can access the Japanese K–10 Syllabus outcomes and content in a range of ways, including:
• under regular course arrangements
• with adjustments to teaching, learning and/or assessment experiences.

For some students with special education needs, particularly those with an intellectual disability, Life Skills outcomes and content can provide a relevant and meaningful program.
What is the plan for implementation?

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Familiarisation and planning</td>
<td>Start teaching Year 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start teaching Year 9 elective course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need to be modified to meet the requirements of the new syllabus, for example to accommodate new outcomes and content.

For the first time, the Japanese syllabus will be available in an interactive online format (later in 2017). The online format will be able to be viewed by Stage, outcomes and content.

Support materials will assist teachers in familiarisation and planning of the syllabus and associated assessment requirements. Program Builder, an online programming tool, will be available for teachers during 2017.

**Initial materials** released with the syllabus include:
- this guide
- Parent guide
- assessment advice.

**Additional materials** to be released throughout 2017 include:
- sample scope and sequences
- sample teaching units
- sample assessment activities.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabus.

How can I access the new Japanese K–10 Syllabus?

The *Japanese K–10 Syllabus* is available on the NESA website.
Features of Japanese 7–10 content pages

Content for Stage 4

**Communicating**

**Interacting**

**Outcome**

A student:

- uses Japanese to interact with others to exchange information, ideas and opinions, and make plans LJA4-1C

Related Life Skills outcome: LJALS-TC

**Content**

Students:

- interact with peers and known adults on topics of interest, for example: (ACLJAC001, ACLJAC003)
- exchanging personal details with real or imagined visiting students from Japan or a sister school, eg name, age, birthday, phone number, email address, family members
- commencing and finishing class lessons in Japanese, eg
- conversing with peers about daily routine and comparing experiences, eg (time) に (place) に行きます。（time）に（activity）を（verb）ます

Content for students with prior learning and/or experience

Students:

- interact with peers and known adults on a range of topics and experiences, for example: (ACLJAC163, ACLJAC165)
- making comparisons between their own daily routine and that of peers, family and students in Japan
- recounting experiences, eg holidays, special events or celebrations, through email or face-to-face conversations
- engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, eg sport, food, study or music

Content for students with a background in Japanese

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example:
- talking to the teacher, expressing opinions about their new high school life
- making a phone call to a friend in Japan to talk about their life in Australia

Content is organised through strands, objectives and related outcomes.

Life Skills outcomes related to Stage 4 and Stage 5 outcomes are included.

Content is provided for three broad student groups.

Content examples clarify the intended learning.

Content describes the intended learning.

Australian curriculum content is identified by codes.

Outcomes are coded and linked to content.

Language-specific examples clarify the expected level of language required, where appropriate.

Learning across the curriculum content is incorporated and identified by icons.
Features of the Japanese Years 7–10 Life Skills content pages

Japanese Life Skills outcomes and content:
• are developed from the Japanese K–10 objectives
• are selected based on students’ needs, interests and abilities.

Students are not required to complete all content to demonstrate achievement of an outcome.

### Communicating

### Composing

**Outcome**
A student:
> composes texts in a range of formats LJALS-4C

**Related Stage 4/5 outcomes:** LJA4-4C, LJA5-4C

**Content**

Students:
- compose texts in a variety of formats, using modelled language, for example: です
  - labelling photos from a school excursion in Japanese for classroom display, eg です
  - creating a greetings card to a friend to say ‘hello’ or wish them ‘Happy Birthday’ です
  - creating a menu using images, word banks and sample sentence patterns for a class restaurant です
  - producing a poster, eg of pets, using photos and descriptions です
  - creating a digital shopping list for a recipe です
  - composing a self-introduction speech for meeting new students です
  - completing speech bubbles in a comic strip です
  - writing lyrics to a rap song using familiar words です
  - recounting a special event, eg their birthday です

**Content for students with prior learning, experience and/or background**

Students:
- compose texts in a variety of formats for different contexts and purposes, for example: です
  - writing a recount, eg of a school excursion for the school newsletter, eg にいきました。
  - creating a menu with some details about each item for a class restaurant です
  - writing a diary entry, eg about a day’s experience at school, and selecting phrases about how they felt, eg たのしかったです。
  - producing an advertisement, eg for a class restaurant, promoting what food the restaurant offers です
  - creating imaginative texts to share with younger students, eg a cartoon about a holiday adventure