

Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Japanese

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Japanese, and Years 7–10 Japanese (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Foundation Japanese/ Interacting in Japanese	Mediating meaning in and between languages	Creating text in Japanese	Understanding systems of language	Understanding the interrelationship of language and culture
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	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Japanese P–10 sequence	use play and imagination to interact and create Japanese texts, with support AC9LJF01	use Japanese language to interact and share information related to the classroom and themselves AC9LJ2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9LJ2C01 AC9LJ2C02 AC9LJ2C04	use Japanese language to initiate structured interactions to share information related to the classroom and their personal world AC9LJ4C01 use modelled language to participate in spoken and written activities that involve planning AC9LJ4C02	initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment AC9LJ6C01 use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts AC9LJ6C01 AC9LJ6C04 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences AC9LJ6C02	initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9LJ8C01 use Japanese to collaborate and problem-solve, and adjust language in response to others AC9LJ8C02	contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9LJ10C01 AC9LJ10C02 interpret texts by evaluating and synthesising information, ideas and perspectives AC9LJ10C02 AC9LJ10C03
		locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9LJ2C03	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts AC9LJ4C03 AC9LJ4C04	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience AC9LJ6C03 AC9LJ6C04	interpret information, ideas and opinions in texts AC9LJ8C03 AC9LJ8C04 demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses AC9LJ8C04	show understanding of how features of language can be used to influence audience response AC9LJ10C03 AC9LJ10C04


	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:	
		<p>use familiar words and modelled language to create texts AC9LJ2C05</p> <p>copy some kana script and single, high-frequency kanji appropriate to context AC9LJ2C05</p>	<p>use modelled language and basic syntax to create texts AC9LJ4C05</p> <p>use hiragana with support, and familiar kanji appropriate to context AC9LJ4C05</p>	<p>create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LJ6C05</p> <p>sequence information and ideas, and use conventions appropriate to text type AC9LJ6C05</p> <p>use hiragana and familiar katakana and kanji appropriate to context AC9LJ6C05</p>	<p>select and use vocabulary, sentence structures, expressions and levels of formality to create texts AC9LJ8C05</p> <p>select and use combinations of kana and familiar kanji appropriate to context AC9LJ8C05</p>	<p>create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LJ10C05</p> <p>apply and use complex sentences and structures to create and respond to spoken and written texts AC9LJ10C05</p> <p>use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LJ10C05</p> <p>select and use combinations of kana and a range of kanji appropriate to context AC9LJ10C05</p>	
Year 7 entry sequence						<p>use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LJ8EC01</p> <p>respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LJ8EC02 AC9LJ8EC03</p>	<p>initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world AC9LJ10EC01 AC9LJ10EC02</p> <p>communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LJ10EC02 AC9LJ10EC03</p>
						<p>locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LJ8EC04</p> <p>respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts AC9LJ8EC05</p>	<p>interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LJ10EC04</p> <p>synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LJ10EC05</p>
						<p>use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices AC9LJ8EC06</p> <p>use some familiar katakana and kanji, and hiragana, with support AC9LJ8EC06</p>	<p>use structures and features of spoken and written Japanese to create texts AC9LJ10EC06</p> <p>use a combination of kana and a range of familiar kanji appropriate to context AC9LJ10EC06</p>

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:	
Understanding language and culture	P–10 sequence	<p>identify that Japanese and English look and sound different AC9LJF02</p>	<p>imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts AC9LJ2U01 AC9LJ2U02</p> <p>give examples of similarities and differences between some features of Japanese and English AC9LJ2U03</p>	<p>imitate hiragana sounds, pronunciation and intonation patterns of Japanese language AC9LJ4U01</p> <p>demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LJ4U01 AC9LJ4U02</p> <p>recognise that some terms have cultural meanings AC9LJ4U04</p> <p>identify patterns in Japanese and make comparisons between Japanese and English AC9LJ4U03</p>	<p>apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese AC9LJ6U01 AC9LJ6U02</p> <p>compare language structures and features in Japanese and English, using some metalanguage AC9LJ6U03</p>	<p>apply the conventions of spoken Japanese and phrasing patterns to develop fluency AC9LJ8U01</p> <p>demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning AC9LJ8U01 AC9LJ8U02</p> <p>comment on structures and features of Japanese text, using metalanguage AC9LJ8U03</p>	<p>incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency AC9LJ10U01</p> <p>demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LJ10U01 AC9LJ10U02</p> <p>apply knowledge of scripts, language structures and features to make and predict meaning AC9LJ10U02</p> <p>identify multiple readings of familiar kanji in different compounds AC9LJ10U01</p> <p>support analysis of Japanese texts, using metalanguage AC9LJ10U03</p>
		<p>recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity AC9LJF03</p>	<p>understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LJ2U04</p>	<p>understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LJ4U04</p>	<p>show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LJ6U04</p>	<p>reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LJ8U04</p>	<p>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 AC9LJ10U04</p>
	Year 7 entry sequence						<p>approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms AC9LJ8EU01 AC9LJ8EU02</p> <p>demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication AC9LJ8EU02</p> <p>comment on aspects of Japanese and English language structures and features, using metalanguage AC9LJ8EU03</p>

Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
				demonstrate awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity AC9LJ8EU04	reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating AC9LJ10EU04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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