

Comparison of AC v8.4 to v9.0

Prep: Languages/Japanese

Key	same/refined	removed	new	moved
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Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 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、二、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.</p> <p>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.</p>		<p>By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support.</p> <p>They identify that Japanese and English look and sound different. They 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.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures [Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing] ACLJAC109	with support, recognise and communicate meaning in Japanese AC9LJF01	Interacting in Japanese	Communicating meaning in Japanese
	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 [Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising] ACLJAC111			
	convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials [Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing] ACLJAC113 Moved to Years 1–2 band			
	participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning [Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting] ACLJAC110 Moved to Years 1–2 band			

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	<p>participate in shared performances and presentations of stories, songs, chants and rhymes [Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing] ACLJAC115 Moved to Years 1–2 band</p>			
	<p>locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks [Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning] ACLJAC112 Moved to Years 1–2 band</p>			
	<p>participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement [Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing] ACLJAC114 Moved to Years 1–2 band</p>			
	<p>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 [Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering] ACLJAC118 Moved to Years 1–2 band</p>			
	<p>recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people [Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing] ACLJAU124 Moved to Years 1–2 band</p>			
	<p>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 [Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting] ACLJAC116 Moved to Years 1–2 band</p>			
	<p>create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts [Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting] ACLJAC117 Moved to Years 1–2 band</p>			
	<p>use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups [Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying] ACLJAC119 Moved to Years 1–2 band</p>			
Understanding	<p>recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts [Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising] ACLJAU120</p>	explore, with support, language features of Japanese noticing similarities and differences between Japanese and English AC9LJF02	Understanding systems of language	Understanding language and culture
	<p>recognise and copy some hiragana and a few high-frequency kanji [Key concepts: script, kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying] ACLJAU121 Moved to Years 1–2 band</p>			
	<p>understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar [Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating] ACLJAU122 Moved to Years 1–2 band</p>			
	<p>understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features [Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing] ACLJAU123</p>			
	<p>understand that language and culture are closely connected [Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning] ACLJAU126</p>	explore connections between language and culture AC9LJF03	Understanding the interrelationship of language and culture	
	<p>recognise that Japanese and English borrow words and expressions from each other and from other languages [Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying] ACLJAU125 Moved to Years 1–2 band</p>			

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