

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9LJ2C01 indicates the Communicating meaning in Japanese strand.

Key to content description codes: Japanese	
e.g. <b>AC9LJ2C01</b>	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Japanese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Japanese (J)	
Years 1-2 band (2)	
Strand (C, U)	
Content description number (##)	

### Years 1–2 band Australian Curriculum: Japanese achievement standard

By the end of Year 2, students use Japanese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students 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. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
<b>By the end of Year 2</b>	<b>Students learn to:</b>	
Students use Japanese language to interact and share information related to the classroom and themselves.	<ul style="list-style-type: none"> <li>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions</li> </ul>	AC9LJ2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> <li>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions</li> </ul>	AC9LJ2C01
	<ul style="list-style-type: none"> <li>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</li> </ul>	AC9LJ2C02
	<ul style="list-style-type: none"> <li>notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</li> </ul>	AC9LJ2C04
They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> <li>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</li> </ul>	AC9LJ2C03
They use familiar words and modelled language to create text.	<ul style="list-style-type: none"> <li>with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context</li> </ul>	AC9LJ2C05
They copy some kana script and single, high-frequency kanji appropriate to context.	<ul style="list-style-type: none"> <li>with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context</li> </ul>	AC9LJ2C05
Students 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.	<ul style="list-style-type: none"> <li>recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts</li> </ul>	AC9LJ2U01
	<ul style="list-style-type: none"> <li>recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts</li> </ul>	AC9LJ2U02
They give examples of similarities and differences between some features of Japanese and English.	<ul style="list-style-type: none"> <li>notice that Japanese has features that may be similar to or different from English</li> </ul>	AC9LJ2U03
They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).	<ul style="list-style-type: none"> <li>notice that people use language in ways that reflect cultural practices.</li> </ul>	AC9LJ2U04

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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