

Comparison of AC v8.4 to v9.0

Years 1–2 band: Languages/Japanese

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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 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.</p> <p>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).</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	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LJ2C01	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			
	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			
	participate in shared performances and presentations of stories, songs, chants and rhymes			

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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		
	[Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing] ACLJAC115			
	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	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LJ2C03	Mediating meaning in and between languages	
	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			
	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	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LJ2C04		
	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			
	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	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 AC9LJ2C05	Creating text in Japanese	
	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			
Understanding	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	recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts AC9LJ2U01	Understanding systems of language	Understanding language and culture
	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	recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts AC9LJ2U02		
	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	notice that Japanese has features that may be similar to or different from English AC9LJ2U03		
	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			
	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			
	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			
	understand that language and culture are closely connected [Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning] ACLJAU126	notice that people use language in ways that reflect cultural practices AC9LJ2U04	Understanding the interrelationship of language and culture	

© State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2022 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.