Comparison of AC v8.4 to v9.0

Years 3–4 band: Languages/Japanese

Key	same/refined	removed	new	moved

Note:

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア に なって ください。大きい こえ で いって ください。. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？. They respond to simple questions using short spoken statements, for example, いつ です か。なに が すき です か。. They use counter classifiers in response to questions such as なん人にん、なん月がつ、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしょう), as well as high-frequency kanji such as 月、日、先生. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s). Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.	By the end of Year 4, students use Japanese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use hiragana with support, and familiar kanji appropriate to context. Students imitate hiragana sounds, pronunciation and intonation patterns of Japanese language. They demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Japanese and make comparisons between Japanese and English. They understand that the Japanese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others [Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing] ACLJAC127	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LJ4C01	Interacting in Japanese	Communicating meaning in Japanese
	follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation [Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing] ACLJAC129			
	participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities [Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting] ACLJAC128	participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LJ4C02		

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participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements [Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting] ACLJAC132			
locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects [Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising] ACLJAC130	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LJ4C03		
present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts [Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating] ACLJAC131		Mediating meaning in and between languages	
interpret and explain simple interactions in Japanese, noticing linguistic and cultural features [Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing] ACLJAC134	develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning AC9LJ4C04		
create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance [Key concepts: fantasy, imagination, dramatisation; Key processes: imagining, creating, experimenting, performing] ACLJAC133	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context AC9LJ4C05	Creating text in Japanese	
recognise that texts such as stories, games and conversations have particular language features and textual conventions [Key concepts: text, genre, language features, mode; Key processes: comparing, analysing, recognising] ACLJAU141			
create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories [Key concepts: bilingualism, expression, code-mixing; Key processes: translating, performing, creating, adapting] ACLJAC135			
notice how ways of communicating and behaving reflect identity and relationships [Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing] ACLJAC137 **Moved to Years 5–6 band**			
understand that hiragana symbols can be combined to represent words [Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation; Key processes: recognising, differentiating, demonstrating] ACLJAU138	recognise and use modelled combinations of hiragana sounds, pronunciation and intonation patterns of Japanese to form words and phrases AC9LJ4U01		
recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji [Key concepts: character, kana and kanji, stroke order, font; Key processes: recognising, tracing, reading, writing] ACLJAU139	recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts AC9LJ4U02	Understanding systems of language	Understanding language and culture
understand and identify elements of basic grammar and sentence structure and interaction patterns [Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning] ACLJAU140			
notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations [Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting] ACLJAC136	recognise familiar Japanese language features and compare with those of English, in known contexts AC9LJ4U03		
understand that the ways people use language reflect where and how they live and what is important to them [Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting] ACLJAU144	identify connections between Japanese language and cultural practices AC9LJ4U04	Understanding the interrelationship of language and culture	
understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used [Key concepts: register, context, variation; Key processes: observing, recognising, reflecting] ACLJAU142			

Note: "Understanding" is the row label spanning the bottom section of the Version 8.4 column.

ACiQ|v9.0

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recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region [Key concepts: language status, standard language, multilingualism; Key processes: recognising, comparing, classifying] ACLJAU143			