

# Years 5–6 band Japanese

## 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 5–6 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. AC9LJ6C01 indicates the Communicating meaning in Japanese strand.

### Key to content description codes: Japanese

e.g. <b>AC9LJ6C01</b> Australian Curriculum (AC) Version 9 (9) Languages (L) Japanese (J) Years 5–6 band (6) Strand (C, U) Content description number (##)	Strands: <ul style="list-style-type: none"> <li>C — Communicating meaning in Japanese</li> <li>U — Understanding language and culture</li> </ul>
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### Years 5–6 band Australian Curriculum: Japanese achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context.

Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
<b>By the end of Year 6</b>	<b>Students learn to:</b>	
Students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment.	<ul style="list-style-type: none"> <li>initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment</li> </ul>	AC9LJ6C01
They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts.	<ul style="list-style-type: none"> <li>initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment</li> <li>apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts</li> </ul>	AC9LJ6C01 AC9LJ6C04
They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences.	<ul style="list-style-type: none"> <li>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</li> </ul>	AC9LJ6C02
They 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.	<ul style="list-style-type: none"> <li>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</li> <li>apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts</li> </ul>	AC9LJ6C03 AC9LJ6C04
They create texts, selecting and using a variety of vocabulary and sentence structures to suit context.	<ul style="list-style-type: none"> <li>create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, and hiragana and some familiar katakana and kanji appropriate to context</li> </ul>	AC9LJ6C05
They sequence information and ideas, and use conventions appropriate to text type.	<ul style="list-style-type: none"> <li>create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, and hiragana and some familiar katakana and kanji appropriate to context</li> </ul>	AC9LJ6C05
They use hiragana and familiar katakana and kanji appropriate to context.	<ul style="list-style-type: none"> <li>create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, and hiragana and some familiar katakana and kanji appropriate to context</li> </ul>	AC9LJ6C05
Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese.	<ul style="list-style-type: none"> <li>apply knowledge of combinations of hiragana sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</li> <li>use knowledge of modelled grammatical structures, formulaic expressions and writing system rules to compose and respond to texts using appropriate punctuation and textual conventions</li> </ul>	AC9LJ6U01 AC9LJ6U02
They compare language structures and features in Japanese and English, using some metalanguage.	<ul style="list-style-type: none"> <li>compare some Japanese language structures and features with those of English, using some familiar metalanguage</li> </ul>	AC9LJ6U03
They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	<ul style="list-style-type: none"> <li>recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication.</li> </ul>	AC9LJ6U04

## 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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