Comparison of AC v8.4 to v9.0

Years 5–6 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**
By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ), 小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ、で、を、がand prepositions, for example, の上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。	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.

Strands	**Content descriptions**	**Content descriptions**	**Sub-strands**	**Strands**
Communicating	interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing] ACLJAC145	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LJ6C01	Interacting in Japanese	Communicating meaning in Japanese
	participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences [Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting] ACLJAC147			
	collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance [Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting] ACLJAC146	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LJ6C02		
	gather, classify and compare information from a range of sources related to concepts from other learning areas [Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying] ACLJAC148	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LJ6C03	Mediating meaning in and between	

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		
	listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements [Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing] ACLJAC150			
	explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning [Key concepts: meaning, culture, interpretation, equivalence; Key processes: explaining, interpreting, demonstrating, experimenting, reflecting] ACLJAC152	apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts AC9LJ6C04		
	convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions [Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing] ACLJAC149	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 AC9LJ6C05	Creating text in Japanese	
	create and present or perform imaginative texts for a variety of purposes and audiences [Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing] ACLJAC151			
	create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus [Key concepts: bilingualism, learning resources, translation; Key processes: classifying, glossing, annotating, composing] ACLJAC153			
	recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations [Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting] ACLJAU159			
Understanding	engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning [Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling] ACLJAU156	apply knowledge of combinations of hiragana sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LJ6U01	Understanding systems of language	Understanding language and culture
	recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text [Key concepts: scripts, characters, stroke order, punctuation; Key processes: reading, writing, recognising] ACLJAU157	use knowledge of modelled grammatical structures, formulaic expressions and writing system rules to compose and respond to texts using appropriate punctuation and textual conventions AC9LJ6U02		
	recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes [Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying] ACLJAU158			
	understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal [Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing] ACLJAU160			
		compare some Japanese language structures and features with those of English, using some familiar metalanguage AC9LJ6U03		
	reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms [Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting] ACLJAC154	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LJ6U04	Understanding the interrelationship of language and culture	
	discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self [Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring] ACLJAC155			
	make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication [Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting] ACLJAU162			
	recognise that the Japanese language is both influenced by in turn influences other languages and cultures [Key concepts: language contact, word borrowing, globalisation, technology, change; Key processes: identifying, classifying, reflecting] ACLJAU161			

© 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. For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.