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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何、どこ、いつ、何よう日、どんな and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, 〜は 何 ですか。十四ページ ですね。. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as人、先生、日本、大きい、小さい、友だち、行きます、食べます. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, 〜人、〜ひき、〜さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as 〜人、〜月、〜ひき/びき/ぴき. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。いいえ。、 softening responses with expressions such as ちょっと or あんまり、 and using indirect forms of refusal or disagreement. | By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and 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 socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures [Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing] ACLJAC001	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LJ8EC01	Interacting in Japanese	Communicating meaning in Japanese
	interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement [Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking] ACLJAC003	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LJ8EC02		

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	engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances [Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating] ACLJAC002	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LJ8EC03		
	locate key points of information in a range of texts and resources and use the information in new ways [Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting] ACLJAC004	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LJ8EC04	Mediating meaning in and between languages	
	listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts [Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing] ACLJAC006			
	translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions [Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining] ACLJAC008	develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts AC9LJ8EC05		
	present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms [Key concepts: community, cultural practice, personal world; Key processes: composing, designing, presenting, reporting, comparing] ACLJAC005	create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji AC9LJ8EC06	Creating text in Japanese	
	reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources [Key concepts: adaptation, mode, performance, intercultural experience; Key processes: creating, interpreting, expressing, performing] ACLJAC007			
	collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity [Key concepts: self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying] ACLJAC011			
	create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions [Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining] ACLJAC009			
	reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour [Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing] ACLJAC010			
Understanding	recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation [Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising] ACLJAU012	recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LJ8EU01	Understanding systems of language	Understanding language and culture
	recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji [Key concepts: script, kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing] ACLJAU013	develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LJ8EU02		
	develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity [Key concepts: grammar, vocabulary, syntax, metalanguage; Key processes: recognising, describing, indicating, comparing] ACLJAU014			
	identify textual conventions of familiar spoken, written and multimodal types of texts [Key concepts: text, genre, mode, tenor, audience; Key processes: identifying, sequencing, comparing] ACLJAU015			
	understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants [Key concepts: variation, context, relationship; Key processes: identifying, distinguishing, analysing] ACLJAU016			

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	compare Japanese language structures and features with English, using familiar metalanguage AC9LJ8EU03	
understand that the Japanese language both influences and is influenced by other languages and cultures [Key concepts: language change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections] ACLJAU017		Understanding the interrelationship of language and culture
explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages [Key concepts: culture, language, values, meaning; Key processes: analysing, explaining, comparing] ACLJAU018	recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LJ8EU04	