

Comparison of AC v8.4 to v9.0

Years 7–8 band (P–10 Sequence): Languages/Japanese

Key	same/refined	removed	new	moved
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Note:

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- 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 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, <i>だれと、^{なん}何で、いつ、どこで</i>, using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, <i>でも or が、わたしは フットボールが 好です。でも、母は フットボールが 好きじゃないです。</i> . Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, <i>行きます、見ます、来きます</i>), nouns (for example, <i>先生、父、母、月よう日</i>), adjectives (for example, <i>早い</i>), and the pronoun <i>私</i>. They read some compound words such as <i>日本語</i>. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, <i>いくつ、何まい、何本、何分</i>. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, <i>だから</i>), and adverbs of frequency (for example, <i>いつも</i>), time (for example, <i>時、半、分、前まえ</i>) and direction, for example, <i>みぎ、ひだり、前、うしろ</i>. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as <i>が、へ、から、まで</i>, including for example <i>に</i> to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.</p> <p>Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use <i>い</i> and <i>な</i> adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as <i>ひとつ、さんぼん、じゅっぶん</i>. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, <i>お母さん</i> and <i>母</i>), phrases (for example, <i>どうぞよろしく。</i>), prefixes (for example, <i>お</i> and <i>ご</i>), suffixes (for example, <i>～さん</i> and <i>～さま</i>) and titles (for example, <i>～先生</i>) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, <i>もうすこしがんばりましょう。</i> . They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.</p>		<p>By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context.</p> <p>Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>interact with others to share interests and experiences, exchange information and express opinions and feelings [Key concepts: lifestyle, communication, experience, opinion; Key processes: interacting, recounting, responding, elaborating] ACLJAC163</p>	<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LJ8C01</p>	Interacting in Japanese	Communicating meaning in Japanese
	<p>interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification [Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting] ACLJAC165</p>			
	<p>engage in activities that involve collaboration, planning, organising, negotiating and transacting</p>	<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LJ8C02</p>		

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	[Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] ACLJAC164			
	access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats [Key concepts: research, data, media; Key processes: researching, collating, designing, presenting] ACLJAC166	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LJ8C03	Mediating meaning in and between languages	
	analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences [Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising] ACLJAC168	interpret and adjust non-verbal, spoken and written language to convey meaning in Japanese language in familiar and some unfamiliar cultural contexts AC9LJ8C04		
	translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other [Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating] ACLJAC170			
	present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts [Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing] ACLJAC167	create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, textual conventions and features, and combinations of kana and familiar kanji appropriate to context AC9LJ8C05		
	create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others [Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing] ACLJAC169		Creating text in Japanese	
	work collaboratively to design bilingual resources to convey information to the school community [Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining] ACLJAC171			
	understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga [Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing] ACLJAU177			
	participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use [Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing] ACLJAC172			
Understanding	understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds [Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising] ACLJAU174	apply knowledge of conventions of spoken Japanese and phrasing patterns to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LJ8U01	Understanding systems of language	Understanding language and culture
	recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji [Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading] ACLJAU175	apply understanding of grammatical structures, expressions and writing system rules to compose and respond to texts AC9LJ8U02		
	understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation [Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing] ACLJAU176			
	explain variations in Japanese language use that reflect different levels of formality, authority and status [Key concepts: register, tenor, respect; Key processes: differentiating, explaining, comparing] ACLJAU178	reflect on similarities and differences between Japanese and English language structures and features, using metalanguage AC9LJ8U03	Understanding the interrelationship of language and culture	
	consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating [Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing] ACLJAC173	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LJ8U04		
	understand that the Japanese language has evolved and developed through different periods of influence and change [Key concepts: language change, word borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining] ACLJAU179			

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	understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other [Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing] ACLJAU180			

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