

Comparison of AC v8.4 to v9.0

Years 9–10 band (7–10 Sequence): Languages/Japanese

Key	same/refined	removed	new	moved
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Note:

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Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, ^{らいしゅう} 来週の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using ~と思います、 ~からです。 They maintain and extend interactions by requesting repetition or clarification and by using あいづち。 They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。 Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (~てはいけません、 ~てもいいです、 ~ています), and the plain form (~たり~たりします、 ~と思います、 ~つもり)。 They extend or qualify their message by using adverbs such as とくに、 ^{ときどき} 時々、 and link ideas by using conjunctions, such as それに、 だから、 けれども。 Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as たいま、 おかえり。 They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use. Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、 で (purpose/by) and に (location)。 They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ。 Students explain how Japanese cultural values such as the importance of community, ^{うち / そと} 内 / 外、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。 だいじょうぶ？。</p>		<p>By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.</p> <p>Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience</p> <p>[Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions] ACLJAC019</p>	<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9LJ10EC01</p>	Interacting in Japanese	Communicating meaning in Japanese
	<p>develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences</p> <p>[Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring] ACLJAC021</p>	<p>use Japanese language in exchanges to question, offer opinions and compare and discuss ideas AC9LJ10EC02</p>		

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	participate in activities that involve transacting, negotiating, planning and participating in events and experiences [Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing] ACLJAC020	use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LJ10EC03		
	access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others [Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing] ACLJAC022	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LJ10EC04	Mediating meaning in and between languages	
	listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content [Key concepts: character, theme, expression; Key processes: reviewing, responding, adapting, comparing] ACLJAC024			
	translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another [Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading] ACLJAC026	apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LJ10EC05	Creating text in Japanese	
	convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience [Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting] ACLJAC023	create spoken, written and multimodal, informative and imaginative texts selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of kana and kanji AC9LJ10EC06		
	create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences [Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing] ACLJAC025			
	create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations [Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing] ACLJAC027			
participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making [Key concepts: frames, norms, reciprocity, reflection; Key processes: comparing, analysing] ACLJAC028				
Understanding	understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds [Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising] ACLJAU030	apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds AC9LJ10EU01	Understanding systems of language	Understanding language and culture
	convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words [Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction] ACLJAU031	select and use structures and features of the Japanese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LJ10EU02		
	understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas [Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying] ACLJAU03			
	use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects [Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining] ACLJAU033			
	recognise variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing] ACLJAU034			
	reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features AC9LJ10EU03			

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	reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time [Key concepts: identity, perspective, change; Key processes: reviewing, presenting, reflecting] ACLJAC029	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LJ10EU04	Understanding the interrelationship of language and culture
	understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing] ACLJAU035		
	recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony [Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating] ACLJAU036		

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