

Years 9–10 band Japanese (P–10 Sequence)

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 9–10 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 it is organised by, e.g. AC9LJ10C01 indicates the Communicating meaning in Japanese strand.

Key to content description codes: Japanese	
e.g. AC9LJ10C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Japanese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Japanese (J)	
Years 9–10 (10)	
Strand (C, U)	
Content description number (##)	

Years 9–10 band Australian Curriculum: Japanese achievement standard

By the end of Year 10, students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use combinations of kana and a range of kanji appropriate to context.

Students incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of scripts, language structures and features, to make and predict meaning. They identify multiple readings of familiar kanji in different compounds. They support analysis of Japanese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 10	Students learn to:	
Students contribute to and extend interactions in Japanese language in increasingly unfamiliar contexts related to a wide range of interests and issues.	• initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others	AC9LJ10C01
	• contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences	AC9LJ10C02
They interpret texts by evaluating and synthesising information, ideas and perspectives.	• contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences	AC9LJ10C02
	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience	AC9LJ10C03
They show understanding of how features of language can be used to influence audience response.	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience	AC9LJ10C03
	• interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts	AC9LJ10C04
They create texts, selecting and manipulating language for a range of contexts, purposes and audiences.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context	AC9LJ10C05
They apply and use complex sentences and structures to create and respond to spoken and written texts.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context	AC9LJ10C05
They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context	AC9LJ10C05
They select and use combinations of kana and a range of kanji appropriate to context.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, a range of features and conventions to engage different audiences, and using combinations of kana and a range of kanji appropriate to context	AC9LJ10C05
They incorporate features, conventions and phrasing patterns of spoken Japanese in informal and formal speech, to extend fluency.	• apply features, conventions and phrasing patterns of spoken Japanese in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds	AC9LJ10U01
They demonstrate understanding of the conventions of spoken and written texts and the connections between them.	• apply features, conventions and phrasing patterns of spoken Japanese in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds	AC9LJ10U01
	• apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas	AC9LJ10U02
They apply knowledge of scripts, language structures and features, to make and predict meaning.	• apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas	AC9LJ10U02

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They identify multiple readings of familiar kanji in different compounds.	<ul style="list-style-type: none"> apply features, conventions and phrasing patterns of spoken Japanese in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds 	AC9LJ10U01
They support analysis of Japanese texts using metalanguage.	<ul style="list-style-type: none"> reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features 	AC9LJ10U03
They reflect on their own cultural perspectives and identity, and draw on their experience of learning Japanese, to evaluate how this learning influences their ideas and ways of communicating.	<ul style="list-style-type: none"> reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating. 	AC9LJ10U04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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