Comparison of AC v8.4 to v9.0

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

Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話かいわ、外国語（がいこくご） and adjectives, for example, 早い、上手な、下手（た）な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.

Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, 内（うち）/ 外（そと）and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours. | 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. |

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	engage in discussions and comparisons of young people's interests, activities and lifestyles [Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating] ACLJAC181	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	Interacting in Japanese	Communicating meaning in Japanese
	collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion [Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating] ACLJAC182	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LJ10C02		
	analyse ideas presented in a range of texts, identifying context, purpose and intended audience [Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing] ACLJAC184	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	Mediating meaning in and between languages	

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	compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture [Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing] ACLJAC188		interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LJ10C04		
	analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: 内/外, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating] ACLJAU196				
	identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences [Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing] ACLJAC186				
	present different types of information for specific purposes and contexts using appropriate formats and styles of presentation [Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting] ACLJAC185		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	Creating text in Japanese	
	create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons [Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing] ACLJAC187				
	create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements [Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating] ACLJAC189				
	monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication [Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing] ACLJAC190				
	reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions [Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling] ACLJAC191				
Understanding	understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating] ACLJAU192		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	Understanding systems of language	Understanding language and culture
	use knowledge of familiar kanji to predict meaning of unknown words [Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding] ACLJAU193		apply knowledge of grammatical and writing systems to predict meaning and compose texts that contain some structures and ideas AC9LJ10U02		
	understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations [Key concepts: metalanguage, plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing] ACLJAU194				
	identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English [Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying] ACLJAU195		reflect on and evaluate Japanese texts, using metalanguage to analyse language structures and features AC9LJ10U03		
	develop language to reflect on the experience of learning and using Japanese [Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating] ACLJAC183				
	investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing] ACLJAU197			Understanding the interrelationship of language and culture	

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understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret [Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing] ACLJAU198			
	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		