



# Japanese

## Second Language

Victorian Certificate of Education **Study Design**

Victorian Curriculum and Assessment Authority  
2004

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2014

The accreditation period commences on 1 January 2005.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. *Hiragana* and *Katakana* syllabaries and a prescribed number of *Kanji* (Chinese characters) will be studied.

## RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

## AIMS

This study is designed to enable students to:

- use Japanese to communicate with others;
- understand and appreciate the cultural contexts in which Japanese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Japanese and English, and/or other languages;
- apply Japanese to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## ENTRY

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Japanese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

The study of Japanese is offered at two levels in the VCE (Japanese First Language and Japanese Second Language). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the *VCE and VCAL Administrative Handbook*.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Japanese Second Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

## SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

### **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

### **KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

### **LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

### **VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Japanese Second Language the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Japanese Second Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations\*: oral component } 12.5 per cent  
written component } 37.5 percent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

\*A single grade is awarded.

## Units 1–4: Common areas of study

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Japanese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 28 and 29.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Japanese-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, personal information, home and neighbourhood, places of interest in Australia, family/friends.</i></li> <li>• <b>Daily life</b> <i>For example, routine, school, interests and leisure, health and sickness.</i></li> <li>• <b>Past and future</b> <i>For example, future plans/education and aspirations, past experiences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visiting Japan</b> <i>For example, getting around (transport and directions, tickets and reservations, accommodation), shopping and eating, tourist attractions in Japan.</i></li> <li>• <b>Life in Japan</b> <i>For example, traditional culture, contemporary culture.</i></li> <li>• <b>Getting to know people in Japan</b> <i>For example, meeting and visiting people, leisure activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The world of work</b> <i>For example, casual work (arubaito), men and women in the workforce.</i></li> <li>• <b>Changes in daily life</b> <i>For example, changes in leisure, activities, changes in the educational system, gadgets in daily life.</i></li> <li>• <b>Home and neighbourhood</b> <i>For example, changes and comparisons between city/country, Australia/Japan, changes in family life, changes in the local environment.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement	Formal letter	Play
Announcement	Instruction	Poem
Article*	Interview (script)	Postcard
Biography*	Invitation*	Report* ( <i>reppoto</i> )
Brochure*	Itinerary	Report* ( <i>Hookokusho</i> )
Cartoon	Journal entry*	Review*
Chart	Map	Song
Comic	Menu	Speech (script)*
Commentary	Message*	Story*
Conversation*	News item*	Summary*
Discussion*	Note	Survey
Email*	Personal account*	Table
Essay*	Personal letter*	Timetable
Extended caption*	Personal profile* (including <i>rirekisho</i> )	Web page
Fax*		

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

## VOCABULARY

It is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design.

A vocabulary list is provided on the VCAA website ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)) as a resource base for teachers and students. It is not intended to be a definitive or comprehensive list of all the items of vocabulary students will need to know, since much will depend on the particular sub-topics selected for study, and the detail in which they are treated. The examinations may include words that are not on this list. In this case they will be glossed in English, or they will be of the kind that do not impede overall understanding of the text, and/or which can be found in any of the recommended dictionaries.

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 36.

The list of prescribed *Kanji* below contains 150 items that students are expected to be able to use in writing in Japanese, and 50 items for recognition when reading texts in Japanese. Students will be expected to understand all the *Kanji* listed, and be able to use all the *Kanji* listed for active use.

## PRESCRIBED KANJI

### For active use

numbers	一 二 三 四 五 六 七 八 九 十 百 千 万
counters	本 人
seasons/time	春 夏 秋 冬 日 月 火 水 木 金 土 曜 年 時 分 夕 半 午 毎 週 間 今 先 朝 晚 昼 夜 去
parts of the body	目 口 耳 手
positions/directions	上 中 下 右 左 前 後 東 西 南 北 外
family	父 母 子 家 族
adjectives	大 小 好 安 高 新 古 多 少 楽 長 近 正 広
verbs	行 来 休 出 入 生 見 立 思 書 言 話 読 売 買 食 飲 知 作 住 会 使 着 聞 帰 持 待
school life	学 校 英 語 文 字
nature	山 川 田 島 花 海 天 雨 雪
miscellaneous	何 友 私 男 女 円 紙 元 気 活 京 都 市 州 国 町 番 社 電 車 自 道 物 名 駅 店 勉 強 方 内

### Recognition only

family	兄 弟 姉 妹
verbs	止 教 乘 通 急 洗 動 歩
miscellaneous	地 院 所 漢 神 銀 心 屋 肉 牛 魚 馬 犬 場 飯 旅 区 県 様 洋 和 寺 病 次 同 森 林 仕 事 早 体 発
colours	赤 青 白 黒 色
repeat sign	々

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

## Summary of forms of verbs and adjectives

## Plain forms

Verbs	Adjectives	Copula
Examples たべる かく	～い：あかい ～な：しずかな	だ：ほんだ
～た：たべた かいた	～かった：あかかった ～だった：しずかだった	だった：ほんだった
～よう：たべよう ～おう：かこう	あかいだろう しずかだろう	だろう：ほんだろう
～ない：たべない かかない	～くない：あかくない ～では（じゃ）ない： しずかでは（じゃ）ない	では（じゃ）ない： ほんでは（じゃ）ない
～なかった： たべなかった かかなかった	～くなかった： あかくなかった ～では（じゃ）なかった： しずかでは（じゃ）なかった	では（じゃ）なかった： ほんでは（じゃ）なかった

## Polite forms (です/ます)

Verbs	Adjectives	Copula
～ます： たべます かきます	～いです：あかいです （～な）：しずかです	です：ほんです
～ました： たべました かきました	～かったです： あかかったです ～でした：しずかでした	でした：ほんでした
～ましょう： たべましょう かきましょう	～いでしょう： おもしろいでしょう ～でしょう： しずかでしょう	でしょう： ほんでしょう

Verbs	Adjectives	Copula
~ません： たべません かきません	~くないです： あかくないです ~くありません： あかくありません ~ではありません： しずかではありません ~じゃないです： しずかじゃないです	では（じゃ）ありません： ほんでは（じゃ）あり ません
~ませんでした： たべませんでした かきませんでした	~くなかったです： あかくなかったです ~くありませんでした： あかくありませんでした ~ではありませんでした： しずかではありませんでした。 ~じゃなかったです： しずかじゃなかったです	では（じゃ）ありませんで した： ほんでは（じゃ）ありま せんでした
~て： たべて かいて	~くて： やすくていい ~で： しずかできれい  ~く：はやくしなさい あつくなる ~に：しずかにしなさい きれいになった	

～て form

Form	Use	Example
～て	sequence of sentences	町に行ってえいがを見ます。
～てください	polite request	今日は早く帰ってください。
～て+いる	progressive action state	私はテレビを見ています。 あの人はふとっています。
～て+みる	tentative (try doing, do to find out)	日本語を話してみます。
～て+しまう	emphatic (finish doing, do completely)	あの人は一時間でその本を読んでしまいました。
～て+くる	[bring]	プレゼントを持ってきました。
～て+いく	[take/carry]	かさを持っていきます。
～て+はいけない	prohibitive (must not)	まだ帰ってはいけません。
～て+もいい	giving permission (may)	もう帰ってもいいです。
～て+も	concessive (even if, even though)	たくさん食べてもふとりません。 高くても買います。
～て+から	sequential (after doing)	いつも勉強してからテレビを見ます。

～て form + verbs of giving and receiving

Form	Use	Example
～て+くださる	superior does you a favour	先生が本を読んでくださいました。
～て+くれる	someone does you a favour	友だちが日本から本をおくってくれました。
～て+あげる	do a favour for someone (an equal)	買ってあげましょうか。
～て+もらう	receive a favour from someone	友だちに作ってもらいました。
～て+やる	do a favour for someone	弟のしゅくぐいをみてやります。
～て+いただく	receive a favour from a superior	先生に買っていただきました。

～た、～たら、～たり forms

Form	Use	Example
～た+ほうがいい	advice (it is advisable to do)	勉強したほうがいいですよ。
～た+ことがある	experience	<small>おおさか</small> 大阪に行ったことがありますか。
～た+あとで	adjectival clause – time	食事をしたあとでテレビを見ました。
～たり～たり	alternative	日曜日には家でテレビを見たり、本を読んだりします。 あつかったり、さむかったり、たいへんです。

～たら	conditional or temporal (if, when)	たろうさんが来たら、知らせてください。 分からなかったら聞いてください。 おいしくなかったら、食べなくてもいいです。
<b>Plain form – past and present</b>		
Form	Use	Example
PF+ そうです	hearsay (it is said, I hear)	かれは日本へ帰るそうです。 上手だそうです。
PF+ つもりです	intentional	あした行くつもりです。
PF+ とき / あいだ (に) / まえ (に)	time	私が行ったとき、あの人はいませんでした。 日本にいるあいだに何をしますか。 出かけるまえに電話します。
PF+ より	comparative	テレビを見るより本を読むほうが楽しいです。
PF+ かもしれません	possibility	来月行くかもしれません。
PF+ でしょう	probability	あしたは雪になるでしょう。
PF+ と	quotative	田中さんは三時に来ると言いました。 京都へ行こうと思っています。
PF+ ために	purpose, result	いい学校に入るためにいっしょうけんめい勉強しています。
PF+ ように	purpose, result, request	かぜをひかないようにくすりを飲みました。
PF+ し	(not only...but also)	私に電話するように言ってください。 かれはおさけも飲むしたばこもすいます。 私の友だちはやさしいし、あたまもいいです。
PF+ Noun	relative clause	田中さんの / が読んだ本 あした見るえいが あしたテストがあるんです。
PF+ の/んです	explanation, clarification	
PF+ うち	time (while, still, before)	雨がふらないうちに帰りましょう。
PF+ らしいです	appearance (apparently, supposedly)	だれかがここでキャンプをしたらしいです。

## ～ない form

Form	Use	Example
～ない+ほうがいい	advice (it is advisable not to do)	コーラはあまり飲まないほうがいいです。
～なければならない	compulsion (must not)	八時までに学校に行かなければなりません。

## ～ます base

Form	Use	Example
BASE + なさい	polite command	本を読みなさい。
BASE + そうです	appearance (appears, looks like)	雨がふりそうです。 おいしそうですね。
BASE + かた	method	ケーキの作り方を教えてください。
BASE + にくい	(difficult to...)	この字は読みにくいです。
BASE + やすい	(easy to...)	このペンは書きやすいです。
BASE + たい	desiderative (wish, want to)	ジャズを / が聞きたいです。
BASE + たがる	desiderative (referring to 2nd and 3rd person only)	かれは日本に行きたがっています。
BASE + たいとおもっている	desiderative (I think I would like to)	げんじ物語を / が読みたいと思っています。
BASE + に	purpose	日本語を勉強しに日本へ行きます。
BASE + ながら	simultaneous action	ラジオを聞きながら、新聞を読みます。

## Particles

## Noun and Particle

Particle	Function	Example
は	topic maker contrast	あの人はよく町へ行きます。 本はありません。
が	subject subject in subordinate clause  direct object	だれがそう言いましたか。 たか子さんが作ったケーキはおいしかったです。 りんごが好きです。 本が読めます。
の	possessive (of, 's) possessive noun locational adjectival optional alternative to が in adjectival clauses	私の本です。 それはあの人のです。 つくえの上にあります。 日本の車です。 すずきさんの書いた本を読みました。

Particle	Function	Example
に	place of existence (in, at, on) destination (to, into, onto) indirect object point of time purpose	ここに新聞があります。 あした町に行きます。 先生にあげてください。 三時半に行きましょう。 えいがを見に町へ行きます。
へ	direction (to)	東京へ行きます。 右へまがってください。
を	direct object place of motion (along, through)	本を読みます。 道を歩きます。
で	place of action by means of	学校でならいました。 おはしで食べます。
と	connective (and) with (a person)	本とざっしを買いました。 友だちと海に行きました。
や	connective (and etc.)	本やざっしを買いました。
か	connective (or) with interrogatives	今日かあしたしましょう。 だれか来ましたか。
も	repetitive (too, also) (both) (neither...nor) (none, not any)  with an appropriate interrogative with an appropriate interrogative + negative	私も行きます。 ペンもインクもあります。 犬もねこもいません。 少しもありません。 何回 <small>かい</small> も行きました。 だれも来ません。
から	from, point of time, since from, point in space	三時から四時までです。 イタリアから来ました。
まで	until, point of time until, point in space	昼まではたります。 駅まで歩きます。
Word indicating extent		
Word	Function	Example
ごろ	approximate point of time	姉は三時ごろ帰ります。
ぐらい/くらい	approximate amount/time/length	五百グラムぐらいでけっこうです。
しか	extent + negative	千円しかありません。
だけ	extent (only)	一人だけです。
より	comparative (than)	車はバスより早いです。
いちばん	superlative (the most)	これが一番好きです。

## Conjunctions (following non-final verbs)

Conjunction	Function	Example
が	concessive (but)	ひらがなは知っていますが、漢字は知りません。
から	cause (because, since)	つかれたからもうねます。
ので	cause, reason (so), explaining an excuse	雨がふったので行きませんでした。
と	conditional (when) quote  indirect quote	雨がふるとすずしくなります。 あの人は「分かりません。」と言いました。 あの人は分からないと言いました。
のに	concessive	雨がふったのに来てくれました。

## Nominalisers

Nominaliser	Function	Example
の	nominalisation (the one)	赤いのをください。
こと	nominalisation	PF+ ことができる / PF+ ことがある / PF+ ことにする / PF+ ことになる

## Sentence final particles

Particle	Function	Example
ね/ねえ	tag question (isn't it?)	いいお天気ですね。
よ	assurance gentle persuasion	ほんとうにいいえいがですよ。 えいがに行こうよ。
か	question maker	だれですか。
の	soft question maker soft sentence ending	どこへ行くの? かれはあした来ないの。
わ	mild emphasis (feminine)	きれいだよ。

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the theme;
- apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- self-correct/rephrase/ask for clarification;
- recognise and respond to cues for turn taking;
- write and/or word-process personal letters, faxes, emails;
- communicate by voicemail and telephone, as well as face-to-face;
- show awareness of culturally appropriate non-verbal communication, for example bowing;
- use appropriate conversational fillers (*aizuchi*);
- respond appropriately for the context, purpose and audience described;
- recognise and apply *hiragana*, *katakana* and some *kanji*;
- respond in *desu/masu*.

## Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- apply knowledge of the conventions of relevant text types;
- read texts written in *hiragana*, *katakana* and some *kanji*;
- identify main points and supporting ideas;
- order, classify and link items from various parts of the text;
- demonstrate global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and referring to dictionaries;
- apply knowledge of spoken and written plain form.

## Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, describing, comparing and commenting on events or experiences;
- use simple stylistic techniques such as repetition, contrast;
- summarise, explain, compare and contrast experiences, opinions and ideas;
- infer ideas and feelings;
- link ideas, events and characters;
- make use of relevant reference materials;
- identify main ideas, events and sequences of action;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the audience, purpose and context described.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/fax/email.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Japanese or English

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student responds in Japanese to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Japanese, and the other a response in English. Over the course of the unit, both oral and written skills in Japanese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the themes;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, audience and purpose described in the task;
- respond in *desu/masu*;
- recognise and apply *hiragana*, *katakana* and some *Kanji*.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- recognise and use vocabulary, structures and content related to topics studied;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, journal entry or story;
- use structures related to describing, recounting, reflecting and narrating events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas/events and develop ideas logically;
- write or speak appropriately for the context, audience and purpose described in the tasks;
- use connectives to link ideas at sentence and paragraph level;
- hand-write and/or word-process using *hiragana*, *katakana* and some *kanji*.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the texts used are in Japanese and that the student responds in Japanese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Japanese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

## Units 3 and 4

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Japanese-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 33 and 34). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Japanese-speaking community through a range of oral and written texts in Japanese related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and

level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal or imaginative text focusing on an event or experience in the past or present;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- use simple stylistic techniques such as repetition, questions and exclamations;
- make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of register and stylistic features such as repetition and tone.

**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use registers for familiar and unfamiliar audiences;
- use a range of question forms;
- use appropriate intonation, stress, script and punctuation;
- maintain communication by, for example, asking for clarification, self-correcting or rephrasing;
- use response words (*aizuchi*).

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Japanese to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 500 <i>ji</i> personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise and interpret information from texts;
- compare and contrast aspects of texts on a related topic;
- accurately convey meaning;
- show knowledge of and use a range of text types;
- infer meaning from cognates and context.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Japanese-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;

- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Japanese to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Japanese-speaking communities.	20	A 600 <i>ji</i> informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	and A three- to four-minute interview on an issue related to texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### **End-of-year examinations**

The end-of-year examinations are:

- an oral examination
- a written examination.

#### **Oral examination (approximately 15 minutes)**

##### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Japanese.

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Japanese-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

**Written examination (2 hours plus 15 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Japanese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

*Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Japanese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the other(s).

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to three texts.

Questions will be phrased in English for responses in English.

**Part B**

There will be one or two texts.

Questions will be phrased in Japanese and English for responses in Japanese.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Japanese to information provided in a text.

*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 1000–1100 *ji* and there will be two to three texts in total over Parts A and B.

**Part A**

The student will be required to read one or two texts in Japanese. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read one or two texts in Japanese. Questions on the text(s) will be phrased in English and Japanese for response(s) in Japanese.

**Section 3: Writing in Japanese***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Japanese.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 400–500 *ji* in Japanese. The tasks will be phrased in English and Japanese for a response in Japanese.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Japanese or English. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese or English.	2 Listen to, read, and extract and use information and ideas from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

**Outcomes and coursework assessment tasks for Units 3 and 4**

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 500 <i>ji</i> personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken <b>and</b> written texts which reflect aspects of the language and culture of Japanese-speaking communities.	(a) A 500–600 <i>ji</i> informative, persuasive or evaluative written response, for example, report, comparison or review. <b>and</b> (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

**Contribution of assessment tasks to study score**

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
500 <i>ji</i> personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Japanese	7.5
500–600 <i>ji</i> informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Japanese	5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 40.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **Methods**

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## **Structure and organisation**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Japanese Second Language, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

### Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word processing skills in the language.

### Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

### Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

## Unit 1

### Theme

The individual

### Topic

Personal world

### Sub-topic

Introductions

### Grammar

Revise adjective tenses

Past tense adjectives

ことが + adjective

いちばん

～て form

～たり～たり

～て+から

Position words

から/ので reasons

Interrogatives, e.g.

どんな、いくら、どのぐらい、

のほうが

より

Place names

### Text types

Article / chart / cloze exercise /  
conversation / description /  
discussion / drawing / email /  
game / interview / letter / list /  
message / note / personal profile /  
report / self-introduction / survey /  
telephone conversation / website

### Examples of learning activities

#### Listening

listen to a telephone call and write down the message

listen to people introducing themselves and note information about them and their interests

listen to a description of a person and draw him or her

#### Speaking

play celebrity heads in Japanese, asking questions about the characteristics of famous people known to the students

practise strategies for establishing, maintaining and closing an informal conversation and learn fillers

act out a conversation between two people who have just met, introducing yourself and responding to the other person's introduction

survey the class on interests, family members etc. and record the results in a graph

conduct an interview with a Japanese speaker and write an article for a newsletter about the person

#### Reading

read an article about a famous person and summarise


read a series of personal profiles and group the people according to their shared interests

research a famous Japanese person/sports person and write a brief personal profile

#### Writing

Complete a cloze/grammar exercise revising the use of adjectives

interrogatives: rephrase statements as questions in writing or orally

 write a letter or email to your pen friend telling about your hobbies/interests

write out a list of phrases expressing personal likes and dislikes

write a personal profile of yourself for the school year book

**Example assessment task**

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Assessment task:** Reply to a personal letter/fax/email.

**Details of task:** The host family you will be staying with on your trip to Japan later this year have sent a letter telling you about them. Write a letter or email introducing yourself to the host family.

**Unit 1****Theme**

Japanese-speaking communities

**Topic**

Visiting Japan

**Sub-topic**

Tourism and travel

**Grammar**

Revise times and dates

～から～まで

～がほしい

～がいります

より

～て+はいけません

～なければなりません

～て+もいい

なさい

～ませんか

でも/しかし

～たい

**Text types**

Advertisement / announcement / booking / brochure / chart / description / documentary / game / itinerary / journal entry / list / map / pictures / postcard / presentation / role-play / script / summary / telephone call / timetable / web page

**Examples of learning activities***Listening*

listen to advice on train departures, write down times and work out which ones are most suitable for specific purposes

listen to an advertisement for a holiday in Japan and list the main advantages of this destination

listen to a platform/train/airport announcement and analyse key language

listen to recorded telephone information about a tourist destination and choose the appropriate information path to gain the information you need to complete a chart

*Speaking*

in pairs, list items to pack for a real/imaginary trip and compare items

participate in a role-play to convince your friend to come with you on the school trip to Japan

play a transport game visiting different countries and towns


telephone for information to book accommodation and finalise travel arrangements


*Reading*

read information about holiday packages and fill in a summary sheet for friends

read aloud the script for a documentary on travel destinations in Japan, matching the script with the appropriate picture


analyse different samples of text types and discuss


 read brochures/Internet information about holiday destinations to advise a friend

 research exchange rates online between Australia and Japan and develop a ready-reckoner for converting dollars into Yen and vice versa

read train information and timetables to plan a ten-day tour of Japan, write an itinerary with travel details

*Writing*

 plan an online itinerary for a holiday in Japan and plot places on a map

 send an electronic postcard to your teacher describing your most interesting day in Japan

write a journal entry, reflecting on the last day of your stay with a Japanese-speaking family

prepare a presentation featuring the highlights of your trip to Japan

***Example assessment task***

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

**Details of task:** Listen to a recorded message in Japanese on a telephone hotline about holiday packages. Note the cost for air travel, accommodation and the date of departure for each one in English on a comparative chart.

## Unit 1

### Theme

The changing world

### Topic

The world of work

### Sub-topic

Part-time work

### Grammar

～ことがある  
～ことができる  
～たいとおもっている  
く/になる  
つもり  
～ことにする  
ために  
から/ので  
から～まで

### Text types

Account / advertisement /  
application / article / brochure /  
chart / CV / debate / discussion /  
exercise / letter / notes /  
personal history form /  
presentation / role-play /  
summary / web page

### Examples of learning activities

#### Listening

listen to a student speaking about his or her part-time work and write a brief summary

listen to the descriptions of a series of part-time jobs, identify the jobs and the main features and responsibilities for each one on a chart

#### Speaking

class discussion: the advantages and disadvantages of having a part-time job while studying

research part-time work in Australia and Japan and discuss your findings: types of jobs/demographics etc.



research the Internet for information about your ideal part-time job and present a two-minute oral presentation to the class

role-play a job interview, convincing an employer to hire you for the part-time job they are offering

#### Reading

read three job advertisements and tell your class which one you are best suited to and why



look at a website offering career prospects in a specialised field and list ones of interest to you

read career brochures; identifying options for Japanese speakers



on the Internet research opportunities for part-time jobs in Japan and make notes, considering visa conditions

#### Writing

complete a personal history form outlining your relevant experience for getting a part-time job

write an account of your first day in a new part-time job

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese or English.

**Details of task:** Read an article about various careers and select and list the careers suited to students with Japanese qualifications. Note in English the advantages that Japanese skills give for each career from the information that you have read.

## Unit 1

### Theme

The Japanese-speaking communities

### Topic

Life in Japan

### Sub-topic

Japanese film, *anime* or television

### Grammar

Revise plain forms

Sentence final particles:

e.g. ね、ねえ、よ、の、わ

～て+も

～て+から

～た+ことがある

～た+あとで

ので

PF+ の/んです

PF+ noun (relative clause)

Joining adjectives

### Text types

Advertisement/ broadcast / chat room script / documentary / email / exercise / extract / film / interview / list / review / magazine cover / notes / poster / role-play / song / story / television program/ video / web page


### Examples of learning activities

#### Listening

listen to and watch promotional materials (advertisement, trailer) for a movie, *anime* or television program and complete a cloze exercise

watch and listen to a small segment from a film a number of times to analyse the verbal and body language used to convey meaning, mood and intent, and make predictions about the next action in the film

#### Speaking

 develop a short trailer for a film in Japanese and video or animate your presentation


discuss text types and strategies for writing a review

participate in a role-play with a friend arranging to see a Japanese movie

watch a video and summarise the key elements of the story in an oral presentation to the class

watch a film and discuss the character of the hero

#### Reading

 search the Internet for information about a famous Japanese actor or director and prepare questions for an interview with him or her


 search the Internet for information on Japanese film or television

read a review of a movie, *anime* or television program and make notes

#### Writing

create a magazine cover or poster to promote a film

write a short review of a television show, *anime* or film seen in class, stating your opinion about the topic

 with a partner, write a chat room script in which you discuss a Japanese film or program you have both seen

### Example assessment task

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

**Assessment task:** Review.

**Details of task:** Write a review of a Japanese television program, *anime* or film that you have seen for a viewers' magazine. Write about various aspects and rate the program, giving reasons for your views.

## Unit 2

### Theme

The individual

### Topic

Personal world

### Sub-topic

Places of interest to Japanese visitors to Victoria

### Grammar

～た+ ほうがいい

～たら/～ば

verb stem + かつた

PF + ことができる

によると....そう

とき

まえに

あいだに

でしょう

かもしれない

### Text types

Announcement / brochure / conversation / description / graph / itinerary / map / role-play / speech / telephone conversation / web page

### Examples of learning activities

#### Listening

listen to a tour guide's description of one of Victoria's tourist destinations and identify its main features

listen to the pronunciation of Victorian tourist destinations in Japanese and identify the correct *katakana* spelling for each one

#### Speaking

discuss linguistic strategies for convincing/negotiating, and non-verbal communication strategies and fillers


participate in a telephone conversation with an employee related to booking a family ticket for a visit to an animal sanctuary or zoo

use affirming phrases and formulaic expressions related to making arrangements and completing transactions


present an itinerary that would interest Japanese visitors staying in your area for one week and discuss possible modifications with the class or a partner

describe the best way to get from one place to another using a map

#### Reading


 research tourist destinations in Victoria which offer information in Japanese for tourists (Sovereign Hill, Phillip Island, Royal Melbourne Zoo etc.); information may be available on the Internet to complete this task

research and assess the scope and effectiveness of facilities and information available for Japanese tourists in your local town or city

 research the most popular Victorian tourist destinations and present your findings in graph form, labelled in Japanese; this task can also be presented in Excel

read extracts from a range of Japanese sources on a specific tourist destination; practice referring to sources of information using appropriate Japanese patterns in a class discussion

#### Writing

 using desktop publishing, develop a brochure promoting a particular tourist spot in Japanese

write up an itinerary for a one-week tour of selected Victorian tourist destinations

**Example assessment task**

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.

**Assessment task:** Role-play.

**Details of the task:** Participate in a role-play with a friend to make arrangements for a day out, involving a tourist destination of interest to all parties.

**Unit 2****Theme**

The Japanese-speaking communities

**Topic**

Getting to know people in Japan

**Sub-topic**

Visiting a Japanese family – daily life

**Grammar**

BASE + ながら

より

PF + より

やすい/にくい

もっていく/くる

～ことにする

Honorifics (basic)

PF + まえに、とき、あいだに

～のほうがいい

くらべると

**Text types**

Animation / cartoon / conversation / description / discussion / exercise / extract / game / interview / journal entry / magazine article / movie / presentation / recipe / recording / report / review / role-play / talk / video / web page

**Examples of learning activities***Listening*

listen to a recording, identify the actions undertaken by the speaker(s) and put them in order

listen to a conversation that takes place at meal time to identify the foods and the topics of conversation and the relationships between the speakers

watch and listen to a scene from a movie or television show depicting a Japanese family having a meal or getting organised in the morning; then without the original sound, describe the actions of one of the characters in a commentary to accompany the scene

*Speaking*


role-play a dinner in a Japanese home

discuss your daily routine comparing it with those of other members of the class


conduct an interview to establish people's daily habits and present the information visually

*Reading*

read and prepare a Japanese dish according to a recipe

 using a range of resources including the Internet, research the lifestyle of a home maker in Japan for a magazine article

read descriptions of specific daily activities in Japan, such as *ofuro*, and match them to the appropriate pictures

 research the responsibilities of the members of a particular Japanese family, paying attention to finances, education, shopping, paid work, chores, making meals and so on; compare your findings to those of other members of the class; video conferencing, email, the Internet, the telephone etc. may be used in this task

*Writing*

write a review of the lifestyle of a homemaker you have researched, comparing the lifestyle to similar roles in your own culture or globally

write a description of how to make a meal, including the recipe

present a cartoon or animation showing the daily activities of a particular Japanese family

write a brief journal entry with comments on your normal daily routine

**Example assessment task**

**Outcome 2:** Listen to, read and extract and use information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

**Details of the task:** Imagine that you are planning to invite all the members of a Japanese family you know well to join you in an activity on Saturday. Listen to the four members of the family talk about what they already have planned for Saturday. Use this information to develop a proposal for an activity that you can do with the whole family on that day, making sure that you suggest a time and location that is suitable for all of the family members. Write the details of your proposal in English in note form.

## Unit 2

### Theme

The changing world

### Topic

Home and neighbourhood

### Sub-topic

Our environment at risk

### Grammar

PF+ ために

PF+ うちに

PF+ し

PF+ ように

PF+ そうです

～たら

～た+ほうがいい

ぐらいくらい

Relative clauses

### Text types

Article / chart / commentary /  
description / discussion /  
email / exercise / explanation /  
letter / note / photograph /  
poem / presentation / review /  
role-play / story / survey /  
web page

### Examples of learning activities

#### Listening

listen to a commentary about recycling and follow the accompanying brochure, underlining each recycling strategy as you hear it

listen to a conservationist discussing ways of looking after our environment and make notes under the headings recycling, pollution prevention and conservation


watch and listen to a movie (e.g. *Totoro*) to make comparisons between the relationship with nature of people living in the past and present, or in the city and country

#### Speaking

describe an aerial photograph of a city or area in Japan using appropriate Japanese structures to describe the relative positions and features of landmarks

conduct a survey about what people recycle and discuss in class


explain to the class how you contribute to saving the environment in your everyday life

 research online the use of wooden products in Japan (chopsticks, packaging) and present the information backed up by statistics in an oral presentation


#### Reading

read and discuss a haiku poem idealising nature

read a review about conservation and recycling, then reorganise the information into an advertisement


 research online information on the effect of pollution in Japan and summarise your findings in point form

#### Writing

 research using the Internet interesting Japanese responses to pollution issues, for example in Tokyo Bay, and write an article about your findings

identify a controversial environmental issue and present two positions on the issue in chart form, for example, whaling

write a letter to the editor of a local newspaper in which you suggest strategies for helping to save our resources

 write an email to an action group explaining why you want more information on their cause

write a haiku poem





































