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

Menyn 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

Accredited by the Victorian Qualifications Authority
41a St Andrews Place, East Melbourne, Victoria 3002

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Japanese First Language
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January 2013
32 Summary of outcomes and assessment tasks

35 Advice for teachers
   Developing a course
36 Use of information and communications technology
37 Key competencies and employability skills
   Learning activities
56 Main characteristics of common text types
57 Main characteristics of different kinds of writing
59 Suitable resources
IMPORTANT INFORMATION

Accreditation period
Units 1–4: 2005–2020
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

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.

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 taught widely in Australian schools and its popularity 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

The aims of the study design are to develop students’:

• ability to use Japanese to communicate with others;
• understanding and appreciation of their own and other cultures;
• understanding of language as a system;
• potential to 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 to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Japanese First Language is designed for students who will, typically, have spent some time as a resident and/or have had significant experience of studying Japanese in a country in which Japanese is a major language of communication.

The study of Japanese is offered at two levels in the VCE (Japanese First Language and Japanese Second Language). Entry to 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 First 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 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 First 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 First Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 10 per cent
  written component 40 per cent

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 First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they 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 have been selected to 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:

- Self and others
- Tradition and change in the Japanese-speaking communities
- Global issues

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 22 and 23.
### TEXT TYPES

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the Advice for Teachers section.)

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Editorial</th>
<th>Questionnaire/survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography</td>
<td>Essay (informative, evaluative, persuasive)</td>
<td>Report</td>
</tr>
<tr>
<td>Biography</td>
<td>Formal correspondence</td>
<td>Résumé/Curriculum vitae</td>
</tr>
<tr>
<td>Brochure</td>
<td>(including business letters)</td>
<td>Review</td>
</tr>
<tr>
<td>Commentary</td>
<td>Interview</td>
<td>Script (radio/television/film)</td>
</tr>
<tr>
<td>Critique/review</td>
<td>Journal entry</td>
<td>Speech</td>
</tr>
<tr>
<td>Data chart</td>
<td>Newspaper/magazine article</td>
<td>Summary/precis</td>
</tr>
<tr>
<td>Debate</td>
<td>Novel/short story</td>
<td>Technical instructions</td>
</tr>
<tr>
<td>Documentary (film/television)</td>
<td>Poem</td>
<td>Website</td>
</tr>
</tbody>
</table>

### 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 AND REGISTER

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. Students should also be taught to use register appropriate to context, purpose and audience. They should know, for example, that colloquialisms are appropriate, but only in certain contexts (e.g. a story involving a dialogue between two young people). Information on the use of dictionaries in the end-of-year written examination is provided on page 30, and published annually in the VCE and VCAL Administrative Handbook.

KANJI

It is expected that the student is able to recognise commonly used jooyoo kanji and produce 1006 kyooiku kanji.

GRAMMAR

The list below is not intended to be exhaustive. It focuses instead on items which students who have a background in Japanese may not be familiar with, and which may therefore require a particular teaching and learning emphasis.

Verb

passive e.g. 飲まれる
 食べられる
 行われる

causative e.g. 飲まする
 食べさせる
 させる

passive causative e.g. 飲ませられる
 食べさせられる
 させる

potential form e.g. 飲める
 食べられる (食べれる)
 できる
 来られる (来れる)
 見られる (見れる)

NOTE: 食べれる, 来れる, 見れる are accepted only in oral use. In written work these may be used in quoting part of a conversation.

Verbs of giving and receiving e.g. て - Form あげる / やる
 て - Form くださる / くれる
 て - Form いただく / もらう
Adjectives, present and past tenses  e.g. 大きい → 大きかった → おおきかったです
                   しずか → しずかだった → しずかでした

Honorifics/humble forms  e.g. いる → いらっしゃる, おる
                            言う → おっしゃる, もうす
                            見る → ごらんになる, はいけんする
Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 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 an issue of interest or concern.

Key knowledge and skills

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

- use structures related to explaining, persuading and commenting on issues both real and imaginary;
- use a range of vocabulary and expressions, for example, to add emphasis;
- link and sequence ideas and information in written or spoken texts;
- initiate, maintain and close an exchange;
- use appropriate intonation and stress;
- use correct script and punctuation;
- use genkooyooshi:
- rephrase to maintain communication;
- build upon cues provided;
- deal with misunderstanding, for example, by apologising and asking for clarification;
- communicate in a range of text types, for example, letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication.
Outcome 2
On completion of this unit the student should be able to listen to, read, and reorganise information and ideas from written and spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• respond appropriately for the context, audience and purpose described;
• recognise and use a range of vocabulary, structures and content related to topics studied;
• use context and grammatical markers to infer meaning of unfamiliar words or phrases;
• extract and reorganise information from one text type to another;
• identify main points and supporting ideas;
• link items from various parts of the text;
• establish and confirm meaning through re-reading, and referring to dictionaries;
• appreciate cultural aspects critical to understanding the text.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a fictional text.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• provide personal comment/perspective on aspects of the text;
• respond appropriately for the context, purpose and audience described;
• use structures related to describing, comparing and commenting;
• compare and comment on experiences, opinions, ideas, feelings and reactions;
• support views with evidence;
• 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 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:**
- discussion
  
  *or*
  
- personal letter/fax/email.

**Outcome 2:**
- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
  
  *and*
  
- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

**Outcome 3:**
- oral presentation
  
  *or*
  
- review
    
  *or*
  
- article.

It is expected 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.
Unit 2

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–15 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 focusing on the resolution of an issue.

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

• use structures related to informing, explaining, persuading, negotiating, agreeing and disagreeing;
• use a range of vocabulary and expressions appropriate to the topic areas;
• use fillers, affirming phrases, formulaic expressions and exclamations related to persuasion;
• come to agreement, reach decisions and conclude a case;
• link and sequence ideas to add weight to argument;
• initiate, maintain, direct as appropriate, and close an exchange;
• use gesture, stance and facial expression to enhance meaning and persuade;
• use examples and reasons to support arguments, and to convince;
• initiate and respond appropriately for the context, purpose and audience described.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and compare 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:
- use a range of vocabulary, structures and content related to topics studied;
- recognise stylistic features such as contrast, repetition and understatement;
- infer meaning from linguistic and contextual features;
- summarise, explain and compare ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas;
- appreciate cultural aspects critical to understanding the texts;
- link items from various parts of the texts.

Outcome 3
On completion of this unit the student should be able to produce an imaginative piece 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, story or spoken personal account;
- use structures related to describing, recounting and narrating;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as imagery, repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- respond appropriately for the audience, context and purpose.

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 the 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.

**Outcome 2:**
- listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Japanese
  
  and
  
  - read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Japanese.

**Outcome 3:**
- journal entry
  
  or
  
  - spoken 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.

There are two options for detailed study: language and culture through Literature and the Arts; language and culture through VET.

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and 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 Sections 1 and 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. All assessment task(s) for the detailed study should be designed to assess the student’s understanding and appreciation of aspects of language and culture and should be drawn from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 27 and 28). 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 Literature and the Arts

This detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Japanese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author’s/director’s/composer’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the
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 at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example, a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

**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 12–15 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:

• write from a first- or third-person perspective;
• use structures related to describing, recounting and narrating;
• use a range of relevant text types and vary style and register for audience, context and purpose;
• organise and sequence ideas;
• use stylistic techniques such as repetition, rhetorical questions, imagery or changes in tone, and speed of delivery.

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:

• summarise and synthesise ideas and information from a range of sources;
• recognise speakers’ intention/attitude;
• convey meaning accurately;
use knowledge of the structure of the language to establish and confirm meaning;
show knowledge of and distinguish between different registers 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:
• participate in interviews, debates or discussions on known and unknown topics;
• exchange, negotiate, justify and elaborate upon attitudes, values and ideas;
• ask questions, respond in some depth and build upon ideas of others;
• record key points and ideas raised during the course of an exchange;
• use the generally accepted conventions of a range of formal and informal text types;
• use registers for familiar and unfamiliar audiences;
• link, sequence and show relationship of ideas/factual information;
• use a range of vocabulary, including some specialist terminology;
• use and understand a variety of complex structures to imply meaning, indicate mood, depth of
intent or degree of willingness.

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.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>20</td>
<td>A 1400–1600 ji imaginative written piece.</td>
</tr>
<tr>
<td>Express ideas through the production of original texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>20</td>
<td>A response to specific questions or instructions, analysing and using information requested.</td>
</tr>
<tr>
<td>Analyse and use information from spoken texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>10</td>
<td>A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.</td>
</tr>
<tr>
<td>Exchange information, opinions and experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*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 12–15 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:

• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise and synthesise information from texts;
• accurately convey meaning;
• show knowledge of a range of text types and some technical vocabulary;
• show knowledge of stylistic features such as repetition, contrast and imagery;
• infer meaning from cognates, grammatical markers and common patterns of word formation.

Outcome 2

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

Key knowledge and skills

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

• identify, compare and evaluate values, attitudes and beliefs expressed in a range of texts or procedures related to topics or a special area;
• produce a text to present a particular stance on an issue;
• understand the notion of ‘appropriateness’ and its relationship to purpose, audience and context;
• analyse information and ideas to find similarities, differences and evidence of bias;
• recognise a writer’s or presenter’s intention/attitude in a text;
• analyse and compare themes, experiences and the creation of effect in imaginative and persuasive texts;
• recognise the extent to which texts can be interpreted differently by different readers;
• read or view, and review a text;
• select and make use of relevant reference materials;
• organise and make effective use of evidence gathered.

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. The student must respond in Japanese to all assessment tasks.
End-of-year examinations

The end-of-year examinations are:

• an oral examination
• a written examination.

Oral examination (approximately 10 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: Presentation (approximately 5 minutes)

The student will be asked to indicate to the assessors the option selected for detailed study (language and culture through Literature and the Arts, or language and culture through VET) and the sub-topic chosen. The student will then, in no more than one minute, briefly outline the issue selected for their presentation. The student should also alert assessors to any objects and/or cue cards brought to support their presentation.

The student will then begin their presentation, which should last no longer than four minutes. The presentation should embody a clear stance on the issue selected, relate clearly to the sub-topic chosen for detailed study, and be supported by evidence.

The student will be expected to refer to texts studied if they have followed the language and culture through Literature and the Arts option. Teachers should refer to the VCAA LOTE VET supplement for details if they have followed the language and culture through the VET option.

The student may support the presentation with objects such as photographs, diagrams, maps, and brief speaker’s notes. These should be in point form and on a small (no more than 20 cm x 12.5 cm) card.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Analyse and use information from written texts.</td>
<td>20</td>
<td>A response to specific questions or instructions, analysing and using information requested.</td>
</tr>
<tr>
<td>Outcome 2 Respond critically to spoken and written texts which reflect aspects of language and culture.</td>
<td>20</td>
<td>A 1400-1600 word persuasive or evaluative written response, for example, report, essay, article or review. and A four- to five-minute interview on an issue related to texts studied.</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.
Section 2: Discussion (approximately 5 minutes)
Following the presentation the student will discuss aspects of the nominated issue with the assessor(s) and should be prepared to clarify points presented. The student should also expect the discussion to range beyond the issue selected. It might include reflection on experiences, speculation on further developments, or discussion of possibly unfamiliar issues. Assessors may also expect the student to answer general questions on the detailed study.

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 listen to a recorded passage and respond to a range of questions requiring responses in Japanese. The student will be expected to demonstrate understanding of underlying ideas as well as the general sense and specific details of the text.

Specifications
The text in Section 1 of the written examination will be related to one of the prescribed themes, and be drawn from any one of a range of sources such as news items, reviews, interviews, lectures, discussions and current affairs broadcasts.

The student will hear a text in Japanese of approximately 3 to 4 minutes’ duration which focuses on an issue related to one or more of the prescribed themes. The text will be read twice with a pause of 5 minutes between the first and second readings in which students may take notes. 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. The student will have approximately 17 minutes after the second reading to complete the responses.

The student will be required to answer in Japanese a number of questions in Japanese, some of which will require answers in paragraphs. Questions will focus on the ideas underlying the text, as well as specific items of information. The student will be given an indication of the length of the responses required.

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 information from written texts.

The student will be required to use Japanese to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Japanese.

Specifications
The texts will be related in theme but may be different in style and purpose. The theme will be drawn from one of the three prescribed themes. The texts will be largely authentic texts of up to 2000 ji in total.

The student will be required to read the two texts and write a response of between 900–1100 ji in Japanese to a task requiring the identification and synthesis of relevant information and ideas from the two texts. The task will specify a purpose, context and audience and a text type. The text type will be different from those in the texts provided.
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 either an imaginative or evaluative text of between 1000–1200 ji. There will be a choice of five tasks. The tasks will be related to the prescribed themes.

The imaginative writing tasks may include a text in Japanese, a visual, or a combination of text and visual.

The evaluative writing tasks will involve the organisation of arguments and ideas in a structured consideration of a given issue.

All tasks will specify a purpose, audience, context and text type.
## 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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish and maintain a spoken or written exchange related to an issue of interest or concern.</td>
<td>Discussion. or Personal letter/fax/email.</td>
<td>Participate in a spoken or written exchange focusing on the resolution of an issue. or Role-play.</td>
</tr>
<tr>
<td>2</td>
<td>Listen to, read and reorganise information and ideas from spoken and written texts.</td>
<td>(a) Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type. or (b) Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.</td>
<td>(a) Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Japanese. or (b) Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Japanese.</td>
</tr>
<tr>
<td>3</td>
<td>Produce a personal response to a fictional text.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>Produce an imaginative piece in spoken or written form. or Journal entry. or Spoken personal account. or Short story.</td>
</tr>
</tbody>
</table>
### Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1400–1600 ji imaginative written piece.</td>
<td>1</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A response to specific questions or instructions, analysing and using information requested.</td>
</tr>
<tr>
<td>2</td>
<td>A response to specific questions or instructions, analysing and using the information requested.</td>
<td>2</td>
<td>Respond critically to spoken and written texts which reflect aspects of language and culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(a) A 1400–1600 ji persuasive or evaluative written response, for example, report, essay, article or review. and</td>
</tr>
<tr>
<td>3</td>
<td>A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 1400–1600 ji imaginative written piece.</td>
<td>10</td>
<td>Oral examination</td>
<td>5</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>10</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>A four- to five-minute oral presentation.</td>
<td>5</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td>Written examination</td>
<td>12.5</td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>10</td>
<td>Listening and responding</td>
<td>12.5</td>
</tr>
<tr>
<td>A 1400–1600 ji persuasive or evaluative written piece.</td>
<td>10</td>
<td>Reading and responding</td>
<td>15</td>
</tr>
<tr>
<td>Four- to five-minute interview.</td>
<td>5</td>
<td>Writing</td>
<td>12.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>22.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 34.

Teachers should 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 in order for the teacher 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 text type, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Japanese First 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 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.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginative written piece</td>
<td>Communication, planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Evaluative oral presentation</td>
<td>Communication, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Analysis and response to written texts</td>
<td>Communication, problem solving, planning and organising</td>
</tr>
<tr>
<td>Persuasive or evaluative written response</td>
<td>Communication, problem solving, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Interview</td>
<td>Communication, teamwork, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Detailed study</td>
<td>Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Sample 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
Tradition and change in the Japanese-speaking communities

Topic
Lifestyles

Sub-topic
Changing lifestyles

Text type
Animated story / biography / cartoon / discussion / documentary-essay / list / note / oral report / synopsis / website

Examples of learning activities

Listening
view となりのトトロ and make notes of lifestyles you do not find today

Speaking
discuss changes in lifestyles in Japan comparing those you find in "サザエさん and となりのトトロ" with today's lifestyle

make an oral report explaining why you think "サザエさん" was a popular cartoon series in a daily newspaper for many years

Reading
compare an earlier edition "サザエさん" with a later edition and list changes you notice in living styles, clothing, customs and language

search the Internet for information about "サザエさん" and its author "長谷川町子"

read "庭に来る鳥" and note the changes that took place over ten years

read "ムツゴロウの無人島記" and "続ムツゴロウの無人島記" in preparation for your assessment task

Writing
write a 800–1000 ji synopsis of となりのトトロ

compose and word process a short biography of "長谷川町子"

practise conventions for writing a synopsis and a biography

revise how to use "genkoo yooshi" correctly

practise using set exercises functions of paragraphing and punctuation

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to an issue of interest or concern.

Assessment task: Discussion.

Details of task: After having read "ムツゴロウの無人島記" and "続ムツゴロウの無人島記" in preparation for the assessment task, participate in a discussion giving your opinion about the Hata Family's move to an uninhabited island, their lifestyle there, and their decision to move back to urban life.
Examples of texts

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>長谷川町子</td>
<td>サザエさん (1-45)</td>
<td>朝日新聞社</td>
</tr>
<tr>
<td>畑正徳</td>
<td>ムツゴロウの無人島記</td>
<td>文華文庫</td>
</tr>
<tr>
<td>畑正徳</td>
<td>統ムツゴロウの無人島記</td>
<td>文華文庫</td>
</tr>
<tr>
<td>朝永振一郎</td>
<td>庭に来る鳥</td>
<td>高校生のための文章読本より引用 筑摩書房</td>
</tr>
</tbody>
</table>

Videos

<table>
<thead>
<tr>
<th>Director</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>宮崎駿</td>
<td>となりのトトロ</td>
</tr>
<tr>
<td>長谷川町子</td>
<td>サザエさん</td>
</tr>
</tbody>
</table>

Unit 1

**Theme**
Tradition and change in the Japanese-speaking communities

**Topic**
People and events

**Sub-topic**
Impact of natural disasters

**Text types**
Article / diary entry / discussion / documentary / eye-witness account / illustration / instruction / journal entry / map / novel / photo / proverb / short story / speech / table / website

**Examples of learning activities**

**Listening**
invite a guest speaker who experienced an earthquake that caused considerable damage and/or casualties (e.g. Hanshin Earthquake in Japan, and Newcastle earthquake in Australia) to speak to the students in Japanese and answer questions about the event

**Speaking**
analyse the data collected (refer to Reading) and in groups discuss major issues that you observed from the data

**Reading**
search the Internet for information about major earthquakes that occurred in Japan in the 20th and 21st centuries
read a novel / short story / article / eye-witness account of an earthquake and note the main points that impressed the writer

**Writing**
mark earthquake prone areas on a map of Japan
make a reference table listing the magnitude, casualties and any associated major problems that were caused by the earthquakes (e.g. tsunami, disruption of water, electricity and food supplies, rescue operations, etc.)
revise the Jooyoo Kanji that have frequently appeared in the texts studied
write a journal or diary entry using conventions
examine the functions of punctuation in a written text
**Example assessment task**

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

**Assessment task 2(a):** Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type.

**Assessment task 2(b):** Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

**Details of task Outcome 2(a):** Write a journal entry about a broadcast outlining one person’s experiences of a significant earthquake, including your reaction to it.

**Details of task Outcome 2(b):** Read an eye-witness account or a volunteer worker’s account of a major earthquake and its aftermath and write, in point form, how you will prepare for earthquakes.

**Examples of texts**

- 小松左京 日本沈没 (part)
- ヴェルヴァーサルキューロ JVペイ最後の日
- 小学国語読本から 「いなむらの火」
- 東京都北区防災会館 地震が起こったら
- 文芸春秋 「地震予知の信用度を計測する」
- 目撃者・ウォランテ ィアの手記
- ユニヴァーサル文庫 国際学友会3 日本語読本 より引用
- (kit, video もあり) (2003年6月号 p. 280-284)

**Videos**

- 東京都北区防災会館 地震が起こったら
- 地震についてのドキュメンタリー・フィルム
Unit 1

**Theme**
Self and others

**Topic**
Personal world

**Sub-topic**
Relationships with family and friends

**Text types**
Animation / chat room / discussion / documentary / film / Internet / magazine article / poem / review / story / summary / video

**Examples of learning activities**

**Listening**
watch the video *Spirited Away* (千と千尋の神隠し) and discuss the human relationships portrayed in the film

**Speaking**
discuss the importance of a stable family relationship in childhood

**Reading**
read a short story with the theme of relationships with family and/ or friends and write a summary

read 太郎物語 in preparation for writing a review

revise the Jooyoo Kanji that have frequently appeared in the texts studied

**Writing**
use a targeted audience chat room to discuss, with friends in Japan, family relationships in Australia and in Japan; write an article for a student magazine in Japan about your findings

review the film 遠き落日 from the point of view of the mother- and-son relationship it portrays

revise how to use genkoo yooshi correctly

write a review practising conventions

**Example assessment task**

**Outcome 3:** Produce a personal response to a fictional text.

**Assessment task:** Review.

**Details of task:** Write a review of 太郎物語 focusing on the relationship between Taroo and his parents.
Examples of texts

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>なだ いなだ</td>
<td>エッセイ集</td>
<td>角川文庫</td>
</tr>
<tr>
<td>三浦絵子</td>
<td>あさっての風</td>
<td>角川文庫</td>
</tr>
<tr>
<td>曽野絵子</td>
<td>太郎物語－高校編</td>
<td>新潮文庫</td>
</tr>
<tr>
<td>灰谷健次郎</td>
<td>少女の器</td>
<td>新潮文庫</td>
</tr>
<tr>
<td>乃南アヤ</td>
<td>ドラマチック・チルドレン</td>
<td>新潮文庫</td>
</tr>
<tr>
<td>栗良平</td>
<td>栗良平作品集 2</td>
<td>「一杯のかけそば」果子の会</td>
</tr>
<tr>
<td>与謝野晶子</td>
<td>弁歌：「君死にたまうことなかれ」</td>
<td></td>
</tr>
<tr>
<td>石川啄木</td>
<td>弁歌：「たおまれに母を背負いてそのあごに軽くに泣きて三歩あるず」「親と子とはなればなれば心も静かに臨むべきかと是ぞ」</td>
<td></td>
</tr>
</tbody>
</table>

Videos

- NHK そのとき歴史が動いた「与謝野晶子」
- NHK ヒーローズ・ヒーロー「伊達政宗」
- 宮崎駿 千と千尋の神隠し 遠き落日 (菊池英義と母の物語)

Unit 2

Theme

Tradition and change in the Japanese-speaking communities

Topic

Education

Sub-topic

Education as preparation for future careers

Text types

Autobiography / conversation / discussion / journal entry / note / oral report / story / summary / synopsis / website

Examples of learning activities

- take turns to jot on the board point form notes during the discussion of the curriculum of Tomoe Gakuen (see Speaking tasks below); discuss the importance of the points and make your own notes from these

Speaking

- discuss in class the effects of the unique curriculum of Tomoe Gakuen on its pupils and their future

Reading

- make an oral report in class about the educational background, career and lifestyle of one of the people featured in 青春漂流, including your views

- search for a story online with the theme of secondary school classroom scenes and write a synopsis, e.g. ぼくらの悪魔教師

practise reading and writing relevant Jooyoo Kanji

Writing

- write a journal entry about your personal response to 「なぜ子供は学校に行かなければならないのか」
**Example assessment task**

**Outcome 1:** Participate in a spoken or written exchange focusing on the resolution of an issue.

**Assessment task:** Role-play.

**Details of task:** You are being consulted by a secondary student who wants to leave school early and get into the workforce. Based on the experiences of one of the main characters from ドラマチック・チルドレン 5 years after they leftピースフルハウス・はぐれ雲, discuss the issues involved and give him/her advice.

### Examples of texts

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>立花隆</td>
<td>青春漂流</td>
<td>講談社文庫</td>
</tr>
<tr>
<td>東京大学教養学部・二十歳のころ</td>
<td></td>
<td>新潮社</td>
</tr>
<tr>
<td>大江健三郎</td>
<td>自分の木下で「なぜ子供は学校に行かなければならないのか」</td>
<td>朝日新聞社</td>
</tr>
<tr>
<td>乃南アサ</td>
<td>ドラマチック・チルドレン</td>
<td>新潮文庫</td>
</tr>
<tr>
<td>黒柳徹子</td>
<td>窓際のトットちゃん</td>
<td>講談社青い鳥文庫</td>
</tr>
<tr>
<td>武内洋</td>
<td>学歴貴族の栄光と挫折</td>
<td>中央公論新社</td>
</tr>
<tr>
<td>毛利衛</td>
<td>果てしない宇宙の中で思うこと</td>
<td>新研出版</td>
</tr>
<tr>
<td>三浦経子</td>
<td>明後日の風</td>
<td>角川文庫</td>
</tr>
</tbody>
</table>

### Video

- 日本テレビ
  - 伝説の教師
  - 学校
    - (夜間中学のドラマ)

### Unit 2

### Theme

Global issues

### Topic

The environment

### Sub-topic

Wild animal conservation

### Text types

Broadcast / captions / chart / debate / essay / graph / interview / magazine article / news item / newspaper article / official letter / report / speech script / talk / website

### Examples of learning activities

**Listening**

listen to a broadcast/interview/news item on an animal conservation issue or on an endangered animal; note information that could be used to develop a letter to a conservation group to express your views on the issue

**Speaking**

read 天然記念物の動物たち and discuss the contents in class

**Reading**

search the Internet for animal conservation groups in Japan and note information about them, and how they can be contacted

---

**January 2013**
search the Internet for information on the domestic and global effect of urbanisation, tourism and the explosion of population on the natural habitat of animals, and present your findings in a graph or chart

make a folder of recent news on animal conservation issues, using headings and captions to organise your information

Writing

use a Japanese encyclopaedia to research current items related to animal conservation and write a brief report of your findings

write an official letter using conventions

practise further relevant Jooyoo Kanji

---

**Example assessment task**

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

**Assessment task 2(a):** Listen to two or more taped debates/interviews/talks presenting two opposing views on whaling. Based on the information, write a formal letter to an organisation expressing your views on the issue.

Note: Videoed debates, interviews or news/current affairs programs can be used instead of taped texts.

**Details of the task 2(a):** Read two or more magazine/newspaper articles on issues of coexisting with wild animals and birds in urbanised regions (e.g. crows in Tokyo), and write the script of a speech you have been asked to deliver at a local community meeting on this issue.

---

**Examples of texts**

<table>
<thead>
<tr>
<th>畑正憲</th>
<th>天然記念物の動物たち</th>
<th>角川文庫</th>
</tr>
</thead>
<tbody>
<tr>
<td>畑正憲</td>
<td>われら動物みな兄弟</td>
<td>角川文庫</td>
</tr>
</tbody>
</table>

新聞・雑誌からの関連記事
辞典類：
imidas 集英社
現代用語の基礎知識
（電子ブック、CD-ROM あり）

**Videos**

ドキュメンタリー・フィルム
テレビ・ラジオのニュース・ニュース解説・討論会・インタビューなど
Unit 2

Theme
Self and others

Topic
Contributing to the community

Sub-topic
Caring for persons with disabilities

Text types
Autobiography / chat room discussion / discussion / encyclopaedia / essay / film / list / note / personal account / story / web page

Examples of learning activities

Listening
watch a film featuring a person with a disability and note issues from the carer’s point of view

Speaking
discuss in class different kinds of disabilities
gather information about various voluntary activities in Japan through websites and a Japanese encyclopaedia of current topics
read twenty-one 世紀のポランティア and make a list of different kinds of voluntary work available in Japan
read 介護する女に言わせてほしい and list their advice to carers based on their experiences

Writing
conduct an interview through a targeted audience chat room, gaining information from the person about his/her experiences as a volunteer worker
read critically 五体不満足 and discuss the issues raised with the class; write a 1200 句 essay analysing how he overcame his physical disability

Example assessment task

Outcome 3: Produce an imaginative piece in spoken or written form.
Assessment task: Short story.

Details of the task: Imagine you are a carer providing voluntary home help for an elderly person or a young person with a disability in Japan. Write an account of a day spent with such a person, focusing on the value of the care both for yourself and the person you looked after.
Examples of texts

乙武洋匡
五体不満足
講談社
乙武洋匡
続五体不満足
講談社
21世紀のボランティア
現代用語の基礎知識 2001 別冊付録
高齢社会・介護
現代用語の基礎知識
宇野叔子・米原
介護する女に言
文芸春秋2003 • 1 pp214-221
万里・藤田由美
わせてもほしい
文芸春秋2003 • 1 pp170-176
中村聡樹
全国介護施設ベスト14

Videos

妻よ
(交通事故による後遺症で痴呆になった妻を介護する夫のドラマ)
有吉佐和子原作
映画
恍惚の人
テレビ東京
ドキュメンタリー・人間劇場
TBS
ビューティフル・ライフ

Unit 3

Theme
Self and others

Topic
Personal beliefs and ideals

Sub-topic
Love

Text types
Ballet / discussion / drama /
essay / musical / novel extract /
opera / personal letter / poem /
review / story

Examples of learning activities

Listening
view a theatrical production (drama/opera/ballet/musical) with a
love theme and take notes in preparation for writing a review for
an arts magazine

Speaking
discuss different kinds of love (romantic love, philanthropic love,
religious love, parental love, patriotic love, etc.) in class
discuss love as portrayed in a short story by Tolstoy which has
been translated into Japanese

Reading
read a literary work (story/novel extract/poem) with the theme of
love and note language and structural elements that contribute to
the effectiveness of the writing

Writing
from your notes on the theatrical production (see Listening tasks
above), write a 1000-1200 じ review for an art magazine
write a poem (haiku, tanka) on the theme of love
write a personal letter to an older relative/friend expressing your
ideas on what love means
revise conventions for letter writing: personal and official
practise relevant Jooyoo kanji
Example assessment task

Outcome 1: Express ideas through the production of original texts.
Assessment task: Write a 1400–1600 じい imaginative written piece.

Details of the task: Imagine that you have been travelling in Japan and you are lost and alone. You meet a young, attractive stranger who offers to help you, but a disaster strikes! Write a fiction story you wish to enter for a young writer’s competition following this theme.

Examples of texts

山川方夫  「朝のヨット」 東京書籍 現代語 収録
依田智  サラダ記念日（ラジオドラマ）
木下順二  サラダ記念日(ラジオドラマ)
山本祐義  まあちゃん、こんにちは トルストイ民話集より 岩波文庫
トルストイ  「人はなんで生きるか」 トルストイ民話集より 岩波文庫
シェークスピア  ロメオとジュリエット いすず書房
サン・テグジュペリ  母への手紙・若き日の手紙 栗良平作品集「一杯のかけそば」 栗っ子の会
栗良平

Videos

木下順二作・田伊玖磨作曲 オペラ「夕鶴」
チャイコフスキー バレエ「白鳥の湖」
CD  屋根の上のバイオリン弾き ミュージカル（日本語）
Unit 3

Theme
Tradition and change in the Japanese-speaking communities

Topic
Education

Sub-topic
Changing attitudes of young people in Japan towards school education

Text types
Commentary / discussion / encyclopaedia / film / interview / letter to the editor / magazine article / news item / news report / panel discussion / review / speech script / statistics / story / website

Examples of learning activities

Listening
view a television news item, a commentary and/or a discussion panel on the problems in primary and secondary schools in Japan (e.g. bullying, disruptive behaviour in class, refusing to attend school, and hikikomori); discuss the causes and various solutions

Speaking
analyse statistical data on bullying and other problems at schools in Japan, and give an oral presentation of your findings

Reading
search the Internet for information / data on problems in schools in Japan, for example on www.opendoors.asahi.jp/span/wada/chie2001.htm and www.imidas.shuisha.co.jp

read ドラマチック・チルドレン or ぼくらの悪魔教師 and write a review of the book focusing on your response to the measures taken by the teachers in the story

Writing
read magazine articles and newspaper reports on bullying, and use the information in a letter to the editor of a newspaper to argue for better measures to address the problem

write a script for a speech that you have been asked to deliver at a community meeting on problems at school and changing attitudes of young people towards education

write a letter-to-the-editor using appropriate conventions

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions or instructions, analysing and using information requested.

Details of the task: Use information from an interview and news report to write a magazine article analysing the causes behind bullying incidents. Suggest ways of improving the situation.
Examples of texts

<table>
<thead>
<tr>
<th>Names</th>
<th>Title</th>
<th>Author/Translator</th>
</tr>
</thead>
<tbody>
<tr>
<td>奥地圭子</td>
<td>「不登校児に学びの場を」</td>
<td></td>
</tr>
<tr>
<td>乃南アサ</td>
<td>ドラマチック・チルドレン</td>
<td></td>
</tr>
<tr>
<td>宗田理</td>
<td>ぼくらの悪魔教師</td>
<td></td>
</tr>
<tr>
<td>imidas</td>
<td>青年と社会</td>
<td></td>
</tr>
<tr>
<td></td>
<td>知恵蔵</td>
<td></td>
</tr>
<tr>
<td></td>
<td>日本を知る辞典</td>
<td></td>
</tr>
<tr>
<td></td>
<td>現代用語の基礎知識</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>論座 2003 • 3 pp157–159</td>
</tr>
<tr>
<td></td>
<td>新潮文庫</td>
</tr>
<tr>
<td></td>
<td>賢者のオンライン図書館</td>
</tr>
<tr>
<td></td>
<td>pp620- 集英社</td>
</tr>
<tr>
<td></td>
<td>毎日新聞社</td>
</tr>
<tr>
<td></td>
<td>社会思想社</td>
</tr>
</tbody>
</table>

Videos

金八先生
学校
いじめ、登校拒否などの問題についての講演会・ニュース解説など

Unit 3

Theme
Tradition and change in the Japanese-speaking communities

Topic
Lifestyles

Sub-topic
Manga culture

Text types
Animation / cartoon / chat room / comic book /
discussion / encyclopaedia / interview / list / oral
presentation / oral report / questionnaire / report /
statistics / survey / website

Examples of learning activities

Listening
view two or three animated stories by the same author and
analyse changes in style and theme over time; discuss the
changes in class

Speaking
conduct a survey or questionnaire on a targeted audience chat
room or by interviewing Japanese speakers about which comic
books are popular among Japanese secondary students living in
Australia; compare the results with the situation in Japan and
orally report your findings to the class

Reading
use the Internet and a Japanese encyclopaedia to research
statistical data about the number of manga that are published,
the different genres of cartoons and animated films, the types of
readers each genre is popular with, and which are the most
popular genres

Writing
write a report of your survey results (see Speaking tasks above)

compare Japanese animation with animated films produced in
other countries, e.g. USA, and make a comparative list of the
different features
**Example assessment task**

**Outcome 2:** Exchange information, opinions and experiences.

**Assessment task:** A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

**Details of the task:** Give a four- to five-minute evaluative oral presentation on the positive and negative aspects of manga culture in Japan, relating your ideas to texts studied.

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**Examples of texts**

杉浦勉 「日はまた昇る—ポケモン興国論」 文芸春秋 2003 • 10 pp186–193

西村繁男 「書を捨てよ、少年ジャンプを読もう」 文芸春秋 2003 • 5 pp286–289

辞典類： 知恵蔵、imidas，日本を知る辞典などから 「漫画カルチャー」の項

漫画雑誌： 少年ジャンプ、少年マガジン、少年サンデー など発行番数の多いもの

漫画の本： 子供から高校生向け、大人向け、ハーツーものまで違うジャンルのもの アニメ化された歴史・有名文学など

**Videos**

20世紀中期以降の代表的なアニメ 「鉄腕アトム」「ドラゴンボール」 その他

宮崎駿 思いでぼろぼろ、魔女の宅急便、天空の城ラピュタ、 もののけ姫、火垂の墓、千と千尋の神隠しなど

ディズニー漫画 ジャングルブック、ライオンキングなど

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**Unit 4**

**Theme**

Global issues

**Topic**

The nature and future of work

**Sub-topic**

Modern technology and its impact

**Text types**

Commentary / debate / encyclopaedia / interview / note / panel discussion / review / story / website

---

**Examples of learning activities**

**Listening**

view or listen to a panel discussion, an interview or a commentary on the topic of technological development and its impact on the workplace, lifestyle or future aspirations of youth; note the main points under the headings ‘advantages’ and ‘disadvantages’; discuss your views with other students in class

**Speaking**

debate: ‘Has development of robotic technology and computerisation made the world a happier place for human beings to live in?’

**Reading**

use an encyclopaedia to obtain a general picture of technological development in Japan and its impact on various aspects of Japanese life
search the Internet for information on the latest technological developments; note items of interest and the reference sites

read articles about astronauts’ experiences after they have returned to the earth, and write a short essay for your school magazine

Writing

write an imaginative story on the idea that you are suddenly spirited away to the world of fifty years ago where there was no television, Internet, computers, fax machines, jet planes or mobile phones

**Examples of texts**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>立花隆</td>
<td>宇宙からの生還</td>
<td>中公文庫</td>
</tr>
<tr>
<td>毛利衛</td>
<td>果てしない宇宙のなかで思う</td>
<td>数研出版</td>
</tr>
<tr>
<td></td>
<td>未来のこと</td>
<td></td>
</tr>
<tr>
<td>立花隆</td>
<td>「ロボット大国日本の盲点」</td>
<td>文芸春秋 2003 • 5 pp144–159</td>
</tr>
<tr>
<td>山岡寛人</td>
<td>環境破壊はとめられない</td>
<td>ボプラ社</td>
</tr>
<tr>
<td>山内ひろし</td>
<td>仮天堂は子供の脳を狂わせたのか</td>
<td>文芸春秋 2003 • 5 pp194–197</td>
</tr>
<tr>
<td>辞典類</td>
<td>知恵蔵、日本を知る辞典、時事用語の基礎知識、imidab など</td>
<td></td>
</tr>
</tbody>
</table>

**Videos**

<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHK</td>
<td>そのとき歴史が動いた</td>
</tr>
<tr>
<td>報道特集</td>
<td>The サンデー、ブロードキャスター、サンデーモーニングなど</td>
</tr>
<tr>
<td>映画</td>
<td>「タイムマシン」(2001)</td>
</tr>
</tbody>
</table>
Unit 4

Theme
Global issues

Topic
Human rights in the world today

Sub-topic
Legacy of Hiroshima

Text types

Examples of learning activities

Listening
listen to and read 野ばら a short story written by Mimei Ogawa soon after World War II ended; What was the message the author wished to pass on to posterity?; write an essay on this topic

Speaking
find historical facts about atomic bombs in the 1940s from both Japanese and the US sources; discuss what you have found out with the class and compare your information; take notes and write a brief report

Reading
using online libraries and websites, research statistical data about the effects of the atomic bombs dropped on Hiroshima and Nagasaki

Writing
What are the positive messages you find in 二十四の瞳 and 择子のStory?; write a summary of about 400 jī of your views, and send it to your teacher by facsimile or email

music is a universal language; discuss this statement in a review of the story of ピルマの琴

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture.

Assessment task 2(a): A 1400–1600 jī persuasive or evaluative written response, for example, report, essay, article or review.

Assessment task 2(b): A four- to five-minute interview on an issue related to the texts studied.

Details of the task 2(a): History repeats itself. Discuss this statement in an essay of 1400–1600 jī referring to one or more of the stories/films you have studied.

Details of the task 2(b): Participate in a four-to five-minute interview on the legacy of Hiroshima, referring to information and the experiences of eye witnesses that you have examined in the texts studied.
Examples of texts

村上兵衛
国敗レッテルに敗れた昭和史
サイマル出版会

坪井栄
二十四の瞳
講談社

野坂昭如
火垂るの墓
新潮文庫

小川未明
野ばら

竹山道雄
ビルマの壁
（映画あり）

辞典類：
知恵蔵、日本を知る辞典、現代用語の基礎知識、imidusなど

Videos

禎子’s Story 1999 • 8 • 11

宮崎駿
はたるの墓
黒い雨
Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: Self and others

Topic: Personal world

Sub-topic Self identity for naturalised Japanese (from Korea, China etc.) as seen in literature and the arts.

Topic: Personal beliefs and ideals

Sub-topic Will removing territorial boundaries between countries ensure world peace?
Sub-topic Do films, plays and stories usually depict an ideal world?

Theme: Tradition and change in Japanese-speaking communities

Topic: Lifestyles

Sub-topic Comparing the influence of the extended family on an individual with that of the nuclear family as portrayed in literature and the arts.
Sub-topic The changing role of the family as seen in drama/novels/film.
Sub-topic How has Japan embraced technological advances in the arts?
Sub-topic How has Western influence affected the art/dance/film/literature of Japan?

Topic: People and events

Sub-topic The Meiji Restoration and changes in the life of ordinary Japanese as portrayed in literature and art.
Sub-topic The influence of the past on the present as reflected in the arts and literature.
Sub-topic The changing role of women as portrayed in Japanese theatre and/or literature.

Topic: Education

Sub-topic An analysis of the value of formal information versus lessons from life based on a selection of novels/poems/songs/television dramas.
Sub-topic The impact of education as seen in novels and short stories.

Theme: Global issues

Topic: The environment

Sub-topic The impact of Miyazaki animations on attitudes to environmental issues and human greed.
Sub-topic How are life issues and environmental concerns underpinned by Miyazaki's animated feature films or by poetry?
Topic: Human rights in the world today
   Sub-topic  What influence have films in other languages had on promoting multicultural issues?
   Sub-topic  How is the freedom of the individual portrayed in drama and poetry?
   Sub-topic  'Conflict and resolution' as portrayed in traditional and/or modern drama and film.

Topic: The nature and future of work
   Sub-topic  The exploration of Mars as a possible human habitat as seen in literary works.
   Sub-topic  The changing expectations for employment of young Japanese people from the past to the present, as seen through film, television or literature.
# MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>Title; by-line (optional); author (optional); content; register; style; layout.</td>
</tr>
<tr>
<td>Biography</td>
<td>Title; author (fictional); structure (introduction, body, conclusion); content (factual); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; heading/sub-headings; register; content (factual and persuasive information); style; layout.</td>
</tr>
<tr>
<td>Essay (Kansoobun/Zuihitsu)</td>
<td>Topic; author (fictional name); structure; content in response to topic (informative/evaluative/reflective); conclusion (optional); register; style; layout.</td>
</tr>
<tr>
<td>Extended caption</td>
<td>Heading; content paragraph (informative); register; style; layout (non-indented paragraph/positioning).</td>
</tr>
<tr>
<td>Fax</td>
<td>Addressee; date; contact number; sender; number of pages; content; farewell; register; style; standard fax form layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry/diary entry</td>
<td>Date, day of week, weather; structure (related to sequence of thought, events or importance); content (information/reflection/evaluation); register; style; layout.</td>
</tr>
<tr>
<td>Letter (personal): Family, friend, acquaintance</td>
<td>Salutation; greeting; body (content); farewell; date; name of sender (fictional name); name of addressee; register; style; layout; observe Tate gaki/Yoko gaki conventions.</td>
</tr>
<tr>
<td>Letter (formal): For example to the editor</td>
<td>Date; publisher/company addressee; salutation; structure (introduction, body, conclusion); content; signing off; sender’s name (fictional); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Addressee; topic; content; farewell (email); sender’s name (fictional); register; style; layout (standard layout – email).</td>
</tr>
<tr>
<td>Personal account</td>
<td>Title/topic; author (fictional); structure; content; conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Personal profile (Rirekisho)</td>
<td>Title/heading; personal details (including address); content (factual information including education, employment history, personal interests – shumi); headings/sub-headings; register; style; standard form layout.</td>
</tr>
<tr>
<td>Report (Repooto)</td>
<td>Title; by-line; name (fictional); structure; content; register; style; layout.</td>
</tr>
<tr>
<td>Report (factual – Hookokusho)</td>
<td>Topic; author (fictional name); structure (introduction, body, conclusion); content; register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; author (fictional name); structure; content (evaluative); register; style; layout.</td>
</tr>
<tr>
<td>Story/short story</td>
<td>Title/topic; author (fictional name); structure; content; conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Script (speech)</td>
<td>Title/topic; brief introduction to topic; structure; content; conclusion; salutation; register; style; layout.</td>
</tr>
<tr>
<td>Summary</td>
<td>Topic; author (fictional name); structure (introduction, body, conclusion); content (informative); graphical material (optional); statistical information (optional); register; style (point form optional); layout.</td>
</tr>
</tbody>
</table>
MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

**Personal writing:**
- Creates a sense of person/personality for the writer in the reader’s mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

**Imaginative writing:**
- Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**Persuasive writing:**
- Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.
Informative writing:
- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:
- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.
SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

There are no published course books for the VCE Japanese First Language. The following list provides samples of textbooks that are published in Japan and approved by the Ministry of Education and Science for use at secondary schools, and may be useful to teachers when devising a course that will meet the Study Design requirements.

高等学校国語表現, 市川孝編, 第一學習社
表現の方法、表現の実践、表現の研究の3部に分けてある。実践編では、手紙、読書感想文・説明文・レポート・物語等の生徒作品を載せ、推敲の仕方や、原稿用紙の使い方も分かりやすく説明している。

国語表現, 改訂版, 三省堂
文章の書き方、読書の方法、上手な聞き方・話し方、通信・伝達・記録・報告・説明文・意見・主張・小論文に分け、それぞれの特徴を説明している。原稿用紙の使い方、推敲の仕方もあり、「役立つページ」では、送り仮名の付け方、書き進めやすい漢字、作文に見られる誤りやすい例・避けたい例などを挙げている。

現代語, 三省堂
現代語としての日本語を考えるテキスト。ことばを聞く、ことばを集める、ことばをつなぐ、ことばを見つめる、ことばの働き、ことばの広がりの6章に分かれており、「おわりに」として、野元英雄の「世界の中の日本語」が入っている。

現代語, 東京書籍
母なる言葉・文学の言葉・思考の言葉・何をどう言うか、など9章に分かれ、各章に、明治から現代にかけての小説家・詩人・評論家・言語学者など20名の作品を載せている。付録として日語活用表・常用漢字表・人名用漢字・外来語の表記がある。

高等學校現代語, 山川書店
言葉との出会い・言葉の使い方・言葉にとらすことと日本語の未来、の4章に分かれる。主に文学者・言語学者・評論家が書いたものを引用しているが、読みやすい。外国人のスピーチ原稿など、日本語を外から見た作品も入っている。

市川孝編 高等学校現代語, 第一學習社
実践編と理解編に分かれる。実践編（一）では、「適切なコミュニケーションのために」として、話し方と聞き取りを説き上げ、敬語にも触れている。実践編（二）「確かかな言語活動のため」では、文の種類とはたき、実践編（三）「豊かな言葉の獲得を目的として」は、慣用句・類義語・常用漢字の読み書きなどを分かりやすく説明している。

高校生のための文章読本 筆集書房
This book contains 70 short articles, essays and poems, as well as a Japanese translation of short literary works originally written in other languages.

Grammar

For general reference:

吉川武時, 日本語文法入門, アルク
大久保忠利, 新・日本語文法入門, 三省堂

Dictionaries

A wide range of Japanese dictionaries is available. Any dictionary published by a reputable publisher will meet students' needs.

Comprehensive Japanese Dictionaries

広辞苑、広辞林、漢和大辞典、漢和中辞典、国語辞典、現代国語辞典

A notable scholar on Japanese language, Dr. Sadaki Hagino recommends the following in his article ‘A good dictionary, a bad dictionary’ (Henshuu Kaigi pp 58-63, May 2003):
Advice for teachers

JAPANESE FIRST LANGUAGE

Kanji/Kana spelling
教師用日本語教育ハンドブック 表記 国際交流基金 日本語国際センター
専学図書館 新しい国語の表現 小学館
角川用字用語辞典
Loan words
岡美千雄編著 常用外来語辞典 息桐書院
カタカナ語辞典 by various publishers
Accents/intonation
平山昭男編 全国アクセント辞典 東京堂出版
NHK 編 日本語発音アクセント辞典 日本放送出版協会

General reference

Japanese literature
山谷栄一・桑山文人監修 大修館国語要覧 大修館書店
最新国語便覧 浜島書店

Current topics, terminology
ダイヤモンド時事問題の基礎知識
現代用語の基礎知識 (電子ブック、CD-ROM もり)
知恵蔵 朝日新聞社
imidas 集英社
日本を知る辞典 社会思想社
日本語ハンドブック 大修館書店

Proverbs/classic literary expressions
三省堂実用ことわざの辞典
守護詞頭書事典 新文学書房
渡辺绚一郎著 古典語辞典 東京堂出版

Others
海を超えた日本人辞典 日外アソシエール
美術年鑑 美術年鑑社

JOURNALS AND PERIODICALS
にっぽん社 株式会社平凡社
（日本語版・英語版あり。インターネットのホームページでもアクセスできる。）
http://jn.jcic.or.jp/nippona/

WEBSITES
At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access. It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page.

Hiroshima Peace Site
www/pcf.city.hiroshima.jp/peacesite/indexE.html
Japan Centre for Asian Historical Records (JACAR)-National Archives of Japan
www.jacar.go.jp/index.e.html
Japan Factbook
www.odci.gov/cia/publications/factbook/ja/html
Japan Information Network (Jin) Homepage
http://jin.jcic.or.jp/
Japan Insight – A View from Within
www.jinjapan.org/insight
Japan Performing Arts Network
www2.infoweb.or.jp/PAJA/
Japanese Pop Culture
www.yahoo.com/Entertainment/Comics and Animation/Animation/Anime/
JIN-The Virtual Museum of Traditional Japanese Art
www.jin.jcic.or.jp/museum
Nippon Culture
www.yk rim.or.jp/-planet/
Statistics
Latest statistics on various areas of Japanese society
www.jin.jcic.or.jp/stat/

Information on publications
Aozora Bunko (Blue Sky Collection)
www.aozora.gr.jp/main.html
A collection of approx. 2000 items of classic through to contemporary literary work.
Book Portal
www.thebookportal.com
Information available on the latest publications and libraries in Japan.
**JAPANESE FIRST LANGUAGE**

**Advice for teachers**

Hon o Sagasu
www.lib.duke.edu/ias/eac/pubcatalog.htm
Information is available on the latest publication registered at Nihon Shoseki Shuppan.

Ibook
www.apple.com/ibook/
Internet bookshop with over 2 million items including books, music CDs, game soft, etc.

Japanese National Library
www.ndl.go.jp/

Japanese National Library – Digital Collection
www.DL.ulis.ac.jp/

Japanese National Library – New Collection
www.voyager.co.jp/aozora/

Japan Book Plaza
Email: schooldept@japanbookplaza.com.au
Books, Magazines, Video, DVD.

Japan Factbook
www.odci.gov/cia/publications/actbook/ia.html

Kodansha
www.kodansha.co.jp/index.e.html

Manga Pac
(use search engine www.google.com for multiple portals)
Specialising in comic books

Nihon Shoseki Shuppan Kyookai
www.jbpa.or.jp
(the Japan Book Publishing Association)

**Libraries**

La Trobe University
www.lib.latrobe.edu.au

Monash University
www.lib.monash.edu.au

Swinburne University
www.swin.edu.au/lib

University of Melbourne
www.lib.unimelb.edu.au

**ORGANISATIONS**

Japan Information and Cultural Centre (JICC)
Tel: (03) 9639 3277
Fax: (03) 9639 3829

Consulate-General of Japan-Melbourne
45th floor
Melbourne Central Building
360 Elizabeth Street
Melbourne Vic 3000
Email: Melbourne@japan.org.au
Website: www.japan.org.au/melbourne

Japanese Language Teachers’ Association of Victoria (ULTAV)
PO Box 195
Mount Waverley Vic 3149
Tel/fax: (03) 9802 1874
Email: jltav@bigpond.net.au
Website: www.japaneselinx.lotelinx.vic.edu.au/index.html

Japan Foundation Sydney Language Centre
Levels 11–12
201 Miller Street
North Sydney NSW 2060
Tel: (02) 9957 3222, 9957 6495
Fax: (02) 9957 6789
Email: slcgrant@jpf.org.au

Japanese Studies Centre
PO Box 11A
Monash University
Clayton Vic 3168
Tel: (03) 9905 2313
Fax: (03) 9905 3874

Melbourne Centre for Japanese Language Education
c/-Japanese Studies Centre
PO Box 11A
Monash University
Clayton Vic 3168
Tel: (03) 9905 2313
Fax (03) 9905 3874
Website: www.arts.monash.edu.au/affiliates/mcjle/

Ministry of Education, Culture, Sports, Science & Technology
(文部科学省)
www.mext.go.jp/

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