COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.

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

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

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

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

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

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

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

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

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

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

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

Ping (Irene VINCENT)
Boxes (detail)
colour photograph

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

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

Developed and published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria 3002

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Cover designed by Chris Waldron of BrandHouse
Desktop published by Julie Coleman

Japanese Second Language

ISBN 1 74010 297 5

December 2018
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IMPORTANT INFORMATION

Accreditation period
Units 1 and 2: 2005–2018
Units 3 and 4: 2005–2019

The accreditation period for Units 3 and 4 has been extended until 31 December 2019.

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. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

RATIONALE

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

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

AIMS

This study is designed to enable students to:

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

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

ENTRY

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

The study of Japanese is offered at two levels in the VCE (Japanese First Language and Japanese Second Language). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the VCE and VCAL Administrative Handbook. Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

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

CHANGES TO THE STUDY DESIGN

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

MONITORING FOR QUALITY

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

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

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

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

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

LEGISLATIVE COMPLIANCE

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

VOCATIONAL EDUCATION AND TRAINING OPTION

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

SATISFACTORY COMPLETION

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

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

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

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

AUTHENTICATION

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

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

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

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

*A single grade is awarded.
Units 1–4: Common areas of study

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

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

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

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

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>PRESCRIBED KANJI</th>
</tr>
</thead>
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<tr>
<td><strong>For active use</strong></td>
</tr>
<tr>
<td>numbers</td>
</tr>
<tr>
<td>counters</td>
</tr>
<tr>
<td>seasons/time</td>
</tr>
<tr>
<td>positions/directions</td>
</tr>
<tr>
<td>school life</td>
</tr>
<tr>
<td>nature</td>
</tr>
<tr>
<td>miscellaneous</td>
</tr>
<tr>
<td></td>
</tr>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Recognition only</strong></td>
</tr>
<tr>
<td>family</td>
</tr>
<tr>
<td>verbs</td>
</tr>
<tr>
<td>miscellaneous</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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# GRAMMAR

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

## Summary of forms of verbs and adjectives

### Plain forms

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<th>Verbs</th>
<th>Adjectives</th>
<th>Copula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>たべる かく</td>
<td>〜い：あかい 〜な：しずかな</td>
</tr>
<tr>
<td>〜た：たべた かいた</td>
<td>〜かった：あかった 〜だった：しずかった</td>
<td></td>
</tr>
<tr>
<td>〜よう：たべよう 〜おう：かこう</td>
<td>あかいだろう しずかだろう</td>
<td></td>
</tr>
<tr>
<td>〜ない：たべない かかない</td>
<td>〜くない：あかない 〜では（じゃ）ない： 〜はんでは（じゃ）ない</td>
<td></td>
</tr>
<tr>
<td>〜なかった： たべなかった かなかった</td>
<td>〜くなかった： あくなかった： 〜では（じゃ）なかった：</td>
<td></td>
</tr>
</tbody>
</table>

### Polite forms （です / ます）

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
<th>Copula</th>
</tr>
</thead>
<tbody>
<tr>
<td>〜ます： たべます かきます</td>
<td>〜います：あかいです （〜な）：しずかです</td>
<td></td>
</tr>
<tr>
<td>〜ました： たべました かきました</td>
<td>〜かったです： あかかったです 〜でした：しずかでした</td>
<td></td>
</tr>
<tr>
<td>〜ましょう： たべましょう かきましょう</td>
<td>〜いでしょう： おもしろいでしょう 〜でしょう： しずかでしょう</td>
<td></td>
</tr>
<tr>
<td>〜ましょう： たべましょう かきましょう</td>
<td>〜でしょう： おもしろいでしょう 〜でしょう： しずかでしょう</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td>Adjectives</td>
<td>Copula</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>〜ません：</td>
<td>〜くないです：</td>
<td>では（じゃ）ありません：</td>
</tr>
<tr>
<td>たべません</td>
<td>あくくないです</td>
<td>ほんでは（じゃ）ありません</td>
</tr>
<tr>
<td>かきません</td>
<td>〜くありません：</td>
<td>ません</td>
</tr>
<tr>
<td></td>
<td>あくくありません</td>
<td></td>
</tr>
<tr>
<td></td>
<td>〜ではありません：</td>
<td></td>
</tr>
<tr>
<td></td>
<td>しづかではありません</td>
<td></td>
</tr>
<tr>
<td>〜じゃないです：</td>
<td>〜じゃないです：</td>
<td></td>
</tr>
<tr>
<td>〜じゃないです：</td>
<td>〜じゃないです：</td>
<td></td>
</tr>
</tbody>
</table>

| 〜ませんでした： | 〜くなかったです：      | では（じゃ）ありませんで                        |
| 〜ませんでした： | あくくなかったです     | した：                                        |
| かきませんでした | 〜くありませんでした：  | ほんでは（じゃ）ありませんでした               |
|                | あくくありませんでした |                                            |
|                | 〜ではありませんでした： |                                        |
|                | しづかではありませんでした |                                        |
| 〜じゃないかったです： | 〜じゃないかったです： |                                            |
| 〜じゃないかったです： | 〜じゃないかったです： |                                            |

| 〜て：          | 〜くて：             | では（じゃ）ありませんで                            |
| たべて        | やすくていい         | した：                                        |
| かいて        | 〜で：               | ほんでは（じゃ）ありませんでした               |
|              | しづかでできれい     |                                            |

| 〜く：はやくしなさい | 〜く：はやくしなさい |                                            |
| あつくなら        | あつくなら         |                                            |
| 〜に：しづかにしなさい | 〜に：しづかにしなさい |                                            |
| きれいになった     | きれいになった     |                                            |
〜て form

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

〜て form + verbs of giving and receiving

<table>
<thead>
<tr>
<th>Form</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>〜て＋くださる</td>
<td>superior does you a favour</td>
<td>先生が本を読んでくださいました。</td>
</tr>
<tr>
<td>〜て＋くれる</td>
<td>someone does you a favour</td>
<td>友だちが日本から本をおいてくれました。</td>
</tr>
<tr>
<td>〜て＋あげる</td>
<td>do a favour for someone (an equal)</td>
<td>買ってあげましょうか。</td>
</tr>
<tr>
<td>〜て＋もらう</td>
<td>receive a favour from someone</td>
<td>友だちに作ってもらいました。</td>
</tr>
<tr>
<td>〜て＋やる</td>
<td>do a favour for someone</td>
<td>弟のしゅくだいをみて取ります。</td>
</tr>
<tr>
<td>〜て＋いただく</td>
<td>receive a favour from a superior</td>
<td>先生に買っていたいただきました。</td>
</tr>
</tbody>
</table>

〜た、〜たら、〜たり forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>〜た＋ほうがいい</td>
<td>advice (it is advisable to do)</td>
<td>勉強したほうがいいですよ。</td>
</tr>
<tr>
<td>〜た＋ことがある</td>
<td>experience</td>
<td>大阪に行ったことがありますか。</td>
</tr>
<tr>
<td>〜た＋あとで</td>
<td>adjectival clause – time</td>
<td>食事をしたあとでテレビを見ました。</td>
</tr>
<tr>
<td>〜たり〜たり</td>
<td>alternative</td>
<td>日曜日には家でテレビを見たり、本を読んだりします。</td>
</tr>
<tr>
<td></td>
<td></td>
<td>あっかつたり、さわかったり、たいへんです。</td>
</tr>
</tbody>
</table>
### ~たら

<table>
<thead>
<tr>
<th>Form</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF+ そうですね</td>
<td>hearsay (it is said, I hear)</td>
<td>ケースは日本へ帰るそうです。  上手だそうです。</td>
</tr>
<tr>
<td>PF+ つもりです</td>
<td>intentional</td>
<td>あした行くつもりです。</td>
</tr>
<tr>
<td>PF+ とき/あいだ（に）/まえ（に）</td>
<td>time</td>
<td>私が行ったとき、あの人はいませんでした。  日本にいるあいだは何をしますか。  出かけるまえに電話します。</td>
</tr>
<tr>
<td>PF+ より</td>
<td>comparative</td>
<td>テレビを見るより本を読むほうが楽しいです。</td>
</tr>
<tr>
<td>PF+ かもしれませんが</td>
<td>possibility</td>
<td>来月行くかもしれません。</td>
</tr>
<tr>
<td>PF+ でしょう</td>
<td>probability</td>
<td>あしたは雪になるでしょう。</td>
</tr>
<tr>
<td>PF+ と</td>
<td>quotative</td>
<td>田中さんは三時に来ると言いました。</td>
</tr>
<tr>
<td>PF+ ために</td>
<td>purpose, result</td>
<td>京都へ行こうと思っています。</td>
</tr>
<tr>
<td>PF+ ように</td>
<td>purpose, result, request</td>
<td>かいせをひかないようにくすりを飲みました。  私に電話するように言ってください。  ケースはおさげも飲むしたたこすいません。</td>
</tr>
<tr>
<td>PF+ し</td>
<td>(not only...but also)</td>
<td>私の友達はやさしいし、あたまもいいです。</td>
</tr>
<tr>
<td>PF+ Noun</td>
<td>relative clause</td>
<td>田中さんの/が読んだ本  私は見るとえが  私のテストがあるんです。</td>
</tr>
<tr>
<td>PF+ の/んです</td>
<td>explanation, clarification</td>
<td>あした見るとえが  私のテストがあるんです。</td>
</tr>
<tr>
<td>PF+ うち</td>
<td>time (while, still, before)</td>
<td>雨がふらないうちに帰ります。  だれかがここでキャンプをしらたしいです。</td>
</tr>
<tr>
<td>PF+ らしいです</td>
<td>appearance (apparently, supposedly)</td>
<td>だれかがどこでキャンプをしらたしいです。</td>
</tr>
</tbody>
</table>
〜ない form
Form  Use  Example
〜ない + ほうがいい  advice (it is advisable not to do)  コーラはあまり飲まないほうがいいです。
〜なければならない  compulsion (must not)  八時までに学校に行かなければならない。

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

Particles
Noun and Particle
Particle  Function  Example
は  topic maker  あの人はよく町へ行きます。
  contrast  本はありません。
が  subject  だれがそう言いましたか。
  subject in subordinate clause  たか子さんが作ったケーキはおいしかったです。
  direct object  りんごが好きです。
  possessive (of, 's)  本が読めます。
  possessive noun  私の本です。
  locational  それはあの人のです。
  adjectival  つくえの上にあります。
  optional alternative to  すずきさんの書いた本を読みました。
<table>
<thead>
<tr>
<th>Particle</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>に</td>
<td>place of existence (in, at, on)</td>
<td>ここに新聞があります。</td>
</tr>
<tr>
<td></td>
<td>destination (to, into, onto)</td>
<td>あした町に行きます。</td>
</tr>
<tr>
<td></td>
<td>indirect object</td>
<td>先生にあげてください。</td>
</tr>
<tr>
<td></td>
<td>point of time</td>
<td>三時半に行きましょう。</td>
</tr>
<tr>
<td></td>
<td>purpose</td>
<td>えいがを見に町へ行きます。</td>
</tr>
<tr>
<td>へ</td>
<td>direction (to)</td>
<td>東京へ行きます。</td>
</tr>
<tr>
<td></td>
<td></td>
<td>右へまがってください。</td>
</tr>
<tr>
<td>を</td>
<td>direct object</td>
<td>本を読みます。</td>
</tr>
<tr>
<td></td>
<td>place of motion (along, through)</td>
<td>道を歩きます。</td>
</tr>
<tr>
<td>で</td>
<td>place of action</td>
<td>学校でならいました。</td>
</tr>
<tr>
<td></td>
<td>by means of</td>
<td>おはしで食べます。</td>
</tr>
<tr>
<td>と</td>
<td>connective (and)</td>
<td>本とぎっしを買いました。</td>
</tr>
<tr>
<td></td>
<td>with (a person)</td>
<td>友だちと海に行きました。</td>
</tr>
<tr>
<td>や</td>
<td>connective (and etc.)</td>
<td>本やぎっしを買いました。</td>
</tr>
<tr>
<td>か</td>
<td>connective (or)</td>
<td>今日かあしたしましょう。</td>
</tr>
<tr>
<td></td>
<td>with interrogatives</td>
<td>だれか来ましたか。</td>
</tr>
<tr>
<td>も</td>
<td>repetitive (too, also)</td>
<td>私も行きます。</td>
</tr>
<tr>
<td></td>
<td>(both)</td>
<td>ペンもインクもあります。</td>
</tr>
<tr>
<td></td>
<td>(neither...nor)</td>
<td>大もねこもいません。</td>
</tr>
<tr>
<td></td>
<td>(none, not any)</td>
<td>少しもありません。</td>
</tr>
<tr>
<td></td>
<td>with an appropriate interrogative</td>
<td>何回も行きました。</td>
</tr>
<tr>
<td></td>
<td>with an appropriate interrogative + negative</td>
<td>だれも来ません。</td>
</tr>
<tr>
<td>から</td>
<td>from, point of time, since</td>
<td>三時から四時までです。</td>
</tr>
<tr>
<td></td>
<td>from, point in space</td>
<td>イタリアから来ました。</td>
</tr>
<tr>
<td>まで</td>
<td>until, point of time</td>
<td>昼まではたらきます。</td>
</tr>
<tr>
<td></td>
<td>until, point in space</td>
<td>駅まで歩きます。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word indicating extent</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ごろ</td>
<td>approximate point of time</td>
<td>姉は三時ごろ着ります。</td>
</tr>
<tr>
<td>ぐらい / くらい</td>
<td>approximate amount/time/length</td>
<td>五百グラムぐらいでけっこうですよ。</td>
</tr>
<tr>
<td>しか</td>
<td>extent + negative</td>
<td>千円しかありません。</td>
</tr>
<tr>
<td>だけ</td>
<td>extent (only)</td>
<td>一人だけです。</td>
</tr>
<tr>
<td>より</td>
<td>comparative (than)</td>
<td>車はバスより早いです。</td>
</tr>
<tr>
<td>いちばん</td>
<td>superlative (the most)</td>
<td>これが一番好きです。</td>
</tr>
</tbody>
</table>

References:

- Particle Function Example
- Word indicating extent

December 2018
Conjunctions (following non-final verbs)

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>が</td>
<td>concessive (but)</td>
<td>ひらがなは知ってますか、漢字は知ってません。</td>
</tr>
<tr>
<td>から</td>
<td>cause (because, since)</td>
<td>つかれたからもうねます。</td>
</tr>
<tr>
<td>ので</td>
<td>cause, reason (so), explaining an excuse</td>
<td>雨がふったので行きませんでした。</td>
</tr>
<tr>
<td>と</td>
<td>conditional (when) quote</td>
<td>雨がふるとすずしくなります。</td>
</tr>
<tr>
<td>のに</td>
<td>concessive</td>
<td>雨がふったのに来てくださいました。</td>
</tr>
</tbody>
</table>

Nominalisers

<table>
<thead>
<tr>
<th>Nominaliser</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>の</td>
<td>nominalisation (the one)</td>
<td>赤いのをください。</td>
</tr>
<tr>
<td>こと</td>
<td>nominalisation</td>
<td>PF+ ことができる /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PF+ ことがある /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PF+ することする /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PF+ ことになる</td>
</tr>
</tbody>
</table>

Sentence final particles

<table>
<thead>
<tr>
<th>Particle</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ね/ねえ</td>
<td>tag question (isn’t it?)</td>
<td>いいお天気ですね。</td>
</tr>
<tr>
<td>よ</td>
<td>assurance gentle persuasion</td>
<td>ほんとうにいいえいかがようです。</td>
</tr>
<tr>
<td>か</td>
<td>question maker</td>
<td>だれですか。</td>
</tr>
<tr>
<td>の</td>
<td>soft question maker soft sentence ending</td>
<td>どこへ行くの？</td>
</tr>
<tr>
<td>わ</td>
<td>mild emphasis (feminine)</td>
<td>きれいだわ。</td>
</tr>
</tbody>
</table>
Unit 1

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

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

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
• use vocabulary and expressions appropriate to the theme;
• apply conventions of informal conversation/correspondence;
• use a range of question and answer forms;
• initiate, maintain and close an exchange;
• use appropriate intonation, stress, pitch/spelling and punctuation;
• self-correct/rephrase/ask for clarification;
• recognise and respond to cues for turn taking;
• write and/or word-process personal letters, faxes, emails;
• communicate by voicemail and telephone, as well as face-to-face;
• show awareness of culturally appropriate non-verbal communication, for example bowing;
• use appropriate conversational fillers (aizuchi);
• respond appropriately for the context, purpose and audience described;
• recognise and apply hiragana, katakana and some kanji;
• respond in desu/masu.
Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

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

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

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

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

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.
Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

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

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

**Outcome 1:**
- informal conversation
  
  or

- reply to personal letter/fax/email.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Japanese or English

  and

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

**Outcome 3:**
- oral presentation

  or

- review

  or

- article.

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

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

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

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

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

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

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.
Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• recognise and use vocabulary, structures and content related to topics studied;
• infer meaning from linguistic and contextual features;
• classify, compare and predict information and ideas;
• summarise, explain and contrast ideas and information from different texts;
• infer points of view, opinions and ideas;
• extract and reorganise information and ideas from one text type to another.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

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

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

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

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

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email
  
  or

- role-play
  
  or

- interview.

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

  and

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

**Outcome 3:**
- journal entry
  
  or

- personal account
  
  or

- short story.

It is expected that the texts used are in Japanese and that the student responds in Japanese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Japanese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Units 3 and 4

DETAILED STUDY

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

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

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

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

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

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

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Japanese-speaking community through a range of oral and written texts in Japanese related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and...
level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture thorough VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Unit 3

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

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

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

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

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of register and stylistic features such as repetition and tone.
Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• exchange and justify opinions and ideas;
• describe and comment on aspects of past, present and future experience;
• ask for and give assistance or advice;
• use registers for familiar and unfamiliar audiences;
• use a range of question forms;
• use appropriate intonation, stress, script and punctuation;
• maintain communication by, for example, asking for clarification, self-correcting or rephrasing;
• use response words (aizuchi).

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

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

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

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

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

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

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

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

<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></td>
<td></td>
</tr>
<tr>
<td>Express ideas through the production of original</td>
<td>20</td>
<td>A 500 jji personal or imaginative written piece.</td>
</tr>
<tr>
<td>texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting 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>20</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
</tr>
<tr>
<td>Exchange information, opinions and experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td><strong>50</strong></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 12–21 of this study design.

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

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• understand and convey gist, identify main points and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise and interpret information from texts;
• compare and contrast aspects of texts on a related topic;
• accurately convey meaning;
• show knowledge of and use a range of text types;
• infer meaning from cognates and context.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• compare and contrast aspects of life in Japanese-speaking communities with those in Australia;
• identify and comment on culturally specific aspects of language, behaviour or attitude;
• present an opinion about an aspect of the culture associated with the language;
• identify similarities and differences between texts, and find evidence to support particular views;
• show an awareness that different social contexts require different types of language;
• select and make use of relevant reference materials.

ASSESSMENT

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

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

Assessment of levels of achievement

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

Contributions to final assessment

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

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

School-assessed coursework

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

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

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Japanese to all assessment tasks.
End-of-year examinations
The end-of-year examinations are:
• an oral examination
• a written examination.

Oral examination (approximately 15 minutes)
Purpose
The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken Japanese.

Specifications
The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)
The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)
Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Japanese-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)
Written examination (2 hours plus 15 minutes reading time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding
Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Japanese in Part B to questions on this information. The questions may require the student to identify information related to:
• the context, purpose and audience of the text;
• aspects of the language of the text, for example, tone, register, knowledge of language structures.

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

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

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

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

Part A
There will be two to three texts.
Questions will be phrased in English for responses in English.

Part B
There will be one or two texts.
Questions will be phrased in Japanese and English for responses in Japanese.

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

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

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

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

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

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

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

Section 3: Writing in Japanese

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

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

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

The student will be required to write a response of 400–500 ji in Japanese. The tasks will be phrased in English and Japanese for a response in Japanese.
### SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

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

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

<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  Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>1  Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td>Formal letter, or fax, or email. or Role-play, or Interview.</td>
</tr>
<tr>
<td>2  Listen to, read and obtain information from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Japanese or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese or English.</td>
<td>2  Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>3  Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3  Give expression to real or imaginary experience in spoken or written form.</td>
<td>Journal entry. or 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>Express ideas through the production of original texts.</td>
<td>A 500 じ personal or imaginative written piece.</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using the information requested.</td>
<td>Respond critically to spoken texts <strong>and</strong> written texts which reflect aspects of the language and culture of Japanese-speaking communities.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</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>500 じ personal or imaginative written piece.</td>
<td>10</td>
<td>Oral examination</td>
<td></td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Written examination</td>
<td></td>
</tr>
<tr>
<td>500–600 じ informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Japanese</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Japanese</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
</tbody>
</table>
### Overall contribution of school-assessed coursework and end-of-year examinations

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>32.5</td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</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 40.

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

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

Methods

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

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

Structure and organisation

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

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

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

Language learning applications

Students can access:

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

Students can develop their own:

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

Information gathering

Students can use the Internet to research:

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

Students can also:

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

Students can use information and communications technology to:

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

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

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

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal or imaginative written piece</td>
<td>Communication (written), planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Role play to resolve an issue</td>
<td>Communication (oral), teamwork, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Informative, evaluative or persuasive 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, initiative and enterprise</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon 📲.
Unit 1

Theme
The individual

Topic
Personal world

Sub-topic
Introductions

Grammar
Revise adjective tenses
Past tense adjectives
ことばが形容詞
いちばん
〜て 形
〜たり〜たり
〜て〜から
Position words
からでの〜理由
Interrogatives, e.g.
どんな、いくら、どのくらい、
のほうが
より
Place names

Text types

Examples of learning activities

Listening
listen to a telephone call and write down the message
listen to people introducing themselves and note information about them and their interests
listen to a description of a person and draw him or her

Speaking
play celebrity heads in Japanese, asking questions about the characteristics of famous people known to the students
practise strategies for establishing, maintaining and closing an informal conversation and learn fillers
act out a conversation between two people who have just met, introducing yourself and responding to the other person’s introduction
survey the class on interests, family members etc. and record the results in a graph
conduct an interview with a Japanese speaker and write an article for a newsletter about the person

Reading
read an article about a famous person and summarise
read a series of personal profiles and group the people according to their shared interests
research a famous Japanese person/sports person and write a brief personal profile

Writing
Complete a cloze/grammar exercise revising the use of adjectives interrogatives: rephrase statements as questions in writing or orally
write a letter or email to your pen friend telling about your hobbies/interests
write out a list of phrases expressing personal likes and dislikes
write a personal profile of yourself for the school year book
Example assessment task

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

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

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

Unit 1

Theme
Japanese-speaking communities

Topic
Visiting Japan

Sub-topic
Tourism and travel

Grammar
Revise times and dates
〜から〜まで
〜がほしい
〜がいります
より
〜てはいけません
〜なければならない
〜てもいい
なさい
〜ませんか
でも/しかし
〜たい

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

Examples of learning activities

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

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

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

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

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

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

play a transport game visiting different countries and towns

telephone for information to book accommodation and finalise travel arrangements

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

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

analyse different samples of text types and discuss

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

JAPANESE SECOND LANGUAGE

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

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

Writing

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

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

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

Prepare a presentation featuring the highlights of your trip to Japan.

Example assessment task

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

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

Details of task: Listen to a recorded message in Japanese on a telephone hotline about holiday packages. Note the cost for air travel, accommodation and the date of departure for each one in English on a comparative chart.
Unit 1

Theme
The changing world

Topic
The world of work

Sub-topic
Part-time work

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

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

Examples of learning activities

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

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

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

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

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

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

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

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

read career brochures; identifying options for Japanese speakers

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

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

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

Example assessment task

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

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

Details of task: Read an article about various careers and select and list the careers suited to students with Japanese qualifications. Note in English the advantages that Japanese skills give for each career from the information that you have read.
Unit 1

Theme
The Japanese-speaking communities

Topic
Life in Japan

Sub-topic
Japanese film, anime or television

Grammar
Revise plain forms
Sentence final particles:
- ね, ねえ, よ, の, わ
  - で
- で
- で
PF+ の/んです
PF+ noun (relative clause)
Joining adjectives

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

Examples of learning activities

Listening
- listen to and watch promotional materials (advertisement, trailer) for a movie, anime or television program and complete a cloze exercise
- watch and listen to a small segment from a film a number of times to analyse the verbal and body language used to convey meaning, mood and intent, and make predictions about the next action in the film

Speaking
- develop a short trailer for a film in Japanese and video or animate your presentation
- discuss text types and strategies for writing a review
- participate in a role-play with a friend arranging to see a Japanese movie
- watch a video and summarise the key elements of the story in an oral presentation to the class
- watch a film and discuss the character of the hero

Reading
- search the Internet for information about a famous Japanese actor or director and prepare questions for an interview with him or her
- search the Internet for information on Japanese film or television
- read a review of a movie, anime or television program and make notes

Writing
- create a magazine cover or poster to promote a film
- write a short review of a television show, anime or film seen in class, stating your opinion about the topic
- with a partner, write a chat room script in which you discuss a Japanese film or program you have both seen

Example assessment task

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

Details of task: Write a review of a Japanese television program, anime or film that you have seen for a viewers' magazine. Write about various aspects and rate the program, giving reasons for your views.
Unit 2

Theme
The individual

Topic
Personal world

Sub-topic
Places of interest to Japanese visitors to Victoria

Grammar
〜た+ ほうがいい
〜たら〜ば
verb stem + かた
PF + ことができる
によると…そう
took
まえに
あいだに
でしよう
かもしれません

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

Examples of learning activities

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

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

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

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

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

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

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

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

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

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

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

Writing

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

write up an itinerary for a one-week tour of selected Victorian tourist destinations
### Example assessment task

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.  
**Assessment task:** Role-play.

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

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### Unit 2

#### Theme
The Japanese-speaking communities

#### Topic
Getting to know people in Japan

#### Sub-topic
Visiting a Japanese family – daily life

#### Grammar
- BASE + ながら
- より
- やすい/にくい
- 〜ていく/くる
- 〜ことにする
- Honorifics (basic)
- PF+ まずえに、とき、あいだに
- 〜のほうがいい
- くらべると

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

#### Examples of learning activities

**Listening**
- listen to a recording, identify the actions undertaken by the speaker(s) and put them in order
- listen to a conversation that takes place at meal time to identify the foods and the topics of conversation and the relationships between the speakers
- watch and listen to a scene from a movie or television show depicting a Japanese family having a meal or getting organised in the morning; then without the original sound, describe the actions of one of the characters in a commentary to accompany the scene

**Speaking**
- role-play a dinner in a Japanese home
- discuss your daily routine comparing it with those of other members of the class
- conduct an interview to establish people’s daily habits and present the information visually

**Reading**
- read and prepare a Japanese dish according to a recipe using a range of resources including the Internet, research the lifestyle of a home maker in Japan for a magazine article
- read descriptions of specific daily activities in Japan, such as ofuro, and match them to the appropriate pictures
- research the responsibilities of the members of a particular Japanese family, paying attention to finances, education, shopping, paid work, chores, making meals and so on; compare your findings to those of other members of the class; video conferencing, email, the Internet, the telephone etc. may be used in this task
Advice for teachers

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

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

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

Writing

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

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

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

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

Example assessment task

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

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

Theme
The changing world

Topic
Home and neighbourhood

Sub-topic
Our environment at risk

Grammar
PF+ ために
PF+ うちに
PF+ し
PF+ うちに
PF+ そうですね
～たら
～たら ほうがいい
ぐらぐらぐら
Relative clauses

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

Examples of learning activities

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

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

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

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

conduct a survey about what people recycle and discuss in class

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

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

Reading
read and discuss a haiku poem idealising nature

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

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

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

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

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

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

write a haiku poem
Example assessment task

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

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read an article on recycling and write an advertisement urging people to respect resources and avoid wastage.

Unit 2

Theme
The individual

Topic
Daily life

Sub-topic
Interests and leisure

Grammar
BASE+たい
BASE+たがる
BASE+たいとおもっている
BASE+に
BASE+たがた
〜て+ みる
〜て+ いる
〜て+ ください
〜て+ くる
〜て+ いく
が concessive (but)
の nominalisation (the one)

Text types
Article / broadcast / debate /
diary entry / discussion /
editorial / exercise / interview /
ote / multiple-choice exercise /
questionnaire / story / website

Examples of learning activities

Listening
listen to two people discussing their hobbies and answer questions

listen to a broadcast on balancing work with leisure and comment

listen to an interview with a Japanese entertainer and make brief notes on their lifestyle, comparing it with your ideal lifestyle

Speaking
consider, then express an opinion about the value of participating in sporting activities, a band, a club or interest group
debate: ‘Working to live or living to work?’
discuss the value of a balanced lifestyle; write a short summary of how you balance work, study and leisure

Reading
read an article on study and the need to counterbalance this with physical activity – use this information to support your request to join a sports club
analyse the difference between personal and imaginative writing styles in texts read
search the Internet for information on popular leisure activities in Japan (pachinko, karaoke) and take notes

Writing
research on the Internet and summarise biographical information about someone who has made a name for themselves in a sport, music, craft or a special interest area in Japan
summarise information given in an article on a day in the life of a famous person

write two diary entries about your leisure time activities

write an imaginative story about becoming a world leader as a sportsperson, musician, performer or specialist in some other area

using adverbs of frequency, write a multiple-choice questionnaire for friends to answer on leisure issues

**Example assessment task**

**Outcome 3:** Give expression to real or imaginary experience in spoken or written form.

**Assessment task:** Short story.

**Details of the task:** Write a short story for a school competition about a real or imaginary experience relating to your participation in a sport, performance, hobby or activity entitled ‘My moment of glory’.
Unit 3

Theme
The changing world

Topic
Changes in daily life

Sub-topic
Gadgets in daily life

Grammar
〜て+ くださる
〜て+ くれる
〜て+ あげる
〜て+ もらう
〜て+ いただく
PF + らしいです
BASE + かた
しか
dけ
ごろ
review PF + NOUN (relative clause)
review adjectives
review adverbs
reported speech

Text types
Advertisement / animation / article / critique / debate /
documentary / exercise / film /
instructions / interview / label /
letter / list / PowerPoint
presentation / PowerPoint /
report / role-play / script /
skits / story / talk / website

Examples of learning activities

Listening
listen to and watch television advertisements and jot down the
main selling points and the anticipated audience

listen to and view a PowerPoint presentation on the newest
gadgets that are available and select the one you feel is the most
useful; explain your view

watch and listen to part of a Japanese science fiction movie or
animation; identify features that indicate the setting is in the
future

Speaking
redesign an everyday object or a product by changing three of its
attributes; draw your new product and describe its special
features to the class

as a cadet journalist, interview an inventor about his or her
inventions and their uses

debate: ‘Our lives are full of unnecessary gadgets’

discuss planning, sequencing, paragraphing written work

practice the use of verbs of giving and receiving

participate in a role-play between two siblings who are
discussing a new toy, game or program that their parents are
going to buy them to share

Reading

research Japanese gadgets on the Internet, choose several to
illustrate, and label with a brief description

research Japanese inventions that are available in Australia; list
them in three categories according to your opinion of their
usefulness to your life

read through Japanese advertising material and identify the
gadgets that are available; find out the cost, what the equivalent
would be in A$, and how much these items can be bought for in
Australia

revise text types and personal/imaginative kinds of writing

read a short imaginative story set in the future; identify the
features of the writing and the elements that indicate that it is set
in the future
Writing

in a PowerPoint presentation demonstrate the features of your invention (refer to speaking tasks)

give instructions for playing a game, constructing a model, using an invention or installing a computer program; use illustrations to complement your instructions

write a critique of a new game for a hobby magazine

write an imaginative story or screen play about the effect of a gadget you have invented

**Example assessment task**

| Outcome 1: Express ideas through the production of original texts. |
| Assessment task: A 500-ji personal or imaginative written piece. |

**Details of the task:** Suppose you are a journalist reporting in the year 2100. Write an imaginative story about the things you would find in the typical Japanese family home.
Unit 3

Theme
The individual

Topic
Past and future

Sub-topic
Education

Grammar
BASE+ に
〜なければならない
〜たほうがいい
〜ないほうがいい
PF+ まえに / とき / あいだに
PF+ つもり
PF+ より
Particle revision
Conjunction revision
Direct and indirect quotes
Volitional form
〜て+ みる
〜て+ はいけない
〜て+ もいい
Revision of statements of time and duration

Text types
Article / broadcast / conversation / diary / debate / discussion / investigation / list / note / presentation / report / role-play / script / summary / statistical information / talk / web page

Examples of learning activities

Listening
listen to a conversation between two students discussing their education and future plans; note the main points from each speaker and write indirect quotes based on these points

listen to a discussion on the benefits and drawbacks of studying for a year overseas

listen to a broadcast on some issues associated with university entrance in Japan and take notes

Speaking
present your own opinions on studying overseas for a year

research online and give a talk about an aspect of the education system in Japan

role-play telephoning a Japanese higher learning institution to enquire about courses available and the nature of housing on or near the campus

class debate: ‘Are Australian student attitudes to school education different to Japanese student attitudes?’

discuss the five kinds of writing outlined in the study design, then find an example of each kind

answer questions about the Japanese education system to inform a friend making enquiries

Reading
read articles about the experiences of students at school in Japan; summarise their responses in categories, indicating shared and individualised experiences

using the Internet, identify and research a specific senior high school in Japan, noting its features, subjects, student numbers and facilities

research the Internet to find different types of schools in Japan and list them in English

collect some statistical information about an aspect of the education system in Japan, compare it with Australian information and present your findings graphically

investigate the number and sequence of characters to be learnt at each level of schooling in Japan
Advice for teachers

JAPANESE SECOND LANGUAGE

Outcome 2: Analyse and use information from spoken texts.

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

Details of the task: Listen to two speakers outlining their experiences in the Japanese school system. Compare their experiences and summarise them for a talk promoting your school’s overseas study program.

Writing

write an evaluative report about the pressures on students at different stages of their schooling in Japan and Australia

write an informative article comparing the school system in Japan and Australia

imagine that you are a Japanese student who has just started school in Australia; write a diary entry in Japanese about your first week of school, noting the things that differ from school life in Japan
Unit 3

Theme
The Japanese-speaking communities

Topic
Getting around

Sub-topic
Travel in Japan

Grammar
Comparatives
Superlatives
〜た+ことがある
〜たり〜たり
〜ながら
〜て+から
BASE + たい
BASE + たいといっている
BASE + たがる
BASE + に
Conditional forms
Verbs of giving and receiving
Directions
〜から〜まで
Revise counters
Revise dates

Text types
Announcement / brochure / conversation / description / diary entry / discussion / documentary / email / exercise / instructions / itinerary / letter / notes / PowerPoint presentation / role-play / web page

Examples of learning activities

Listening
listen to and watch extracts from documentaries about places in Japan and prioritise them as places of interest to you
listen to a train station or airport announcement and identify as much information as you can; investigate the formulaic expressions used and discuss their meaning and applications
listen to a tour guide describing the features of a tourist attraction and summarise the main points
listen to instructions regarding directions and follow them on a map

Speaking
research on the Internet and discuss possibilities and relative costs for travel and accommodation in Japan
discuss language strategies for negotiating and persuading
design a ten-day tour of Japan and present it to the class in a PowerPoint presentation emphasising the advantages of your tour
participate in a role-play to convince the Japanese friends you are staying with to come with you on a day tour to Himeji
negotiate with a group of students to plan a trip for the September holidays; take notes and check that you all agree on the details
simulate a conversation with an advisor at a tourist information centre to find out costs and travel details for your planned trip
match statements, synonyms and antonyms

Reading
research a location to visit in Japan, noting interesting features, history and location
read a letter or email from a Japanese pen friend noting the features of the place where they live; use the information to formulate further questions you can ask them in your reply
skim Japanese tourist sites on the Internet, noting possible places of interest, location and attractions
Writing

create a tourist brochure using a desktop publishing program

about the location in Japan that you have researched (see

Reading tasks)

write diary entries outlining your impressions of three locations

you have visited

develop a ten-day Japan tour itinerary, accounting for all

transport, accommodation and costs

**Example assessment task**

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task:** Participate in a role-play with a friend to plan your ten-day tour of Japan. Have an idea of the amount you are willing to spend each day and identify two places of special interest to you before the role-play begins. Use these to inform your negotiations. Focus on reaching agreement on where you will travel, how you will get there and accommodation, while considering how much you are prepared to spend each day. Your friend is not prepared to spend as much each day as you are.
Unit 4

Theme
The Japanese-speaking communities

Topic
Getting to know people in Japan

Sub-topic
Japanese manga and anime

Grammar
Review past tenses of verbs and adjectives
Review of particle use
Review of conjunctions
Linking sentences
Cause and effect
〜ので、〜が
Application of known structures in new contexts

Text types
Animation / article / cartoon / comic / documentary / exercise / film / interview / manga magazine / presentation / report / script / television program / timeline / web page

Examples of learning activities

Listening
review a contemporary anime and list the characteristics that distinguish this Japanese anime from cartoons

watch and listen to a children’s serial television anime and identify vocabulary and expressions that are repeated; find out their meaning and discuss their use in this context

view and listen to a documentary or film about early manga artists in Japan and the development of the genre

Speaking
discuss the storylines and character treatment represented in family manga (see Reading below)

develop a script for a short anime and present it to the class

assume the role of one of the characters from an anime and participate in a three-minute presentation of a new segment (see Writing below)

participate in a three- to four-minute interview on one aspect of manga or anime that you have researched

Reading
visit a website to research the history of the development of anime; develop a timeline showing the major developments in this genre in Japan and in the rest of the world

read a simple manga aloud, discuss the language used and the characters depicted

read through a Japanese family manga magazine in print or online; note a range of storylines and the treatment/ characteristics of the main characters; summarise your findings for discussion in class

visit a website and research a famous manga writer or anime producer

Writing
complete exercises on turning direct speech into reported speech

write an informative article tracking the historical development of anime or manga in Japan

write an evaluative report on the influence of Japanese anime on animation throughout the world

assume the role of one of the characters from an anime and re-enact a scene

develop a script for a new storyline for an anime you have seen or a manga you have read
Advice for teachers

JAPANESE SECOND LANGUAGE

Unit 4

Example assessment task

**Outcome 1:** Analyse and use information from written texts.

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

**Details of the task:** Read two articles about the appeal of Japanese anime or manga. Extract and compare the information provided by the two writers in response to the prompt questions given. Summarise the information in a short review.

**Examples of learning activities**

**Listening**

listen to vox pop interviews with Japanese youth and note their interests and aspirations; also note the style of language that each respondent uses

listen to a talk on issues for Japanese youth today and list the main concerns; order them according to how important you think each issue is to Australian youth

listen to a commentary or interviews outlining issues for students returning to Japan after studying overseas; discuss the issues and possible solutions

**Speaking**

discuss problems peculiar to being young people in society today; decide which ones are probably common to all young people and those which may be culture specific

debate: 'The more freedom you have, the more responsibilities there are'

in small groups explore the relationship between education and a secure future in Japanese and Australian society; share your findings in a jigsaw activity

research online an area of Japanese youth culture of interest to you and participate in a discussion in class based on your introduction of the topic

**Reading**

read an extract from a commentary about an issue relevant to Japanese youth and write a letter or email to a Japanese friend to gain their opinion on the issue

Read a magazine article highlighting a criticism of the behaviour of young people in Japan (dress, participation in ceremonies); critically discuss the article and whether you think the criticisms of young people are reasonable
read diary entries written by young people from the present and past generations; compare their interests and lifestyles in an article for a newspaper on the changes in youth lifestyles over the years

look at a Japanese youth magazine and analyse how Japanese young people are represented (image, gender roles, interests); record your findings

Writing

‘Japanese youth today have completely different life expectations to youth from past generations’: consider this proposition in terms of economics, education, health, travel or access to technology and write a script for a news presentation on this issue

imagine life without modern technology; write an imaginative story or diary entry of a young person from today who suddenly finds themself growing up in the 1970s

write an evaluative article for a school competition: ‘How seriously are youth issues taken by society at large?’

Example assessment tasks

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Japanese-speaking communities.

**Assessment task 2(a):** A 500-600 จิ informative, persuasive or evaluative written response, for example, report, comparison or review.

**Details of the task:** Write an informative report of 500-600 จิ for a LOTE competition, entitled, ‘The challenges of being a young person in Japan today’ making reference to the texts studied.

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

**Details of the task:** Possible focus areas for the interview task:

- ‘With reference to the texts studied, analyse an aspect of the behavioural expectations placed on youth in Japan by society at large’
- ‘With reference to the texts studied, comment on the differences between the experiences of Australian and Japanese young people today’
- ‘With reference to the texts studied, comment on how the roles and responsibilities of young people in Japan have changed from one generation to the next’
- ‘With reference to the texts studied, analyse an issue of specific importance to young people in Japan today’
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: The individual

Topic: Personal world

Sub-topic The appeal of Australia to the Japanese (tourism, wedding destination, famous sports people, etc.).

Topic: Daily life

Sub-topic Peer group pressure and conflict.
Sub-topic The balance between school demands and leisure activities for Australian and Japanese young people.
Sub-topic The contribution of Japanese eating habits to a healthy lifestyle.
Sub-topic The changing diet of the Japanese – comparing the eating habits across generations and the impact of diet change.

Topic: Past and future

Sub-topic Education opens doors.
Sub-topic Life today is easier than in the past.

Theme: The Japanese-speaking communities

Topic: Visiting Japan

Sub-topic Life as an exchange student in Japan.
Sub-topic Studying in Japan (the high school system and tertiary institutions).
Sub-topic Off the beaten track in Japan (visiting ryokan, life out of the big cities).
Sub-topic Features of a traditional Japanese house.
Sub-topic Features of a traditional Japanese garden.

Topic: Life in Japan

Sub-topic Are the expectations placed on young people in Japan too great?
Sub-topic The traditional Japanese family – does it still exist?
Sub-topic The effect of the aging population.
Sub-topic The effect of the declining birth rate and marriage rate and the rise of the divorce rate in Japan.
Sub-topic The significance of arranged marriages in modern Japan.
Sub-topic Multiculturalism – is it an issue in Japan? (non-Japanese living in Japan, immigration trends, comparing with Australia etc.).
Sub-topic The popularity of comics in Japan.
Sub-topic Japanese TV and its influences.
Sub-topic Leisure culture and the role it plays in Japanese life (pachinko, karaoke, computer games, coffee shops etc.).
Sub-topic The importance of the seasons in Japan.
Sub-topic The significance of festival(s) in Japan.
Sub-topic New Year Celebrations in Japan.
Sub-topic Golden Week and its importance to the Japanese.
Topic: Getting to know people in Japan
- Sub-topic Japanese cartoons reach out to the world.
- Sub-topic Life, times and work of a famous Japanese person.
- Sub-topic Japanese social norms and attitudes as seen through film.
- Sub-topic The changing tastes of young people in Japan (fashion, music, sport, future aspirations etc.).
- Sub-topic How the Japanese today relate to traditions from the past.
- Sub-topic Japanese art(s) give insights into Japanese history (bunraku, No drama, kabuki, pottery, tea ceremony, cuisine, ikebana, sumi-e, shodo etc.).

Theme: The changing world
Topic: The world of work
- Sub-topic The role of student part-time work (arubaito) in Australia and Japan.
- Sub-topic Technology in the workplace.
- Sub-topic The changing roles of men and women at work.
- Sub-topic Women’s role in the workplace.

Topic: Changes in daily life
- Sub-topic Japan at the technological forefront – the impact on Japanese daily life.
- Sub-topic Is innovative technology always beneficial?
- Sub-topic Computers underpin our lives.
- Sub-topic The universal popularity of gadgets.
- Sub-topic The impact of computer games.
- Sub-topic Use and abuse of the Internet.
- Sub-topic The Japanese education system.
- Sub-topic Relaxation – a Japanese and Australian interpretation.
- Sub-topic The popularity of international sport and sporting personalities.
- Sub-topic Japan’s changing role in the world (economics, peace keeping, international relations etc.).

Topic: Home and neighbourhood
- Sub-topic Outback Australia, outback Japan? (comparing Japanese and Australian countryside, Japanese image of Australian outback life etc.).
- Sub-topic Prosperity or protection of the environment?
- Sub-topic Water – its significance to the Australian and Japanese ways of life (agriculture, lifestyle, the arts, poetry, etc.).
- Sub-topic The importance of recycling.
- Sub-topic Architecture to meet the needs of people and the environment.
- Sub-topic The global impact of Japanese style (architecture, gardens, cars, fashion, cuisine, wood block prints, etc.).
### 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 (news article/item)</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; content (factual and persuasive information); register; 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)</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)</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 (Repoto)</td>
<td>Title; by-line; (fictional) name; 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); 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); 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, completely 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. This list will be updated and published on the VCAA website, [www.vcaa.vce.edu.au](http://www.vcaa.vce.edu.au)

**TEXTS AND BOOKS**


Altschison, K 2000, Kokoo Selkatsu Books 1 & 2, Macmillan Education.

Alfonso Japanese, Levels 3 & 4, Curriculum Corporation, Carlton.


Bunka Shokyuu Nihongo 2, 2000, Bunka Institute of Language, Japan.


E to Tasuku de Manabu Nihongo, 1988, Bonjinsha Co Ltd, Japan.


Ichikawa, T (ed.) 1995, Kokogohyoogen. (Conventions for text types/using script.)

Ichikawa, T 1983, Gendaigo. (Text type examples/Joyoo kanji list.)


Japanese for Today, Gakken, Japan.

Japanese in Modules, Levels 1, 2 & 3, 1993–8, ALC Press, Tokyo.


Japanese through the Seasons, ALC Press, Tokyo.


Lee & Ito 2003, Tsumiki 3, Nelson Thomson Learning, Melbourne.

Living in Japan, ALC Press, Tokyo.

Machida & Pinda, Intensive Japanese, Year 12 Level, Melbourne.

Murano, M 1988, Listening Tasks: Illustrations for Learning, Bonjinsha Co Ltd, Japan.

Murano, E de Masutaa, Bonjinsha Co Ltd, Japan.

Nihon ni Ikoo, New Zealand Centre for Japanese Studies.


Nihon no Kurashi 12 Kagetsu, Kyobundoo, Japan.

Osamu, M & Nobuko, M, Nihongo through Newspaper Articles, The Japan Times, Tokyo.

Ryuugaikusel no 12 Kagetsu, Kyobundoo, Japan.

Sasaki, M, View of Today’s Japan, ALC Press, Tokyo.

Situational Functional Japanese, Bonjinsha Co Ltd, Japan.

Taguchi, M 1995, Writing in Japanese is Fun, Beginning and Advanced levels, ALC Press, Tokyo.


Tanoshiku Kikoo, 1992, Bunka Institute of Language, Japan.

Advice for teachers

JAPANESE SECOND LANGUAGE

Dictionaries


JOURNALS AND PERIODICALS

Dear Sensei, The Japan Foundation Sydney Language Centre
Hiragana Times, Japan.
JLTAV Newsletter
MCJLE Newsletter
Mangajin, Atlanta, USA.
Nipponia, Japan.

SOFTWARE AND CD-ROMs

Japan Album
Kantaroo, 1997
The Language Market, 1997, Goprint.

VIDEOS

Japanese Language and People, 1991, BBC.
Secondary Access to Languages via Satellite (SALS), 1996, Victorian Department of School Education.

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 verified. 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; where this is not possible a description of the content is given.
Association of Teachers of Japanese in the USA
www.colorado.edu/ealld/atj/index.html

Centre For Educational Computing (Japan)
www.cec.or.jp/cec/100p.html

www.city.kyoto.jp/index_e.html
(General information on Kyoto and related areas.)

www.japanese-online.com/
(General information on Japan.)

www.jvwindow.net
(Useful launching points.)

www.nmjic.org/centre/personnel/Bookmarks.html
(Refer to page by Schneider.)

www.ntt.co.jp/japan/index-j.html
(General information on Japan.)

www.tokyodisneyland.co.jp
(Japanese Disneyland site and related information.)

www.yahoo.co.jp/Education/
(Search engine for Education in Japan.)

www.yahoo.co.jp/Environment_and_nature/
(Search engine for Environmental Issues in Japan.)

Japan Information and Cultural Centre
www.japan.org.au/melbourne

Japan Information Network
http://jin.jic.or.jp/

Japanese Language Teachers’ Association of Victoria (JLTAV)
www.jltav.org.au

Ontario Modern Language Teachers
http://webhome.idirect.com/~omtta/links.html

The Japan Foundation
www.jpf.go.jp/japan/index.html

The Ministry of Education, Science, Sports and Culture (Japan)
www.montbu.go.jp/jmindex.html

The Ministry of Foreign Affairs (Japan)
www.mofa.go.jp.mofaj

US Mirror Site
www/jin.japan.org/

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 (JLTAV)
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 5322, 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/ncje/

Ministry of Education, Culture, Sports, Science & Technology
www/mext.go.jp/