

Accreditation Period

Units 1 and 2

**From 2019**

Units 3 and 4

**From 2020**

Victorian Certificate of Education

# Japanese Second Language

Study Design

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# Important information

## Accreditation period

Units 1 and 2: 1 January 2019

Units 3 and 4: 1 January 2020

The accreditation period for Units 1 and 2 commences on 1 January 2019.

The accreditation period for Units 3 and 4 commences on 1 January 2020.

## Other sources of information

The [VCAA Bulletin](http://www.vcaa.vic.edu.au/Bulletin) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via free subscription on the VCAA's website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE Administrative Handbook](http://www.vcaa.vic.edu.au/AdministrativeHandbook) contains essential information on assessment processes and other procedures.

## VCE providers

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

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

# Introduction

## The language

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

## Scope of study

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

## Rationale

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: *hiragana*, *katakana* and *kanji* are used for writing. Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between the elements and patterns in Japanese and English, such as word order. Japanese cultural values are expressed in the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and rules about respect and status.

The study of Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

## Aims

This study enables students to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

## Structure

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

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula.

VCE Japanese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Entry to VCE Japanese Second Language is governed by eligibility criteria which are published on the VCAA website and in the [VCE Administrative Handbook](#).

## 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 announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE 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 Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

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 the study.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.



# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## 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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study design.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 [VCE Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE 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 and written component: 50 per cent.

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

## Authentication

Work related to the outcomes of each unit 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 [VCE Administrative Handbook](#) for authentication procedures.

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\*A single grade is awarded.

# Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, characters, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

## Communicating and understanding languages and cultures

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



### Communicating

VCE Japanese Second Language requires communication in Japanese in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

#### Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in Japanese in a range of contexts.

Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

## Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Japanese. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

## Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Japanese, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with Japanese-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

## Understanding languages and cultures

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of Japanese-speaking communities.

## Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources.

Intercultural awareness requires students to reflect on the ways that culture influences how language is used and received. Students consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

## Comparisons

Comparisons are undertaken between Japanese and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

## Communities

Within the themes and topics selected for each unit, students investigate a variety of cultural products and practices and their use or role in Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students identify aspects of cultural products or practices that originate in or are influenced by the language and cultures of Japanese-speaking communities in their own lives.

# Prescribed themes and topics

There are three prescribed themes for study in VCE Japanese Second Language:

- The individual
- The Japanese-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics.

All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

In each unit, the learning program will include topics from more than one theme and at least one topic and subtopic for each area of study. The subtopic will provide the context for teaching, learning and assessment of achievement.

Consideration should be given to the appropriateness of topics and subtopics in terms of creating logically sequenced language skill development and for the depth of study required in each unit. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

## Prescribed themes and topics, and suggested subtopics

The individual	The Japanese-speaking communities	The world around us
<ul style="list-style-type: none"> <li>• <b>Personal identity and lifestyles</b> For example, <i>personal information, home, neighbourhood, daily life, health and wellbeing, interests and leisure, travel, tourism, places of interest in Australia.</i></li> <li>• <b>Relationships</b> For example, <i>family, friends, school/social relationships, neighbourhood/community relationships, pets.</i></li> <li>• <b>Aspirations, education and careers</b> For example, <i>experiences of schooling, casual work (arubaito), future aspirations, career choices, employment opportunities, men and women in the workforce.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Japanese-speaking communities</b> For example, <i>the arts, traditional culture, contemporary culture, Japanese customs and traditions, festivals, celebrations and entertainment.</i></li> <li>• <b>Significant people</b> For example, <i>famous or significant Japanese people in a selected field of endeavour (the arts, sciences, sports, business).</i></li> <li>• <b>Living in a Japanese community/visiting Japan</b> For example, <i>living in Japan, meeting and visiting people, leisure activities, getting around (transport and directions, tickets and reservations, accommodation), tourist attractions in Japan, shopping and eating.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global and contemporary society</b> For example, <i>caring for the environment, changes in family life, the ageing society.</i></li> <li>• <b>Communication and media</b> For example, <i>the internet, social media and advertisements.</i></li> <li>• <b>The influence of technology</b> For example, <i>innovations in technology, impact of technological change.</i></li> </ul>

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

## Text types

Students come into contact with a wide range of texts when undertaking VCE Japanese Second Language and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts available for use in the practise of receptive language skills (listening, reading and viewing) are limited only by their suitability to develop student learning within the subtopics chosen for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Article	Interview	Review
Conversation	Journal entry	Role-play
Email	Personal account/blog post	Speech (script)
Essay	Personal letter	Story
Formal letter	Report	

## Writing styles

Students are expected to be able to produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

While students need to be aware of the general features of the writing styles, teaching and learning activities should clearly define the context, purpose and audience to provide direction for students on managing the writing style required for each activity.

## Vocabulary

There is no prescribed vocabulary list for VCE Japanese Second Language. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design.

# Kanji

The list of prescribed kanji below contains 200 items that students are expected to be able to use in both reading and writing in Japanese. Students are expected to understand and be able to use all the kanji listed below.

## Prescribed Kanji for active use (200)

<b>Numbers</b>	一 二 三 四 五 六 七 八 九 十 百 千 万
<b>Counters</b>	本 人 回 才 円 番
<b>Seasons/time</b>	春 夏 秋 冬 日 月 火 水 木 金 土 曜 年 時 分 夕 半 午 毎 週 間 今 先 朝 晚 昼 夜 去
<b>Parts of the body</b>	目 口 耳 手 体
<b>Positions/directions</b>	上 中 下 右 左 前 後 東 西 南 北 外
<b>School life</b>	学 校 英 語 文 漢 字 勉 強
<b>People/family</b>	父 母 子 家 族 兄 弟 姉 妹 友 私 男 女
<b>Adjectives/adverbs</b>	大 小 好 安 高 新 古 多 少 楽 長 近 正 広 早 明
<b>Verbs</b>	行 来 休 出 入 生 見 思 書 言 話 読 売 買 食 飲 知 作 住 会 使 着 発 聞 帰 持 待 教 乗 働 動 歩 終 始 泊 洗 立 考 習
<b>Animals/nature</b>	山 川 田 島 花 海 天 雨 雪 牛 魚 馬 犬
<b>Geography/travel</b>	京 都 市 県 州 国 町 神 寺 駅 店 電 車 道 旅
<b>Colours</b>	赤 青 白 黒 色 銀
<b>Repeat sign</b>	々
<b>Miscellaneous</b>	何 紙 元 気 活 社 自 物 名 方 院 所 屋 肉 場 飯 洋 和 病 次 同 仕 事 点

# Grammar

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

## Finite forms – plain forms

Verbs	Adjectives	The verb 'to be'
食べる 書く	～い：赤い ～な：しずかだ	～だ：本だ
～た：食べた 書いた	～かった：赤かった ～だった：しずかだった	～だった：本だった
～ない：食べない 書かない	～くない：赤くない ～では（じゃ）ない： しずかでは（じゃ）ない	～では（じゃ）ない： 本では（じゃ）ない
～なかった： 食べなかった 書かなかった	～くなかった： 赤くなかった ～では（じゃ）なかった： しずかでは（じゃ）なかった	～では（じゃ）なかった： 本では（じゃ）なかった
食べよう 書こう	～いだろう： 赤いだろう ～だろう： しずかだろう	～だろう：本だろう

## Finite forms – polite forms

Verbs	Adjectives	The verb 'to be'
～ます：食べます 書きます	～いです：赤いです ～な：しずかです	～です：本です
～ました： 食べました 書きました	～かったです： 赤かったです ～でした：しずかでした	～でした：本でした
～ません： 食べません 書きません	～くないです： 赤くないです ～くありません： 赤くありません ～では（じゃ）ないです： しずかでは（じゃ）ないです ～では（じゃ）ありません： しずかでは（じゃ）ありません	～では（じゃ）ないです： 本では（じゃ）ないです ～では（じゃ）ありません： 本では（じゃ）ありません
～ませんでした： 食べませんでした 書きませんでした	～くなかったです： 赤くなかったです ～くありませんでした： 赤くありませんでした ～では（じゃ）なかったです： しずかでは（じゃ）なかったです ～では（じゃ）ありませんでした： しずかでは（じゃ）ありませんでした	～では（じゃ）なかったです： 本では（じゃ）なかったです ～では（じゃ）ありません でした： 本では（じゃ）ありません でした
～ましょう： 食べましょう 書きましょう	～でしょう： おもしろいでしょう しずかでしょう  ～くて： やすくていい ～で： しずかできれい  ～く： はやくしなさい あつくなります ～に： しずかにしなさい きれいになります	～でしょう： 本でしょう



## て form

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

## て form + verbs of giving and receiving

Form	Use	Example
～て＋くださいます （くださる）	superior does you a favour	先生が本を読んでもうくださいま した。
～て＋くれます（くれる）	someone does you a favour	友達が日本から本をおくってく れました。
～て＋あげます（あげる）	do a favour for someone (an equal)	買ってあげましょうか。
～て＋もらいます（もらう）	receive a favour from someone	友達に作ってもらいました。
～て＋いただく （いただきます）	receive a favour from a superior	先生に買っていただきました。

## ～た、～たら、～たり forms

Form	Use	Example
～た＋ほうがいいです (ほうがいい)	advice (it is advisable to do)	勉強をしたほうがいいですよ。
～た＋ことがあります (ある)	experience	<sup>おおさか</sup> 大阪に行ったことがありますか。
～た＋あとで	adjectival clause – time	食事をした後でテレビを見ました。
～たら	conditional or temporal (if, when)	たろうさんが来たら、知らせてください。 分からなかったら聞いてください。 おいしくなかったら、食べなくてもいいです。
～たり～たり	alternative	<sup>まつ</sup> 週末にケーキを食べたり、おちゃを飲んだりしました。

## Plain form (PF) – past and present

Form	Use	Example
PF+そうです (そうだ)	hearsay (it is said, I hear)	ニュースによると明日は雨だそうです。
PF+つもりです (つもりだ)	intentional	明日東京へ行くつもりです。
PF+とき (に) / あいだ (に) / まえ (に)	time	私が行った時、あの人はいませんでした。 私がしゅくだいをしている間に母は晩ごはんを作ります。 テレビを見る前に勉強をします。
PF+より	comparative	テレビを見るより本を読むほうが楽しいです。
PF+かもしれません (かもしれない)	possibility	東京へ行くかもしれません。
PF+でしょう (だろう)	probability	明日は雪になるでしょう。
PF+と思います (思う) ／と言います (言う)	quotative	京都へ行こうと思っています。 田中さんは三時に来ると言いました。
PF+ために	purpose, result	車を買うためにお金をためています。
PF+ように	purpose, result, request	かぜをひかないように手を洗いましょう。
PF+し	and (what's more), (not only... but also)	<small>きのう</small> 昨日は天気がよかったし、あたたかかったです。 私の友達はやさしいし、あたまもいいです。
PF+Noun	relative clause	<small>きのう</small> 昨日見たえいがはおもしろかったです。
PF+の／んです	explanation/clarification	明日テストがあるんです。
PF+らしいです	appearance (apparently, supposedly)	だれかがここでキャンプをしたらしいです。
PF+ようです	appearance	あそこには、だれもいないようです。
PF+はず／べきです	expectation	電車は8時に着くはずです。 明日テストだから、今日勉強するべきです。

## ～ない form

Form	Use	Example
～ない+ほうがいいです (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。
～なければなりません (なければならない)	compulsion (must)	八時までに学校に行かなければなりません。
～なくてもいいです (なくてもいい)	obligation (don't have to)	せいふくを着なくてもいいです。

## Verb stem

Form	Use	Example
STEM + そうです (そうだ)	appearance (appears, looks like)	雨がふりそうです。 おいしそうですね。
STEM + かた	method	ケーキの作り方を教えてください。
STEM + にくい	(difficult to...)	この字は読みにくいです。
STEM + やすい	(easy to...)	このペンは書きやすいです。
STEM + たい	desiderative (wish, want to)	このシャツを買いたいです。
STEM + たいと思っています (思っている)	desiderative (I think I would like to)	<sup>しょう</sup> 将来日本に行きたいと思っています。
STEM + に行きます／来ます	purpose	カフェにコーヒーを飲みに行きます。
STEM + ながら	simultaneous action	ラジオを聞きながら、しゅくだいをします。
STEM + すぎます (すぎる)	excessive	ケーキを食べすぎました。

## Particles

### Noun and Particle

Particle	Function	Example
は	topic marker contrast	私はよく町に行きます。 今日はとてもさむいです。
が	subject marker subject in subordinate clause direct object	だれがそう言いましたか。 春子さんが作ったケーキはおいしかったです。 テニスが好きです。 日本語で本が読めます。
の	possession (of, 's) possessive noun locational adjectival	私のペンです。 それはあの人の <u>の</u> です。 いぬはベッド <u>の</u> 上にいます。 母 <u>の</u> りょうりが好きです。
に	place of existence (in, at, on) destination (to, into, onto) indirect object point of time purpose	ここに新聞があります。 明日町に行きます。 先生にあげてください。 三時半に行きましょう。 友達にプレゼントを買いました。
へ	direction (to)	町へ行きます。 花子さんへ、
を	direct object marker place of motion (along, through)	すしを食べます。 道を歩きます。
で	place of action by means of	町で買い物をしました。 はしで食べました。
と	connective (and) with (a person)	スーパーでりんごとバナナを買いました。 家族と日本に行きました。
や	connective (and etc.)	スーパーでりんごやバナナを買いました。
か	connective (or) with interrogatives	ペンかえんぴつをとってください。 だれか来ましたか。
も	repetitive (too, also) (both) (neither...nor) with an appropriate interrogative with an appropriate interrogative + negative	私も日本に行きたいです。 <small>きのう</small> 昨日は買い物もしました。 犬もねこもいません。 何回も行きました。 だれも来ません。

から	from, point of time, since from, point in space	一時 <u>から</u> 三時まで日本語を勉強しました。 アメリカ <u>から</u> 来ました。
まで	until, point of time until, point in space	八時から十時 <u>まで</u> えいがを見ました。 駅 <u>まで</u> 歩きます。
までに	by the time	日本に行く <u>までに</u> 、パスポートを作ってください。

## Word indicating extent

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

## Conjunctions (following non-final verbs)

Conjunction	Function	Example
が	concessive (but)	<sup>きのう</sup> 昨日は雨でしたが、海に行きました。
けれども けれど／けど	however	いっしょうけんめい勉強したけれども、テストができませんでした。
から	cause (because, since)	つかれたからもうねます。
ので	cause, reason (so) explaining an excuse	雨がふったので行きませんでした。
と	conditional (when) indirect quote	雨がふるとすずしくなります。 そのテストはむずかしかったと思います。 先生は来週漢字のテストがあると言いました。
のに	concessive (although)	雨がふったのに来てくれました。

## Nominalisers

Nominaliser	Function	Example
の	nominalisation (the one)	りょうりをするのは楽しいです。
こと	nominalisation	漢字をおぼえることはむずかしいですか。 しゅみは音楽 <sup>おん</sup> をきくことです。 PF+ことができる PF+ことにする PF+ことになる

## Sentence final particles

Particle	Function	Example
ね／ねえ	tag question (isn't it?)	日本語はとても楽しいです <u>ね</u> 。
よ	assurance gentle persuasion	日本語は楽しいです <u>よ</u> 。 えいがに行こう <u>よ</u> 。
か	question marker	何年生ですか <u>か</u> 。
の	soft question marker soft sentence ending	日本に行ったことがある <u>の</u> ？

## Miscellaneous

Form	Use	Example
読めます 食べられます	potential	弟は日本語がちょっと読めます。
ば	conditional	時間があれば、日本へ行きたいです。
NAME という NOUN	called	ハリーポッターという本を読んだことがありますか。
のほう	comparison	バナナよりりんごのほうが好きです。

# Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Japanese on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

### Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for exchanging information on the selected subtopic
- oral language for participating in an informal, personal, spoken interaction in Japanese, including idioms
- language and behaviours required to effectively initiate, maintain and close a spoken exchange
- a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.

#### Key skills

- discuss the selected subtopic
- link and sequence ideas and information
- recognise and respond to cues for turn-taking
- use a range of question and answer forms



- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication, such as eye contact and gestures
- recognise meaning in terms and concepts without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives.

## Area of Study 2

### Interpretive communication

In this area of study students locate and use information from two texts in Japanese, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Japanese effectively, to summarise content and to combine information from the texts in written responses in Japanese and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Japanese-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

### Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for relaying information in writing.

#### Key skills

- identify key concepts from written, spoken or audiovisual texts in Japanese
- differentiate between general meaning and specific meaning
- link ideas and information from the two selected texts
- recognise and interpret expressions without a direct equivalent in English
- use suitable written Japanese for the purposes of the text type, such as levels of formality or abbreviated language
- use appropriate spelling, grammar, characters, layout and punctuation
- self-correct language use as appropriate.

## Area of Study 3

### Presentational communication

Students present content related to the selected subtopic in Japanese in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from Japanese-speaking communities which can be drawn from a diverse range of texts, activities and creations.

### Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for conveying information on the subtopic
- conventions of a written presentation in Japanese
- presentation methods such as awareness and engagement of audience and clarity of information.

#### Key skills

- use strategies for creating an original text in Japanese, such as planning, drafting, self-correcting and use of dictionaries
- sequence ideas logically and to engage the audience
- use suitably written Japanese and other elements as appropriate to the text type, purpose and audience for the presentation
- use stylistic features appropriate to the text type, such as headings, repetition and exclamations
- identify and explain language and aspects of culture requiring interpretation
- use appropriate spelling, grammar, characters and punctuation.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and relate to the selected subtopic. They should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

## Outcome 1

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

## Outcome 2

- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

## Outcome 3

- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

# Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students participate in a written exchange in Japanese. They develop skills and knowledge that enable them to read, listen to and view texts in Japanese and to develop a suitable response in Japanese. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

### Outcome 1

On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding and conveying general information and information on the subtopic
- conventions of text types and language for relaying information in writing
- nature of direct, indirect and rhetorical questions in Japanese.

#### Key skills

- use strategies for identifying key concepts and information from written, spoken, visual or audiovisual texts in Japanese
- respond to requests or questions and link to ideas and information provided in the exchange
- differentiate between general meaning and specific meaning
- use appropriate spelling, grammar, characters, layout and punctuation
- self-correct language use as appropriate.

## Area of Study 2

### Interpretive communication

In this area of study students extract information from texts provided in Japanese and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Japanese and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Japanese-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Japanese and for recounting information in Japanese. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for commenting in writing on information, ideas and opinions.

#### Key skills

- use strategies for identifying relevant concepts and detailed information in written, spoken or visual texts in Japanese
- evaluate, select and use relevant information
- link detailed ideas and information from the stimulus material with general knowledge of the topic
- recognise meaning in terms and concepts without a direct equivalent in English
- self-correct language use as appropriate
- use suitable written Japanese for the purposes of the text type and audience, such as an appropriate level of formality
- use appropriate spelling, grammar, characters, layout and punctuation.

## Area of Study 3

### Presentational communication

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Japanese on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Japanese and to speak about cultural connections and comparisons.

Students may consider aspects of culture such as:

- cultural products or practices that demonstrate cultural differences between different Japanese-speaking communities
- the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- differences and similarities between Japanese-speaking and other communities and social structures
- the interplay between culture and the individual, including attitudes to social conformity.

## Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Key knowledge

- one or more aspects of the culture of Japanese-speaking communities
- concepts and ideas that reflect the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information orally
- text and language conventions used in written, spoken and visual texts in Japanese
- the focus, purpose and subject matter of the presentation.

### Key skills

- identify cultural meaning in written, spoken or audiovisual texts in Japanese
- select relevant examples to demonstrate an aspect of culture
- create an original oral presentation in Japanese that explains one or more aspects of culture
- sequence ideas logically
- use suitable oral Japanese and other elements as appropriate to the text type, purpose and audience for the presentation
- use visual, digital media or other resources to support the presentation
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and relate to the selected subtopic. They should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

### Outcome 1

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

### Outcome 2

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Japanese-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society.

### Outcome 3

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

# Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Japanese on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in Japanese. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Japanese to resolve a personal issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for interpreting information, and negotiating and expressing a point of view or preference
- oral language and behaviours required to effectively initiate, maintain and close a spoken exchange, including strategies for revisiting unresolved issues and confirming outcomes
- negotiation strategies including acknowledging and linking to other speakers and offering compromises.

#### Key skills

- exchange relevant information
- link ideas in a logical and persuasive way
- recognise meaning in terms and concepts with implied meaning or without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives
- understand expectations and influences on participants in the interaction and use negotiation strategies



- clarify decisions and ensure agreed outcomes are reached
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- recognise and respond to questions and cues for turn-taking.

## Area of Study 2

### Interpretive communication

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Japanese. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in Japanese. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

### Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the selected subtopic
- conventions of text types and language for conveying information in writing.

#### Key skills

- interpret relevant concepts and detailed information from written, spoken and visual texts in Japanese
- recognise meaning in terms and concepts without a direct equivalent in English
- link ideas and information from the texts in a logical way
- use appropriate spelling, grammar, characters and punctuation
- self-correct language use as appropriate
- use suitable written Japanese for the audience, purpose and text type.

## Area of Study 3

### Presentational communication

In this area of study students create an extended original piece of personal, informative or imaginative writing in Japanese to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

### Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- features of a range of personal, informative or imaginative written texts in Japanese
- vocabulary and grammar suitable for expressing personal ideas, retelling information or storytelling
- methods of presenting direct and reported speech
- appropriate language and layout for the selected text type.

#### Key skills

- use strategies for creating an original text in Japanese, including planning, drafting, self-correcting and use of dictionaries
- use appropriate tenses, time words, levels of language and register
- sequence ideas appropriately and in accordance with the features of the text type to engage readers
- use stylistic features, language, layout and other elements appropriate to the text type, purpose and audience of the writing
- use appropriate spelling, grammar, characters and punctuation.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

## Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in Japanese.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

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

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Participate in a spoken exchange in Japanese to resolve a personal issue.	20	A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.
<b>Outcome 2</b> Interpret information from texts and write responses in Japanese.	15	Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
<b>Outcome 3</b> Express ideas in a personal, informative or imaginative piece of writing in Japanese.	15	An approximately 450-ji personal, informative or imaginative piece of writing.
<b>Total marks</b>	<b>50</b>	

## External assessment

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

# Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students research and present information on a cultural product or practice from a Japanese-speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past or between Japanese-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Japanese, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

### Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary relating to a cultural product or practice, including expressions that reflect aspects of culture
- the cultural and social context within which the product or practice exists
- oral language and behaviours required to present information and participate in an interview on the subtopic, including anticipating and responding to questions
- vocabulary and grammar suitable for conveying information, explaining opinions and sharing ideas.

**Key skills**

- select relevant and interesting information for the exchange and in response to questions
- link ideas logically
- recognise and respond to questions and cues for turn-taking
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- explain meaning in terms and concepts without a direct equivalent in English
- exchange and justify opinions and ideas
- recognise and use suitable language and strategies to distinguish between factual information and personal perspectives.

## Area of Study 2

### Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in Japanese on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in Japanese-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in Japanese that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

### Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**Key knowledge**

- concepts and ideas related to the selected subtopic
- vocabulary and grammar suitable for interpreting and conveying information on the selected subtopic
- features of text types
- language for analysing and comparing ideas in extended writing.

**Key skills**

- use strategies for identifying and understanding key ideas and detailed information from written, spoken and viewed texts in Japanese
- recognise cultural, language or contextual aspects critical to meaning in written, spoken and viewed texts
- identify relationships and make comparisons between the key ideas and perspectives expressed or observed in the texts
- present information relevant to audience and purpose
- use appropriate spelling, grammar, characters, layout and punctuation
- self-correct language use as appropriate
- use suitable stylistic features for the audience, purpose and text type.

## Area of Study 3

### Presentational communication

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning Japanese, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Japanese-speaking communities.

Students create an original written text in Japanese on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

### Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- issues related to the selected subtopic
- cultural implications of the issue for Japanese speakers and Japanese-speaking communities
- vocabulary and grammar suitable for evaluative or persuasive writing
- conventions of evaluative or persuasive writing in Japanese suited to the text type and audience.

#### Key skills

- research the subtopic and possible issues
- sequence ideas logically to support an evaluative or persuasive argument
- create original writing in Japanese
- self-correct language use as appropriate
- use appropriate spelling, grammar, characters, layout and punctuation
- use suitable written Japanese for the audience, purpose and text type

#### *For evaluative writing*

- identify different positions on an issue associated with the subtopic and identify relevant information to compare and draw conclusions
- use evaluative techniques including aligning like items, making valid comparisons and justifying personal conclusions

#### *For persuasive writing*

- formulate a position on an issue associated with the subtopic and identify relevant and compelling information to support the position
- use persuasive strategies, including justifying ideas and opinions or describing hypothetical outcomes and past experience.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in Japanese.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contributions to final assessment

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

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Share information, ideas and opinions in a spoken exchange in Japanese.	20	A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
<b>Outcome 2</b> Analyse information from written, spoken and viewed texts for use in a written response in Japanese.	15	An approximately 450-ji written response for a specific audience and purpose, incorporating information from three or more texts.
<b>Outcome 3</b> Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.	15	An approximately 500-ji evaluative or persuasive piece of writing.
<b>Total marks</b>	<b>50</b>	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

### Contribution to final assessment

The examinations together will contribute 50 per cent to the study score.

## End-of-year examinations

### Description

- an oral examination
- a written examination.

All relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The written examination will be set by a panel appointed by the VCAA.

### Conditions

The examinations will be completed under the following conditions:

- Duration:
  - Oral examination: approximately 15 minutes
  - Written examination: 2 hours plus 15 minutes reading time.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE Administrative Handbook](#).
- The examinations will be marked by assessors appointed by the VCAA.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.