



Japanese: Second Language General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2017

This document is an extract from the *Japanese: Second Language General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2017 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2017 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

Unit description

The focus for this unit is にちじょうせいかつ 日常生活 (Daily life).

Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in the Japanese language and gain further insight into the culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My life <small>せいかつ</small> 私の生活 Students reflect on their home life and explore homestay experiences; including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life.
The Japanese-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Home life <small>せいかつ</small> 学校と家での生活 Students explore home-stay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Daily life <small>せいかつ</small> 生活をくらべて Students consider the daily life of young people and how they exchange information and opinions.

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Japanese from the list below.

- | | | |
|-----------------|---------------------------------|--|
| • account | • email | • map |
| • advertisement | • film or TV program (excerpts) | • message |
| • announcement | • form | • note |
| • article | • image | • postcard |
| • blog posting | • interview | • review |
| • cartoon | • invitation | • role-play |
| • chart | • itinerary | • script – speech, interview, dialogue |
| • conversation | • journal entry | • sign |
| • description | • letter | • table |
| • diary entry | | |

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

1. Plain forms

Verbs	Adjectives	Copula 'to be'
～る：食べる ～う：書く	～い：大きい ～な：しずかだ ～な：しずかな町だ	～だ：先生だ
～た：食べた 書いた	～かった：大きかった ～だった；しずかだった	～だった：先生だった
～ない：食べない 書かない	～くない：大きくない ～では（じゃ）ない： しずかじゃない	～では（じゃ）ない： 先生では（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：大きくなかった ～では（じゃ）ない： しずかでは（じゃ）なかった	～では（じゃ）なかった： 先生では（じゃ）なかった

2. Stem of Masu form structures

Form	Function/use
Stem + たいと思います	expressing desire
Stem + たいと思っています	expressing strong desire

3. Te form structures

Form	Function/use
～てはいけません	denying permission
～てはだめです	expressing you must not
～てもいいです	granting permission expressing you may

4. Finite form structures

Form	Function/use
Finite form 前 (に)	expressing doing one action, before another
Finite form ことができます。	expressing your ability
Finite form 時	expressing the time frame (when)
Finite form 間 (に)	during the time (whilst)
Finite form と言う	quoting what someone said
Finite form と思う	quoting what someone thinks

5. Nai form structures

Form	Function/use
Base + ないください	expressing please don't do something
Base + ないほうがいいです	advising one not to do something
Base + なければなりません	expressing that you must do
Base + なくてははいけません	expressing that you have to
Base + なくてもいいです	indicating that you don't have to do something

6. Plain past form structures

Form	Function/use
～たほうがいいです	giving advice
～たり～たり	giving examples of actions within a context expressing alternative states
～た後 (で)	expressing doing one action after another
～たことがある	expressing your experience

7. Noun + structures

Form	Function/use
Noun をくれる	give to me (my group)
Noun をあげる	give to another
Noun をもらう	receive from
Noun の前 (に)	sequencing before
Noun の間 (に)	during the time, whilst
Noun の後 (で)	sequencing after
Noun の時 (に)	the time when
Noun + という + noun...	called

8. Nominalisers

Nominaliser	Function/use
の	nominalisation (the one)
こと	nominalisation

9. Adjectives and adverbs

Form	Function/use
Adverbs い adjective ~く な adjective ~に	expressing how an action is performed
い adjective ~くなる な adjective ~になる	expressing how something changes
い adjective ~くする な adjective ~にする	expressing how you change something

10. Particles

Particle	Function/use
が	subject
で	indicating extent

11. Sentence final particles

Particle	Function/use
の	soft question marker soft sentence ending
かな	interjection (expressing feelings)
かしら	expressing indecision (feminine)
わ	mild emphasis (feminine)

12. Conjunctions

Conjunction	Function/use
けれど けど	however (but)
～から	giving a reason (since, so)
～ので	cause, reason (because, since, so)
それに	linking (besides that, what's more)
それで	linking (and so)
～と	quoting speech or thoughts

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

- productive 会 言 話 来 休 少 週 時 分 半 今 先 間 天 方 男 女
元 気 車 思
- receptive 作 読 書 新 長 古 白 黒 赤 青 午 後 東 西 北 南 色 々
料 理 茶 電 自 動 明 去

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture and enable, them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.