



Government of **Western Australia**  
School Curriculum and Standards Authority

# **DRAFT FOR CONSULTATION**

# **JAPANESE: SECOND LANGUAGE**

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ATAR course

**Year 12 syllabus**

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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New South Wales Education Standards Authority  
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## Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Japanese: Second Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Japanese in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Japanese enables students to engage with a language spoken by more than 125 million people in Japan and around the world.

As Japanese is spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Japanese media in Australia and actual and virtual connections with Japanese-speaking communities in the rest of the world. Proficiency in Japanese may provide students with enhanced vocational opportunities in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Japanese: Second Language ATAR course is designed for students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard Japanese ひょうじゅんご 標準語.

The rich linguistic and cultural diversity of Western Australia, to which Japanese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

### Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

## Aims

The Japanese: Second Language ATAR course builds on students' skills and understanding of Japanese and knowledge about the cultures of Japanese-speaking communities. It enables students to:

interact with others to exchange information, ideas, opinions and experiences in Japanese  
analyse a range of texts in Japanese to comprehend, and interpret meaning  
apply the skills they have acquired to produce texts in Japanese to convey information, express ideas and opinions and experiences for specific audiences, purposes and contexts  
demonstrate their knowledge and understanding of language as a system  
reflect on the relationship between language and culture.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

## Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

This unit focuses on <sup>りょこう</sup>旅行 (**Travel**). Through the three topics – My travel experience, Domestic travel in Japan, Trends in tourism – students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on <sup>ことし</sup>今年と<sup>しょうらい</sup>将来 (**This year and the future**). Through the three topics – This year and the future, Pathways for Japanese people, Environmental sustainability – students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Each unit includes:

a unit description – a short description of the focus of the unit  
unit content – the content to be taught and learned.

## Organisation of content

The course content is organised into five content areas:

Perspectives and topics

Text types and styles of writing

Linguistic resources

Intercultural understandings

Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

### Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of topics.

The perspectives are:

personal — explores aspects of the student’s personal world, aspirations, values, opinions, ideas and relationships with others. They also explore the topic from the perspectives of other people

community — explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language

global — explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Japanese language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

### Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in styles of writing in Japanese.

## Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Japanese.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language. In the Japanese: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Japanese.

## Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Japanese-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected; however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Japanese-speaking communities, and begin to apply these in order to communicate effectively.

## Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.



## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Japanese: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

The Japanese: Second Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Japanese. It provides opportunities for students to move between Japanese and English to analyse, interpret and reflect on texts. They convey information, ideas and opinions in a variety of text types and formats, and write Japanese texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Japanese, literacy development in the language enhances and extends their knowledge and understanding of English literacy and uses their knowledge of English literacy to support their learning in Japanese.

### Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Japanese affords opportunities for learners to develop, use and understand, patterns, order and relationships, and to reinforce concepts, such as number, time and space, in their own and in different cultural and linguistic systems.

### Information and communication technology capability

In the Japanese: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

## Critical and creative thinking

The Japanese: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of Japanese language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

## Personal and social capability

The Japanese: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Japanese speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the Japanese: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Japanese.

## Ethical understanding

In learning Japanese, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

## Intercultural understanding

The Intercultural understanding capability is central to the learning of Japanese in the Japanese: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Japanese, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Japanese does not require forsaking a student's first language. It is an enriching and cumulative process, which broadens the students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Japanese: Second Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Japanese: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

### **Asia and Australia's engagement with Asia**

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including

the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving, locally, regionally and within an international context.

In learning Japanese, students may engage with a range of texts and concepts related to:

Asia and Australia's engagement with Asia  
languages and cultures of Asia  
people of Asian heritage within Australia.

### **Sustainability**

The Japanese: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Japanese-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts, such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

## Unit 3

### Unit description

The focus for this unit is <sup>りょこう</sup>旅行 (**Travel**). Students expand their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and 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. This is the examinable content.

### Perspectives and topics

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

Perspectives	Topics
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Japanese-speaking communities.</p>	<p><b>My travel experience</b> <sup>りょこう</sup>私の旅行</p> <p>Students explore their future travel plans and reflect on their own travel experiences.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Japanese-speaking communities.</p>	<p><b>Domestic travel in Japan</b> <sup>こくないりょこう</sup>国内旅行</p> <p>Students investigate travel options for Japanese people in Japan.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>Trends in tourism</b> <sup>りょこう けいこう</sup>旅行の傾向</p> <p>Students examine global trends in tourism.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Japanese or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and responding.

For Section 3: Writing in Japanese, students will be required to produce text types from the list below.

account	journal entry	review
article	letter	script – conversation, interview,
blog post	message	speech
email	note	

### Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

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

## 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.

Grammatical items	Sub-elements
Verb forms*	potential form
	volitional form (plain form)
Adjectives	nominalisation: ～さ
Extent markers	indicating 'only' with しか
Negative plain form structures	expressing 'instead of doing' or 'without doing' with ～ないで
	expressing 'so that something won't happen' with ～ないように
Noun structures	expressing likeness: <ul style="list-style-type: none"> <li>• ～みたいな</li> <li>• ～みたいに</li> </ul>
	expressing purpose with ～のために
	relative clause
Plain form structures	explaining, clarifying with ～んです
	expressing appearance, likelihood with ～みたいですよ
	expressing intent with ～つもり
	expressing plans with よてい
	expressing purpose with ～ために
	listing reasons with ～し
	relative clause
Potential form structures	expressing 'so what something can happen' with ～ように
Question words	forming indefinite pronouns <ul style="list-style-type: none"> <li>• も</li> <li>• か</li> <li>• でも</li> </ul>
	expressing a desire with ～ようと思う
	expressing regret over an action with ～てしまう
て form structures	expressing difficulties or problems with ～てこまる
	expressing regret over an action with ～てしまう

\*Verb forms have been listed first in the table above as they form the basis for some grammatical items.

Refer to Appendix 3 for elaborations of grammatical items.

## Sound and writing systems

Consolidation of understanding of the sound and writing systems of Japanese, and in particular:

- pronouncing long vowel sounds
- using common interjections; for example,
  - to express surprises, such as ああ, えっ, わあ and そうですか
  - to call for attention, such as あの, ねえ, すみません and ちょっと
  - to show attention or confirmation, such as はい, うん and そうですね
- recognising that some Japanese words can be abbreviated; for example, 入学試験<sup>にゅうがくしけん</sup> to 入試<sup>にゅうし</sup> and スマートフォン to スマホ
- producing the following *kanji*: 宿 泊 売 着 持 去 新 古 神 社 寺 和 洋 道  
北 南 西 東 国 安 心 待
- recognising the following *kanji*: 駅 配 京 都 発 歩 様 場 乗 旅 館 帰 広  
島 部 屋 室 内.

## Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing 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 taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

## Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.



## Unit 4

### Unit description

The focus for this unit is ことし今年としょうらい将来 (**This year and the future**). Students consolidate their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

### Unit content

This unit builds on the content covered in Unit 3.

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

### Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Japanese-speaking communities.</p>	<p><b>This year and the future</b> <small>ことし</small>今年と<small>しょうらい</small>将来</p> <p>Students explore plans for their future, including how the study of Japanese may influence their career choices, and reflect on the significant events of this year.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Japanese-speaking communities.</p>	<p><b>Pathways for Japanese people</b> 日本人の<small>しんろ</small>進路</p> <p>Students investigate how Japanese students prepare for their transition to the workplace and into adulthood.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>Environmental sustainability</b> <small>かんきょう</small>環境のために</p> <p>Students examine life choices that encourage and support global environmental sustainability.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Japanese or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and responding.

For Section 3: Writing in Japanese, students will be required to produce the following text types:

- account
- article
- blog post
- email
- journal entry
- letter
- message
- note
- review
- script – conversation, interview, speech

### Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

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

## 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.

Grammatical items	Sub-elements
Plain form structures	expressing a decision with ～ことにした
	expressing making an effort to do or not to do an action with ～ようにする
	expressing ‘whether or not’ with かどうか
	using embedded questions with か
Verb stem structures	expressing continuing an action with ～つづける
	expressing finishing an action with ～終わる
	expressing starting an action with ～始める
て form structures	expressing desire for someone else to do something with ～てほしい
	expressing ‘even if’ or ‘even though’ an action or condition exists with ～ても

Refer to Appendix 3 for elaborations of grammatical items.

## Sound and writing systems

Consolidation of understanding of the sound and writing systems of Japanese, and in particular:

- pronouncing long vowel sounds
- using common interjections; for example,
  - to express surprises, such as ああ, えっ, わあ and そうですか
  - to call for attention, such as あの, ねえ, すみません and ちょっと
  - to show attention or confirmation, such as はい, うん and そうですね
- recognising that some Japanese words can be abbreviated; for example, 入<sup>にゅう</sup>学<sup>がく</sup>試<sup>し</sup>験<sup>けん</sup> to 入<sup>にゅう</sup>試<sup>し</sup> and スマートフォン to スマホ
- producing the following *kanji*: 仕 事 守 森 切 未
- recognising the following *kanji*: 将 若 者 働 動 紙 空 教.

## Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing 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 taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

## Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

## Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Japanese: Second Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

## Assessment table – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
<b>Examination</b> <b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
<b>Written communication</b> Production of written texts to convey information and express ideas, opinions and/or experiences in Japanese. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
<b>Responding to texts</b> Comprehension and interpretation of spoken and printed texts in Japanese. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Japanese and English for responses in English, or phrased in Japanese and English for responses in Japanese, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

## Reporting

Schools report student achievement, underpinned by a set of predetermined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Japanese: Second Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

## ATAR course examination

All students enrolled in the Japanese: Second Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

### Practical (oral) examination design brief – Year 12

**Time allocated:** Examination: 12–15 minutes

**Provided by the candidate:** *Personalised practical examination timetable*

Section	Supporting information
<p><b>Speaking in Japanese</b></p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate is required to participate in a conversation with the marker. The focus of the conversation is on exploring aspects of the topics in Unit 3 and Unit 4 and the candidate’s linguistic ability in Japanese.</p> <p>The candidate begins by nominating two topics for the conversation. One of the topics is from Unit 3 and is related to the Personal or the Community perspectives. The other topic is from Unit 4 and is related to the Community or the Global perspectives.</p> <p>The marker asks questions in Japanese to encourage the candidate to speak in Japanese about the topics nominated. Questions from the marker provide the candidate with the opportunity to share information, express ideas and/or opinions on the topic.</p> <p>The marker then asks questions in Japanese to encourage the candidate to speak in Japanese about at least two topics, including one from Unit 3 and one from Unit 4. These topics exclude those nominated previously by the candidate.</p>



## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
<p><b>Section One</b></p> <p><b>Listening and responding</b></p> <p>30% of the written examination</p> <p>3–4 spoken texts in Japanese</p> <p>10–15 questions</p> <p>Suggested working time: 30 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing. One of the texts involves two speakers and is divided into parts.</p> <p>The spoken texts are read twice with a 30-second pause after the first reading, and a 90-second pause after the second reading, to allow time for the candidate to respond to questions. The text in parts, is read once in its entirety and then repeated twice in its parts.</p> <p>The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>Questions are in formats, such as tick the box, true/false, short answer, and/or retrieval chart. Questions are in English and require a response in English. All questions require responses based on the information in the texts.</p>
<p><b>Section Two</b></p> <p><b>Reading and responding</b></p> <p>30% of the written examination</p> <p><b>Part A: Reading and responding in English (15%)</b></p> <p>Three print texts in Japanese</p> <p>8–10 questions</p> <p>Suggested working time: 30 minutes</p> <p><b>Part B: Reading and responding in Japanese (15%)</b></p> <p>One print text in Japanese</p> <p>One question</p> <p>Suggested working time: 30 minutes</p>	<p>In Part A, the print texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print.</p> <p>Questions are in formats, such as tick the box, short answer, and/or retrieval chart. Questions are in English and require a response in English.</p> <p>In Part B, the print text is drawn from a range of text types and styles of writing. The text is print or a combination of visual and print.</p> <p>The question is in Japanese and English, and the candidate responds in Japanese in approximately 180 <i>ji</i> using either plain or polite form.</p> <p>All questions require responses based on the information in the texts.</p>

Section	Supporting information
<p><b>Section Three</b></p> <p><b>Writing in Japanese</b></p> <p>40% of the written examination</p> <p><b>Part A: Short response (15%)</b></p> <p>One compulsory question</p> <p>Suggested working time: 20 minutes</p> <p><b>Part B: Extended response (25%)</b></p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>Questions require the production of a specified text type and style of writing for a particular purpose and audience.</p> <p>In Part A, the question is in Japanese and English. The candidate responds in Japanese in approximately 180 <i>ji</i> using either plain or polite form.</p> <p>In Part B, questions are in Japanese and English, and the candidate responds in Japanese in approximately 450 <i>ji</i> using either plain or polite form.</p>
<p>Note: In texts and questions in Section Two and questions in Section Three, when <i>kanji</i> from the syllabus is used along with <i>kanji</i> not specified in the syllabus, then both will have <i>furigana</i> written above the compound. <i>Furigana</i> will appear each time the compound is used in the text. When <i>kanji</i> from the syllabus is used, either in isolation or in compounds, <i>furigana</i> will not be used.</p>	

## Appendix 1 – Grade descriptions Year 12

A	<p><b>Written production</b></p> <p>Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics.</p> <p>Engages the audience effectively.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning.</p> <p>Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with detailed relevant information, ideas and/or opinions.</p> <p>Uses communication techniques to engage the audience.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures, with few inaccuracies that do not affect meaning.</p> <p>Speaks with accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p><b>Written production</b></p> <p>Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.</p> <p>Engages the audience.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies, that do not affect meaning.</p> <p>Writes structured texts that show clear development of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.</p> <p>Uses some communication techniques to engage the audience.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes most information from a variety of texts across a range of topics.</p> <p>Provides most details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively.</p>

C	<p><b>Written production</b></p> <p>Responds with mostly relevant information, simple ideas and/or opinions. Includes some detail and examples, when writing about a range of topics. Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that on occasion affect meaning. Writes simple texts that show structure and some development of ideas. Applies most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Provides some information, simple ideas and/or opinions. Comprehends familiar questions; however, for complex questions, may require time to process, or rephrasing and support from the other speaker. Provides responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items and simple and rehearsed complex sentence structures, with inaccuracies that at times affect meaning. Makes errors in pronunciation that at times may result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes some information from a variety of texts. Provides some relevant details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
D	<p><b>Written production</b></p> <p>Responds with simple information, ideas and/or opinions when writing about a range of topics. Includes limited detail and/or irrelevant content. Provides responses that use simple language and short sentences. Produces writing that is frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.</p>
	<p><b>Oral production</b></p> <p>Provides some simple information, ideas and/or opinions, with silences, due to lack of comprehension of questions and/or time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses that are characterised by single words, short phrases and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and simple sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete, unclear or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

**Note: grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.**

## Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

### Text types

#### Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title, which is centre-aligned and is contained in Japanese quotation marks ( 「 」 ), and the author's name, which is right-aligned on the line underneath the title. Accounts are often in the first person. Paragraphing is indicated by a one-square indent when squared paper is used. They describe a series of events or experiences and are presented in a logical manner. At the conclusion, there may be a resolution. Accounts can be in plain or polite form; however, the register must be consistent. Time words are used to connect ideas and action words are used to describe events.

#### Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Articles have a title, which is centre-aligned and is contained in Japanese quotation marks ( 「 」 ); and the author's name, which is either right-aligned on the line underneath the title, or included at the end of the article in brackets. Paragraphing is indicated by a one-square indent when squared paper is used. Language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be in plain or polite form; however, the register must be consistent. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

#### Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts are often written in an informal register, but can sometimes use a formal register. Paragraphing is indicated by a one-square indent when squared paper is used. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

#### Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers.

The register of conversations will often depend on the context and the relationship between participants.

**Discussion**

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

**Email**

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be casual. A message that is business-related should use a more formal register. Emails should address the recipient, open with a greeting/salutation, an acknowledgement of receipt of the previous email (if applicable), a health enquiry and may contain a seasonal comment. They end with a phrase of farewell and sign-off. Paragraphing is indicated by a one-square indent when squared paper is used.

**Interview**

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation.

The register of interviews will often depend on the context and the relationship between participants.

**Journal entry**

Journal entries record personal reflections, comments, information or experiences of the writer. Journal entries start with the date and day, left-aligned, and the weather, right-aligned, on the same line. Paragraphing is indicated by a one-square indent when squared paper is used. The language of journal entries should generally be informal, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, and provide a sense of time and sequence. Paragraphing is indicated by a one-square indent when squared paper is used.

**Letter**

The language of letters could be formal or informal, depending on the context. A letter from one friend to another should be casual. A letter that is business-related should use a more formal register. Letters should address the recipient, open with a greeting/salutation, an acknowledgement of receipt of the previous letter (if applicable), a health enquiry and may contain a seasonal comment. They end with a phrase of farewell and sign-off. Paragraphing is indicated by a one-square indent when squared paper is used.

**Message**

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left as a voice mail on a phone. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Note**

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Review**

Reviews are evaluations of works, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

**Script – conversation, interview, speech**

Scripts are written forms of conversations, interviews or speeches that communicate and exchange ideas, information, opinions and experiences. Scripts for conversations and interviews would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. They often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

A script for a speech uses formal language. The speaker uses an appropriate greeting, introduces himself or herself and the topic, and concludes by thanking the audience.

## Styles of writing

### **Descriptive**

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

### **Informative**

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

### **Personal**

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

### **Persuasive**

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend their position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

### **Reflective**

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.



## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

### Unit 3

Grammatical items	Sub-elements	Elaborations
Verb forms	potential form	京都ですてきな旅館に泊まれた。
	volitional form (plain form)	天気がいいから、広島駅まで歩こう。
Adjectives	nominalisation: ～さ	去年、お寺を見に行行って、古さにびっくりした。
Extent markers	indicating ‘only’ with しか	祖父は国内旅行しかしたことがない。
Negative plain form structures	expressing ‘instead of doing’ or ‘without doing’ with ～ないで	すぐに宿泊先に帰らないで、駅の南を散歩した。 大きい荷物を持たないで、旅行するのが好きだ。
	expressing ‘so that something won’t happen’ with ～ないように	道にまよわないように、ちずのアプリをダウンロードしました。
Noun structures	expressing likeness: <ul style="list-style-type: none"> <li>～みたいな</li> <li>～みたいに</li> </ul>	だるまみたいな日本のおみやげがほしい。 世界中を旅行したことがある友達みたいに、色々な国に行きたいです。
	expressing purpose with ～のために	旅行のために、お金をためています。
Plain form structures	explaining, clarifying with ～んです	7年生の時から日本に行きたかったんです。
	expressing appearance, likelihood with ～みたいですよ	最近、日本でグランピングは人気になったみたいですよ。
	expressing intent with ～つもり	今年、新しいスキー場でスキーをするつもりだ。
	expressing plans with よてい	和室をよやくするよていです。
	expressing purpose with ～ために	日本のれきしを学ぶために、博物館に行った。

Grammatical items	Sub-elements	Elaborations
	listing reasons with ～し	新幹線 <small>しんかんせん</small> に乗ったし、おんせんに入ったし、日本は楽しかったんです。
	relative clause	インターネットで見つけた北海道の名所に行ってみたい。
Potential form structures	expressing 'so that something can happen' with ～ように	海外旅行に行けるように、パスポートをとっておきました。
Question words	forming indefinite pronouns: <ul style="list-style-type: none"> <li>• も</li> <li>• か</li> <li>• でも</li> </ul>	ディズニーランドに行ったけど、何も買いませんでした。 いつか、ヨーロッパを旅行したいです。 日本でどこでも IC カードが使えます。
Volitional forms	expressing a desire with ～ようと思う	からい食べ物が大好きだから、東南アジアに行こうと思います。
て form structures	expressing difficulties or problems with ～てこまる	こんでいたので、バスに乗れなくてこまりました。
	expressing regret over an action with ～てしまう	和室に泊まりたかったけど、洋室をよやくしてしまいました。

## Unit 4

Grammatical items	Sub-elements	Elaborations
Plain form structures	expressing a decision with ～ことにした	大学で日本語を勉強することにしました。
	expressing making an effort to do or not to do an action with ～ようにする	かんきょうを守るために、最近 <sup>さいきん</sup> 、レジぶくろを 使わないようにしています。 ちゃんとリサイクルするようにします。
	expressing ‘whether or not’ with かどうか	行きたい大学に入れるかどうかわかりません。
	using embedded questions with か	将来、どんな仕事をしたいかまだわかりませ ん。
Verb stem structures	expressing continuing an action with ～つづける	大学で日本語を勉強しつづけていと思っていま す。
	expressing finishing an action with ～終わる	パソコンを使い終わったら、電源 <sup>でんげん</sup> をけしてくだ さい。
	expressing starting an action with ～始める	7年生の時に、日本語を勉強し始めました。
て form structures	expressing desire for someone to do something with ～てほしい	りょうしんは私に医者 <sup>いしや</sup> になってほしいと言っ ています
	expressing ‘even if’ or ‘even though’ an action or condition exists with ～ても	就職 <sup>しゅうしょく</sup> 活動は大変でも、ふつう、大学生はしな ければなりません。 りょうしんがはんたいしても、自分のしたい仕 事をします。

## Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Japanese grammatical items.

Grammatical item	Sub-elements	Elaborations
Plain form conjugations	copula:	
	<ul style="list-style-type: none"> <li>present</li> <li>past</li> <li>negative present</li> <li>negative past</li> </ul>	父の名前はニールだ。 祖父はきょうしだった。 兄は大学生ではない。 兄は大学生じゃない。 祖母はエンジニアではなかった。 祖母はエンジニアじゃなかった。
	な adjectives:	
	<ul style="list-style-type: none"> <li>present</li> <li>past</li> <li>negative present</li> <li>negative past</li> </ul>	姉はきれいだ。 しんせつだった。 ハンサムではない。 ハンサムじゃない。 まじめではなかった。 まじめじゃなかった。
	い adjectives:	
	<ul style="list-style-type: none"> <li>present</li> <li>past</li> <li>negative present</li> <li>negative past</li> </ul>	兄はあたまがいい。 学校は楽しかった。 母はきびしくない。 父はきびしくなかった。
	verbs:	
	<ul style="list-style-type: none"> <li>present/future</li> <li>present continuous</li> <li>past</li> <li>negative present/future</li> <li>negative present continuous</li> <li>negative past</li> </ul>	弟は週末にテニスをする。 今年も日本語を勉強している。 父はシンガポールで生まれた。 日本人の学生は車で学校に行かない。 今、姉はオーケストラに入っていない。 母は学校で外国語を勉強しなかった。
Adverbs	expressing a change in state:	
	<ul style="list-style-type: none"> <li>～くなる</li> <li>～になる</li> </ul>	高校2年生だから、いそがしくなりました。 日本のアニメはせかいで人気になりました。
	forming adverbs:	

Grammatical item	Sub-elements	Elaborations
	<ul style="list-style-type: none"> <li>from い adjectives</li> <li>from な adjectives</li> </ul>	<p>毎日、はやくおきます。</p> <p>しずかにすわってください。</p>
	<p>indicating the status of actions:</p> <ul style="list-style-type: none"> <li>まだ</li> <li>もう</li> </ul>	<p>しゅくだいをまだ始めていません。 まだ、夏祭りはわかものに人気があります。</p> <p>もう、16才になりました。 もう、バスで学校に行きません。自分の車で学校に行きます。</p>
Conjunctions	<p>contrasting ideas:</p> <ul style="list-style-type: none"> <li>けれども</li> <li>けれど</li> <li>けど</li> </ul>	<p>日本人はラインを使うけれども、オーストラリア人はあまり使いません。 <small>こくご</small>国語の先生はやさしいです。けれども、時々きびしいです。</p> <p>英語が好きだけれど、英語の勉強はむずかしいです。</p> <p>りょうしんはよくフェイスブックを使います。けれど、私達はほとんど使いません。 私は日本語を勉強するけど、弟は勉強しない。 みゆさんはスポーツがとくいだけど、バレーボールがあまりできません。</p>
	expressing 'and so' with <small>それで</small>	きのうは弟の <small>たんじょうび</small> 誕生日でした。それで、みんなでケーキを作りました。
	expressing 'besides that' with <small>それに</small>	だいきさんは勉強がとくいです。それに、スポーツも好きです。
Extent marker	indicating 'only' with <small>だけ</small>	むかし、お正月におせち料理だけ食べました。
Negative plain form structures	expressing 'please don't do something' with <small>～ないでください</small>	じゅぎょう中に、話さないでください。
	expressing that you must do something:	
	<ul style="list-style-type: none"> <li>～なければならない</li> <li>～なくてははいけない</li> </ul>	<p>日本の学校で、うわばきをはかなければなりません。</p> <p>ほうかご、そうじをしなくてははいけません。</p>
	expressing that you don't have to do something with <small>～なくてもいい</small>	高校3年生は <small>ぶかつ</small> 部活をしなくてもいいです。
	recommend not to do something with <small>～ないほうがいい</small>	あまりゲームをしないほうがいいです。
Noun structures	making comparisons:	

Grammatical item	Sub-elements	Elaborations
	<ul style="list-style-type: none"> <li>～より～のほう</li> </ul>	ラインとワッツアップとどちらのほうが人気がありますか。 兄より弟のほうのほうがせが高いです。
	<ul style="list-style-type: none"> <li>～は～とくらべて</li> </ul>	むかしとくらべて、今は年賀状をあまりおくりません。
	<ul style="list-style-type: none"> <li>～は～とちがう</li> </ul>	日本のお正月はオーストラリアのお正月とどうちがいますか。
	naming something with A という B	ラインというアプリを使います。
	sequencing: <ul style="list-style-type: none"> <li>～の前 (に)</li> <li>～の後 (で)</li> </ul>	<p>学校の前にオーケストラのれんしゅうがあります。</p> <p>学校の後でじゅくに行きます。</p>
Particles	indicating extent with で	毎日、家族で晩ご飯を食べます。
	interjection (sentence ending): かな	じゅくはきびしいかな？
	soft question marker (sentence ending): の	めいさんは病気の？ 日本人の学生は、よく、じゅくに行くの？
Past plain form structures	conditional: たら	ひまだったら、会いましょう！
	expressing doing one action after another with ～後 (で)	しゅくだいをした後で、シャワーをあびます。
	expressing past experiences with ～たことがある	夏祭りに行ったことがありますか。
	expressing time frames with ～時 (に)	神社に行った時に、おまもりを買いました。
	giving advice: <ul style="list-style-type: none"> <li>～たらいい</li> <li>～たほうがいい</li> </ul>	<p>わかものは日本のでんとう文化について学んだらいいです。</p> <p>テストは来週だから、もっと勉強したほうがいいです。</p>
	listing actions with ～たり～たりする	週末に、しゅくだいをしたり、ユーチューブを見たりしました。
Plain form structures	conditional: ～と	2月にさっぽろに行くと、雪祭りがあります。
	comparing actions with ～より～ほう	弟はスポーツを見るよりするほうが好きです。
	expressing doing one action before another with ～前 (に)	朝食を食べる前に、シャワーをあびます。
	expressing what you think with ～と思う	日本人の学生はいそがしいと思います。

Grammatical item	Sub-elements	Elaborations
	expressing time frames: <ul style="list-style-type: none"> <li>～間 (に)</li> <li>～時 (に)</li> </ul>	学校にいる間に、たくさん勉強します。 食事 <small>しょくじ</small> をしている間に、スマホを使ってはだめです。 日本語を勉強する時に、じしょを使います。
	give reasons: <ul style="list-style-type: none"> <li>～から</li> <li>～ので</li> </ul>	祖母 <small>そぼ</small> は元気だから、私もうれしいです。 友達はほかの学校に行ったから、あまり会いません。 父はきびしいので、家にゲームがありません。 ようこさんはしんせつなので、人気があります
	indicating possibility with ～かもしれない	おにぎりの店がパースにオープンするかもしれません。
	indicating probability with ～でしょう	たくさんの日本の店がシドニーにあるでしょう。
	nominalisation: <ul style="list-style-type: none"> <li>こと</li> <li>の</li> </ul>	友達のしゅみはスポーツをすることです。 母は料理 <small>りょうり</small> をすることがとくいです。 兄は車をうんてんすることができます。 けんじさんはスポーツを見るのが好きです。 スポーツ <small>たの</small> をするのは楽しいです。
	quoting direct and indirect speech with ～と言う	友達は「日本に行って日本食が好きになった」と言いました。 母はもっと勉強したほうが良いと言いました。
	reporting hearsay with ～そうだ	外国 <small>がいこく</small> では、すしは人気があるそうです。
Quantifiers	counters	家族は5人です。 妹は十才です。 いぬを2ひきかっています。
	dates and time	えみさんは3月に生まれました。 3時半から5時半まで部活 <small>ぶかつ</small> をします。
	duration of time	5年間英語を勉強しています。 家から学校まで電車で20分ぐらいかかります。
	ordinal	二番目 <small>にばんめ</small> の兄はサッカーがとくいです。

Grammatical item	Sub-elements	Elaborations
Verb stem structures	expressing desires with ～たいと思う	オンラインで日本人の学生と話したいと思います。
	expressing doing two actions simultaneously with ～ながら	しゅくだい 宿題をしながらおんがく 音楽をききます。
	expressing how to do something with ～方	インターネットでおはしの使い方をしらべました。
	expressing something is difficult to do with ～にくい	げたはあるきにくいです。
	expressing something is easy to do with ～やすい	このや お好み焼きは作りやすいです。
て form structures	expressing that you do something in advance; in preparation with ～ておく	お正月の前に、おせち料理を作っておきます。
	giving and receiving favours: <ul style="list-style-type: none"> <li>doing a favour for another</li> <li>doing a favour for me</li> <li>receiving a favour</li> </ul>	毎晩、母は妹に本を読んであげます。 姉はしゅくだい 宿題を手伝っててつだ くれました。 私は父に学校に車でむかえに来てもらいます。
	giving permission with ～てもいい	きょうしつ 教室の中でひる 昼ご飯を食べてもいいです。
	prohibiting an action: <ul style="list-style-type: none"> <li>～てはだめ</li> <li>～てはいけない</li> </ul>	学校でおかしを食べてはだめです。 イヤリングをしてはいけません。



## Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	<ul style="list-style-type: none"> <li>• read, listen to and view texts in Japanese</li> </ul>
	<ul style="list-style-type: none"> <li>• connect with a proficient speaker of the language</li> </ul>
	<ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> </ul>
	<ul style="list-style-type: none"> <li>• explain own understanding of a grammar rule or language pattern to someone else</li> </ul>
	<ul style="list-style-type: none"> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• make connections with prior learning</li> </ul>
To make meaning from texts	<ul style="list-style-type: none"> <li>• listen and determine essential information from key words</li> </ul>
	<ul style="list-style-type: none"> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> </ul>
	<ul style="list-style-type: none"> <li>• make links between English and Japanese texts</li> </ul>
	<ul style="list-style-type: none"> <li>• analyse and evaluate information and ideas</li> </ul>
	<ul style="list-style-type: none"> <li>• scan texts, highlight key words, and select appropriate information</li> </ul>
	<ul style="list-style-type: none"> <li>• recognise the attitude, purpose and intention of a text</li> </ul>
	<ul style="list-style-type: none"> <li>• use information in a text to draw conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>• summarise text in own words or reorganise and re-present the information</li> </ul>
	<ul style="list-style-type: none"> <li>• reflect on cultural meanings, including register and tone</li> </ul>
To produce texts	<ul style="list-style-type: none"> <li>• read a question, and determine the topic, audience, purpose, text type and style of writing</li> </ul>
	<ul style="list-style-type: none"> <li>• manipulate known elements in a new context to create meaning in written forms</li> </ul>
	<ul style="list-style-type: none"> <li>• structure an argument, and express ideas and opinions</li> </ul>
	<ul style="list-style-type: none"> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences</li> </ul>
	<ul style="list-style-type: none"> <li>• organise and maintain coherence of a written text</li> </ul>
	<ul style="list-style-type: none"> <li>• evaluate and redraft written texts to enhance meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• proofread text once written</li> </ul>

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none"><li>• connect with speakers of Japanese and practise speaking in the language</li></ul>
	<ul style="list-style-type: none"><li>• use oral clues to predict and help with interpreting meaning</li></ul>
	<ul style="list-style-type: none"><li>• ask for clarification and repetition to assist understanding</li></ul>
	<ul style="list-style-type: none"><li>• manipulate known elements in a new context to create meaning in spoken forms</li></ul>
	<ul style="list-style-type: none"><li>• structure an argument and express ideas and opinions</li></ul>
	<ul style="list-style-type: none"><li>• use cohesive devices, apply register and grammar, and use repair strategies to practise the language</li></ul>



