



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

# JAPANESE: FIRST LANGUAGE

ATAR COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2021.

Users of this syllabus are responsible for checking its currency.

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

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# Content

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<b>Rationale</b> .....	<b>1</b>
<b>Course outcomes</b> .....	<b>4</b>
<b>Organisation of content</b> .....	<b>5</b>
Representation of the general capabilities .....	7
Representation of the cross-curriculum priorities .....	8
<b>Content</b> .....	<b>9</b>
<b>School-based assessment</b> .....	<b>11</b>
Grading.....	12
<b>External examination</b> .....	<b>12</b>
Written examination design brief – Year 12 .....	13
<b>Appendix 1 – Grade descriptions Year 12</b> .....	<b>14</b>
<b>Appendix 2 – Mapping of prescribed themes to the prescribed texts</b> .....	<b>16</b>
<b>Appendix 3 – Grammatical items</b> .....	<b>17</b>



# Rationale

## The place of Japanese culture and language in Australia and in the world

Japanese is the first language of the 127 million inhabitants of Japan, a northern neighbour of Australia in the Asia region. It is also widely used by communities of speakers in countries, such as Hawaii and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Australia has a significant number of Japanese national residents. Japanese culture influences many areas of contemporary Australian society, including the arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

## The place of the Japanese language in Australian education

Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools. The 1960s saw significant growth in the learning of Japanese. The establishment of many university programs produced graduate language teachers who worked alongside native-speaking teachers to establish school-based programs. Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. Government funding, such as the National Asian Languages and Studies in Australian Schools (NALSAS) strategy in the 1990s, and the National Asian Languages and Studies in Schools Program (NALSSP, 2008–2012), contributed to growth and further development. Long-term support from agencies, both within and outside Australia, has also supported programs and contributed to educational exchange.

The near-parallel time zones, and the geographical proximity of Japan to Australia, facilitate easy access and interaction and communication between the two countries. Student exchanges, community engagement, such as sister school and city relationships, and connections developed through other curriculum areas, for example, art, design and literature, provide opportunities for Australian learners of Japanese to interact with Japanese people. Technology provides many additional opportunities for interaction and exchange with Japanese-speaking people and cultures. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

## The nature of Japanese language learning

Japanese uses three scripts for writing: hiragana, the basic phonetic script representing the sounds of Japanese; katakana, the companion phonetic script representing the sounds of Japanese, largely used for loan words; and kanji, Chinese characters which represent meaning rather than sound (ideographs). The three scripts are used interdependently. Hiragana is the first script typically acquired, with katakana and kanji first introduced in context, then taught systematically, contributing to script knowledge and competence. The many loan words from other languages expressed through katakana reflect the globalisation of Japanese language and culture, and the impact of technology and popular culture on intercultural relations.

Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of the first character set.

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 Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details, usually placed before the main items. Pronouns can be omitted, and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involves using classifiers that reflect the nature of the item.

A key element of the language is the system of honorifics, which determines and reflects hierarchical relations, social and business-related positioning, and issues of respect. There are three major forms of hierarchical language, the plain, the polite and the honorific. Conversational Japanese can be less formal than written Japanese, using shortened sentences, words and grammatical phrases, plain forms and some omitted particles. Key language functions, such as self-introductions, are important sites for establishing and reflecting social and cultural relations.

Another feature of Japanese culture reflected in language is the importance accorded to expressing humility and avoiding conflict. Refusing or deflecting praise of self or family, self-deprecation, and avoidance of conflict, disagreement or refusal, are common elements of communicative interactions. Care is taken to avoid language that is too direct, through the use of strategies, such as leaving sentences incomplete or substituting language that is less direct.

### **The diversity of learners of Japanese**

While learners of Japanese in Australian schools vary in terms of language backgrounds and cultural experience, they are predominantly second language learners.

Second language learners of Japanese generally use English as their dominant language for everyday social interaction. Some students may also be speakers of other languages, including those who have some cognate vocabulary links and some orthographic relationship to Japanese, such as Chinese, Korean or Vietnamese.

### **The WACE Japanese courses**

In Western Australia, there are four Japanese courses. The courses are differentiated, each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Japanese language and cultural systems.

The following courses are available:

- Japanese: Second Language ATAR
- Japanese: Second Language General
- Japanese: Background Language ATAR (adapted from the NSW Education Standards Authority (NESA) course for Japanese in Context)
- Japanese: First Language ATAR (adapted from the NESA course for Japanese and Literature).

### **The Japanese: First Language ATAR course**

The Japanese First Language ATAR course is designed for students with a cultural and linguistic background in Japanese. This course is adapted from the NESA course for Japanese and Literature.

The language to be studied and assessed is the modern standard/official version of Japanese, which includes formal and informal usage.

For information on the Japanese: Second Language General, the Japanese: Second Language ATAR and Japanese: Background Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### **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.

Information about the process, including an application form, is sent to schools at the end of Term 2.

## Course outcomes

The Japanese: First Language ATAR course is designed to facilitate achievement of the following outcomes. The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of this course.

### Outcome 1 – Exchange information, opinions and ideas in Japanese

In achieving this outcome, students:

- convey information, opinions and ideas appropriate to context, purpose and audience
- exchange and justify opinions and ideas
- use appropriate features of language in a variety of contexts.

### Outcome 2 – Express ideas through the production of original texts in Japanese

In achieving this outcome, students:

- sequence and structure information and ideas
- use a variety of features to convey meaning
- produce texts appropriate to context, purpose and audience
- produce texts which are persuasive, creative and discursive.

### Outcome 3 – Analyse, evaluate and respond to a range of texts that are in Japanese

In achieving this outcome, students:

- identify main points and detailed items of specific information
- summarise and interpret information and ideas
- infer points of view, values, attitudes and emotions from features of language in texts
- compare and contrast aspects of texts
- present information in a different form and/or for a different audience
- explain the influence of context in conveying meaning
- recognise, analyse and evaluate the effectiveness of a variety of features in texts
- respond to texts personally and critically.

### Outcome 4 – Understand aspects of the language and culture of Japanese-speaking communities

In achieving this outcome, students:

- examine and discuss sociocultural elements in texts
- recognise and employ language appropriate to different sociocultural contexts
- compare and contrast Australian and Japanese communities.

Meeting these outcomes will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Japanese and English.

## Organisation of content

This syllabus presents the content and expectations for Year 12 for this course.

The course content is organised into three areas:

- Prescribed themes and contemporary issues
- Texts and text types
- Grammar.

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. The course focuses on the study of language through themes and contemporary issues, which are studied through a range of texts. For Year 12, texts are prescribed.

### Prescribed themes and contemporary issues

The prescribed themes provide a context and organisational focus within which students develop their knowledge of Japanese. The study of themes and contemporary issues, presented through a range of texts, enables students to reflect on, and respond to, aspects of the language and culture of Japanese-speaking communities. Students develop skills in exchanging, analysing and evaluating information, opinions and ideas.

Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

### Text and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. Each text type has defining characteristics of which students should be made aware.

Teachers should provide students with the opportunity to read, listen to and view a range of texts and text types in Japanese relevant to the themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students are required to analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. They analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students examine the ways different text types use different devices to convey meaning.

Students build on their skills in listening, speaking, reading and writing. They also further develop their skills in critical literacy by reflecting on their own and other cultures, and by making connections between Japanese and English and/or other languages. Students are expected to become familiar with the general shape and structure of a range of text types.

## Prescribed texts

The Japanese: First Language ATAR course prescribes texts for study in Year 12. Close analysis of the prescribed texts is aimed at complementing students' understanding of the themes and developing an in-depth understanding of the contemporary issues which arise from them.

## Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many theories of grammar, and a number of different approaches towards its teaching and learning. The categories (grammatical items and sub-elements) used in the pages that follow are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students already have a significant understanding of the function of grammar in Japanese through prior knowledge or study of Japanese. Developing students' ability to convey meaning effectively in a range of contexts involves extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

## 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 and learning program for the Japanese: First Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

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 of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Japanese, literacy development in Japanese also extends literacy development in English.

### Numeracy

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

### Information and communication technology capability

Information and communication technology (ICT) 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

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 the Japanese language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

### Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

### Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

### Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural.

## 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: First 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

Learning Japanese provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages. Several Aboriginal communities in Western Australia provide prime examples of where trade, intermarriage, language and cultural interchange are evident.

### Asia and Australia's engagement with Asia

In learning Japanese, students develop capabilities to engage with the language and cultures of Japanese-speaking communities and of people of Japanese heritage within Australia, and other Japanese communities in the world.

### Sustainability

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

- the environment
- conservation
- social and political change
- how language and culture evolve.

# Content

## Prescribed themes and contemporary issues

The following themes and contemporary issues are prescribed for Year 12.

Themes	Contemporary issues
<b>Relationships</b>	<ul style="list-style-type: none"> <li>individual and group</li> <li>family ties</li> <li>young people and technology</li> </ul>
<b>Youth culture</b>	<ul style="list-style-type: none"> <li>cultural identity of young people today</li> <li>the place of education in young people's lives</li> <li>young people and technology</li> </ul>
<b>Individual and society</b>	<ul style="list-style-type: none"> <li>the impact of a changing society on the individual</li> <li>the role of individual in today's society</li> </ul>
<b>National identity</b>	<ul style="list-style-type: none"> <li>reconciling traditional and contemporary Japanese culture</li> <li>Japanese identity in the international community</li> </ul>

Through wide reading, listening and viewing of texts, students gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective.

## Text and text types

It is necessary for students to engage with a range of text types. In school-based assessment and the external examination, students may be expected to produce the following text types.

- advertisement
- announcement
- article
- description
- essay
- interview
- journal entry
- letter
- narrative account
- personal profile
- procedure
- recount
- report
- review
- speech/talk (scripted)

## Prescribed texts

The following prescribed texts are for teaching, school-based assessment and examining from 2019 to 2023.

Prescribed text	Text type
Akutagawa, R. (1976). <i>Rashomon</i> . Out of copyright book, available from free online library <a href="http://www.aozora.gr.jp/cards/000879/files/127_15260.html">http://www.aozora.gr.jp/cards/000879/files/127_15260.html</a>	Short story
Oooka, M. (1989). <i>Kotoba no Chikara</i> . <a href="http://www.za.ztv.ne.jp/iguchi/monooki/kotobanotikara.html">http://www.za.ztv.ne.jp/iguchi/monooki/kotobanotikara.html</a>	Essay
Iwai, K., & Hosada, M. (2009). <i>Summer Wars, Kadokawa-bunko</i> . ISBN-13 978-4044288228	Story
Suzuki, T. (Producer), & Miyazaki, H. (Director). (2013). <i>The Wind Rises</i> .	Film
Murakami, H. (1986). <i>Kagami in Kangaroo Biyori</i> , Kodansha-bunko. ISBN-13: 978-4061838581	Short story
Murano, S. (1993). <i>Sansantaru Ankou</i> , in Kawasaki, H. (Ed.) <i>Kyokasho no shi o yomikaesu</i> . Tokyo: Chikuma Shobo. ISBN 978-4-480-42802-8	Poem
Tsubota, N. (2013). <i>Biri Gyaru</i> (full title: <i>Gakunen biri no gyaru ga ichinen de hensachi o 40 agete Keio Daigaku ni gen'eki gōkaku shita hanashi</i> ). Tokyo: Kadokawa-bunko. ISBN 978-4-04-865095-3.	Essay
Yuzaburo, W. (Lyricist), & Shimaguchi, K. (Composer). (1945). <i>Rabauru Kouta</i> . <a href="http://j-lyric.net/artist/a04a9b5/l005e4c.html">http://j-lyric.net/artist/a04a9b5/l005e4c.html</a>	Poem

Refer to Appendix 2 for the mapping of the prescribed themes to the prescribed texts.

### Grammar

Refer to Appendix 3 for the grammatical items that students are expected to recognise and use.

### Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination.

## School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Japanese: First Language ATAR Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Response: Listening</b></p> <p>Interpretation, analysis and evaluation of a range of spoken texts that are in Japanese. Responses may be in Japanese or English depending on the requirements of the task.</p> <p>Typically these tasks are administered under test conditions.</p>	15%
<p><b>Response: Viewing and reading</b></p> <p>Interpretation, analysis and evaluation of a range of print and/or audiovisual texts that are in Japanese. Responses may be in Japanese or English depending on the requirements of the task.</p> <p>Typically these tasks are administered under test conditions.</p>	20%
<p><b>Writing in Japanese</b></p> <p>Production of written texts to exchange information and express opinions and ideas in Japanese.</p> <p>Typically these tasks are administered under test conditions.</p>	15%
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%

Teachers are required to use the assessment table to develop an assessment outline for Year 12.

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).

In the assessment outline for each year, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the syllabus content.

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

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the Year. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Japanese: First Language ATAR Year 12 syllabus are provided in Appendix 1.

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.

## External examination

All students enrolled in the Japanese: First Language ATAR Year 12 course are required to sit the external examination. The examination is set and marked by the NSW Education Standards Authority (NESA). The examination is based on a representative sampling of the course content. Details of the examination are prescribed in the examination design brief on the following page.

In Western Australia, the written examination is scheduled at the same time as the NESA examination.

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two hours and fifty minutes

### Permissible items

Standard items: Use a black or blue pen. Black pen is preferred.

Special items: monolingual and/or bilingual print dictionaries may be used

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> 20% of the written examination</p> <p><b>Part A</b> 10% of the written examination One spoken text in Japanese One question with up to four parts</p> <p><b>Part B</b> 10% of the written examination Two spoken texts in Japanese One question Suggested working time for Section One: 50 minutes</p>	<p>Questions are written in Japanese and English. Texts relate to the contemporary issues in the syllabus.</p> <p><b>Part A:</b> The text is played twice with a two minute pause after the first reading. After the second reading, the candidate has 12 minutes to respond to the question. There is a warning after 10 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately 3 minutes.</p> <p>The response to the question is in English and candidates are required to respond to information in the text in one or more of the following ways: providing a summary of the main points, ideas, arguments or points of view; analysing ways in which language is used to convey meaning; or identifying the audience, purpose and context of the text.</p> <p><b>Part B:</b> The texts relate to one contemporary issue. They are played twice with a two minute pause after the first reading of the texts. After the second reading, the candidate has 20 minutes to respond to the question. There is a warning after 18 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately 4 minutes.</p> <p>The question specifies the audience, purpose and context of the response. The response is in Japanese in approximately 300 ji.</p>
<p><b>Section Two</b></p> <p><b>Reading and Responding</b></p> <p><b>Part A</b> 40% of the written examination One print text in Japanese Two questions Suggested working time: 60 minutes</p> <p><b>Part B</b> 15% of the written examination One print text in Japanese One question Suggested working time: 30 minutes</p>	<p><b>Part A:</b> Both questions are in Japanese and English and require a response in either English or Japanese.</p> <p>The first question relates to an extract, of up to 1000 ji in Japanese, from one of the prescribed texts. The question has approximately four parts. Candidates are required to identify, discuss and analyse the content, context and/or language of the extract.</p> <p>The second question relates to one of the prescribed themes or contemporary issues and requires evaluation of the textual features of one or more of the prescribed texts. The expected length of the response is 600 to 800 ji in Japanese.</p> <p><b>Part B:</b> The question is in Japanese and English and specifies the audience, purpose and context for the response.</p> <p>The text is approximately 500 ji in Japanese. The candidate responds to the opinions, ideas and information in the text in approximately 600 ji in Japanese.</p>
<p><b>Section Three</b></p> <p><b>Writing in Japanese</b> 25% of the written examination One question from a choice of two Suggested working time: 30 minutes</p>	<p>Questions are in Japanese and English and specify the audience, purpose and context for the response and will require the same text type for each question. The candidate is required to respond in Japanese in approximately 700 ji.</p>

## Appendix 1 – Grade descriptions Year 12

A

### Written production

Manipulates language, in both Japanese and English, in a sophisticated manner to express ideas and opinions logically, clearly and succinctly across the range of prescribed themes and texts.

Formulates, in both Japanese and English, well-structured arguments, and substantiates points of view using textual references effectively and appropriately.

Writes effectively, producing persuasive, creative and discursive texts which are appropriate to context, purpose and audience.

Uses a wide range of Japanese linguistic features, including idioms and colloquialisms, accurately to convey meaning.

### Comprehension

Competently processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts.

Evaluates the use and effectiveness of linguistic and stylistic features in texts.

Displays a comprehensive knowledge and excellent understanding of the prescribed texts and related themes.

B

### Written production

Uses language effectively to express a range of ideas and opinions across the prescribed themes.

Expresses most ideas clearly and logically.

Formulates, in both Japanese and English, coherent arguments, and uses textual references appropriately to justify an opinion or point of view.

Produces texts which are appropriate to context, purpose and audience.

Displays some understanding of the features of persuasive, creative and discursive texts.

Uses a wide range of Japanese linguistic features, including idioms and colloquialisms, mostly accurately.

### Comprehension

Processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts.

Displays some understanding of the use and effectiveness of linguistic and stylistic features in texts.

Displays a thorough knowledge and understanding of the prescribed texts and related themes.

C

### Written production

Adequately expresses a range of ideas and opinions across the prescribed themes, sometimes shows weakness in sequencing and/or linking ideas.

Formulates, in both Japanese and English, reasonable arguments; provides some supporting information; and makes some simple textual references to justify a point of view.

Writing is generally appropriate to context, purpose and audience and shows some understanding of the features of texts.

Uses a range of basic Japanese vocabulary and structures accurately and displays a sound knowledge of frequently used kanji. Includes some more complex structures and kanji but not always accurately.

### Comprehension

Processes information from written and spoken texts; conveys some details and key points.

Provides some analysis, evaluation and comparison of information, ideas and points of view in texts, including some sociocultural elements, where relevant.

Displays a sound understanding of the prescribed texts and related themes.

**D****Written production**

Expresses simple ideas and opinions about the prescribed themes with minimal justification or elaboration, and makes some attempts to organise content.

Provides superficial supporting information and makes some textual references which are not always relevant.

Uses familiar Japanese vocabulary, simple sentence structures and learned expressions accurately. Writes kanji with some errors.

**Comprehension**

Identifies and analyses some relevant information from written and spoken texts.

Shows limited analysis, evaluation or comparison of information, ideas and points of view in texts.

Displays a superficial understanding of the prescribed texts and related themes.

**E**

Does not meet the requirements for a D grade.

## Appendix 2 – Mapping of prescribed themes to the prescribed texts

Prescribed theme	Text type	Prescribed text
Relationships	Story	Summer Wars
	Film	<i>The Wind Rises</i>
	Short story	<i>Kagami</i>
	Essay	<i>Biri Gyarū</i>
Youth culture	Essay	<i>Biri Gyarū</i>
	Short story	<i>Kagami</i>
	Story	Summer Wars
Individual and society	Short story	<i>Kagami</i>
	Short story	<i>Rashomon</i>
	Poem	<i>Sansantaru Ankou</i>
	Poem	<i>Rabauru Kouta</i> [Japanese war song]
	Essay	<i>Kotoba no Chikara</i>
National identity	Poem	<i>Rabauru Kouta</i> [Japanese war song]
	Film	<i>The Wind Rises</i>
	Essay	<i>Kotoba no Chikara</i>

Akutagawa, R. (1976). *Rashomon*. Out of copyright book, available from free online library [http://www.aozora.gr.jp/cards/000879/files/127\\_15260.html](http://www.aozora.gr.jp/cards/000879/files/127_15260.html)

Ooka, M. (1989). *Kotoba no Chikara*. <http://www.za.ztv.ne.jp/iguchi/monooki/kotobanotikara.html>

Iwai, K., & Hosoda, M. (2009). *Summer Wars*, Kadokawa-bunko. ISBN-13 978-4044288228

Suzuki, T. (Producer), & Miyazaki, H. (Director). (2013). *The Wind Rises*.

Murakami, H. (1986). *Kagami* in *Kangaroo Biyori*, Kodansha-bunko. ISBN-13: 978-4061838581

Murano, S. (1993). *Sansantaru Ankou*, in Kawasaki, H. (Ed.) *Kyokasho no shi o yomikaesu*. Tokyo: Chikuma Shobo. ISBN 978-4-480-42802-8

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## Appendix 3 – Grammatical items

### 口語文法

文章- それだけで一つの完結した意味のまとまりを表す、最も大きなことばの単位である。

段落- 文章の中での、まとまった内容を表す一区切りのことである。

文 - まとまった内容を表して言い終える一続きのことば。終わりに句点（。）をつける。

### 文の種類

単文	主語と述語の関係が1回だけのもの
重文	主語と述語の関係が2回以上のもの
複文	連文節の中に主語と述語の関係を含むもの

文節- それ以上小さく区切ると、意味がわかりにくくなる一区切りのことば。文を組み立てる単位である。

文節には文中での働きがあり、これを「文の成分」という。主語・述語・修飾語・

接続語・独立語がある。

### 基本文型

(主語)	(述語)
1. 何（だれ）が、 2. 何（だれ）が、 3. 何（だれ）が、 4. 何（だれ）が、	どうする どんなだ 何だ ある（いる・ない）

単語- これ以上分けることのできない、いちばん小さいことばの単位。

(品詞 - 文法上の性質によって分類した単語のグループ)

品詞分類表						
単語	自立語	活用する	述語になる (用言)	動作・作用・存在を表す	ウ段で終わる	動詞
				性質・状態を表す	「い」で終わる	形容詞
					「だ」で終わる	形容動詞
		活用しない	主語になる (体言)	物事を表す		名詞
				物事を指し示す		代名詞
			修飾語になる	主として用言を修飾する		副詞
				体言を修飾する		連体詞
			接続語になる	主として文と文をつなぐ		接続詞
			独立語になる	感動・呼びかけ・応答を表す		感動詞
	付属語	活用する	意味を付け加えたり、話し手の判断を表したりする			助動詞
		活用しない	語と語との関係を示したり、意味を付け加えたりする			助詞

There is no prescribed character list for this syllabus. However, students will be expected to read and write *kyoiku kanji* and recognise *joyo kanji* in texts.