# Japanese: Background Language

ATAR course

**Year 11 and 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 2024.

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.

This document incorporates material from the Stage 6 Languages in Context Syllabuses (Preliminary and HSC courses) and the Languages in Context Syllabuses support document prepared by the NSW Education Standards Authority for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Victorian Curriculum and Assessment Authority
SACE Board of South Australia
Queensland Studies Authority
School Curriculum and Standards Authority (Western Australia)
Northern Territory Board of Studies
Tasmanian Qualifications Authority
New Zealand Qualifications Authority

# Contents

# Rationale

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

Western Australian senior secondary Languages courses 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 studying the Japanese: Background Language ATAR course bring to their language learning prior knowledge and experience in both Japanese and English. The Japanese: Background Language ATAR course enables students to explore their identity and the values and traditions of Japan and Australia. It aims to strengthen personal connections to students' heritage, through the development of a mature and positive appreciation of their language and culture. Through their learning, the development of students' bilingual and bicultural identity can be enhanced, and their level of language proficiency will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

Japanese is the standard language of Japan, one of Australia's neighbours in Asia. The language to be studied and assessed is Modern Standard Japanese. During their course of study, students may encounter some regional variations of the language. Students should be familiar with formal and informal levels of language used in daily life.

## The WACE Japanese courses

In Western Australia, there are three 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).

## The Japanese: Background Language ATAR course

The Japanese: Background Language ATAR course is adapted from the New South Wales Education Standards Authority (NESA) course for Japanese in Context. This course focuses on building on and further developing a student's language capability through engagement with Japanese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Japanese culture and language, and enhances the development of their bilingual competence and bicultural identity.

The course is aimed at students who bring to their language learning prior knowledge and experience in both Japanese and English. Students have typically been brought up in a home where Japanese is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of Japanese. They have received all or most of their formal education in schools where English, or a language other than Japanese, is the medium of instruction. Students may have undertaken some study of Japanese in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Japanese is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

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

For information on both the Japanese: Second Language General and the Japanese: Second Language ATAR courses, refer to the Years 11 and 12 Languages course pages on the School Curriculum and Standards Authority (the Authority) website at 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 online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Information about the application and enrolment process is communicated to schools during Term 2.

# Course outcomes

The Japanese: Background Language ATAR course enables students to use Japanese to communicate in a range of contexts and understand language as a system. Students strengthen their appreciation of Japanese linguistic and cultural heritage, and make connections between Japanese and English and/or other languages. They develop an understanding of how culture and identity are created and expressed through language and the importance of Japanese in a diverse and increasingly interconnected world.

The 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 – Interacting in Japanese

Students interact in spoken Japanese through the exchange of information, ideas and opinions, applying knowledge and understanding of the relationships between language, culture and identity.

In achieving this outcome, students:

- express and justify opinions, ideas, emotions and feelings
- use language and present ideas appropriate to context, purpose and audience, including different cultural contexts
- use strategies to maintain communication
- develop bilingual and bicultural identity through interacting with others.

### Outcome 2 – Processing and responding

Students process and respond in English or Japanese to texts in Japanese and reflect on the relationships between language, culture and identity.

In achieving this outcome, students:

- summarise and synthesise information and ideas from texts
- infer points of view, opinions and attitudes expressed in texts
- respond to texts personally and critically
- analyse how culture and identity are expressed through features of language
- reflect on own and others' practices and ideas expressed in texts.

### Outcome 3 – Composing in Japanese

Students compose spoken, written and digital and/or multimodal Japanese texts, demonstrating knowledge and understanding of the relationships between language, culture and identity.

In achieving this outcome, students:

- use appropriate linguistic features and structures to convey information, ideas, emotions and opinions
- create texts in a variety of forms, and appropriate to a range of contexts, purposes and audiences
- apply knowledge of cultural concepts to express ideas and opinions from a bilingual and bicultural perspective
- sequence and structure information and ideas.

# Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 students in this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12.

The course content is organised into four areas:

- Issues, perspectives, and text and text types

- 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.

## Issues, perspectives, text and text types

### Issues

Students develop the ability to reflect on and respond to aspects of the language and culture of Japanese-speaking communities locally, regionally and globally

The study of the following issues is undertaken through a range of texts viewed from personal, community and global perspectives:

- **Young people and their relationships**

  Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

- **Traditions and values in contemporary society**

  Students consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society.

- **The nature of work**

  Students consider the opportunities afforded bilingual students in Australian and Japanese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

- **The individual as a global citizen**

  Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.

- **Australian identity**

  Students consider the changing nature of Australian identity from the viewpoints of a range of groups, such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.

## Perspectives

Each issue is studied through one or more of the following perspectives:

- **Personal** (individual identity)
- **Community** (connections with Japanese-speaking communities locally, regionally and worldwide)
- **Global** (connections with the world as a global citizen).

Students should be provided with opportunities to study each issue through one or more of the perspectives to ensure that all the perspectives are covered in a balanced way.

This provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, inquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

## Text and text types

The term 'text' refers to any form of communication – spoken, written or visual. Students are made aware of the defining characteristics of different texts.

Students in the Japanese: Background Language ATAR course are required to engage with a range of authentic texts in Japanese, either in their original or adapted form, relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

Students explore how identity and culture are expressed in a range of texts in both Japanese and English, including texts relating to:

- Aboriginal and/or Torres Strait Islander histories and cultures composed or endorsed by Aboriginal and/or Torres Strait Islander Peoples
- Australian/Japanese composers working in Japanese or English
- Japanese composers in Japanese-speaking countries.

They also investigate how ideas concerning identity have changed over time, and how these changes are reflected in contemporary and/or historical texts. The texts should reflect an appropriate level of linguistic difficulty and could include short stories, films, songs, poetry, digital texts and excerpts from longer works.

## 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, characters, grammar, and sound and writing systems of Japanese.

In the Japanese: Background Language ATAR course, students deepen their knowledge and understanding of the structure of Japanese. Students will need to use Japanese at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the issues and perspectives.

## Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in Japanese language and/or culture, already have experience of negotiating between that culture and language and their Australian cultural identity. The Japanese: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to learn more about, better understand and eventually move between their cultures and languages.

## 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.

### Personal Investigation (Year 12)

The Personal Investigation allows students to reflect on their own learning and their personal and cultural identity in Japanese.

For in-depth analysis, students choose an area of investigation relating to one of the course issues. Students develop both a critical and a personal response to the area of investigation. In an extended written response in Japanese, they investigate the context and development of the area of study, how attitudes to the area of study have varied over time, how attitudes towards the area of study may vary in different parts of the world, and how the area of study is reflected and explored in a range of texts selected by the student to complement the research.

Texts are an integral component of the Personal Investigation and the investigation must include reference to at least two texts, i.e. one from each of the fiction and nonfiction genres and at least one of which must be in Japanese. The number of texts is dependent on the nature of texts selected.

However, the number of texts must allow students to explore their chosen area of investigation in sufficient depth.

Research into their chosen area of study may not begin before the commencement of Year 12. However, throughout the course, students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

# Learning across the curriculum

This syllabus provides a context within which to develop core knowledge, understanding and skills considered essential for the acquisition of effective, higher-order thinking skills. These skills will underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, and information and communication technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Declaration on Educational Goals for Young Australians* (December 2019) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

## 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: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is embedded in the Japanese: Background Language ATAR course, which provides students with opportunities to continue their literacy development. Over time, language learners develop literacy skills and knowledge, such as:

- the ability to decode and encode from sound to written systems

- mastering grammatical, orthographic and textual conventions

- semantic, pragmatic and critical literacy skills.

Improving competency in their first language or language of their cultural heritage supports and enhances the development of literacy in English.

Students examine grammatical concepts that serve particular functions and represent part of the system of language. They explore information and ideas that are communicated in texts and consider ways in which the content, form and language of texts have been composed and assembled.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining and evaluating textual features and structure and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose a range of texts in different modes for a range of contexts, purposes and audiences, applying their knowledge of grammatical structures, word order and sentence construction.

Students translate texts using resources for the school and wider community, making comparisons between Japanese and English textual features, and linguistic and cultural elements. They apply knowledge and understanding of literary devices and language concepts to express ideas in texts or convey the sense of texts in new or different contexts.

## Numeracy

Students use numeracy skills when they create and interpret sequences and spatial information, consider timing and sequence in texts, draw conclusions from statistical information, or use quantitative data as evidence in analytical texts. They construct tables, charts, graphs and diagrams to present information. Learning languages affords opportunities for students 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.

ICT is an integral part of the study of the Japanese: Background Language ATAR course. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others. They explore, analyse and compose digital and multimodal texts, and evaluate the quality of information and ideas presented in multimodal texts. They can develop skills in reading, viewing and responding to digital and multimodal texts, and in analysing the effects of the use of different media on meaning and interpretation, including in new and emerging textual forms.

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

The study of Japanese provides opportunities for students to analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. They analyse and manipulate the relationship between language and meaning when translating a text. Students experiment with text structures and language features as they transform or adapt texts for different contexts, purposes and audiences. Students use critical thinking when they use their knowledge of Japanese to analyse a range of texts in relation to their context, purpose, audience, and structural and language features. They justify their personal interpretations when responding to texts, and understand the difference between personal and critical perspectives.

## Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Students develop personal and social capability as they interact in Japanese in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. Communication is enhanced through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others.

Close and critical study of texts assists students to understand different personal and social experiences, perspectives, challenges and emotions. Students identify and express their own

opinions, beliefs and responses by interacting with a range of texts. Students work collaboratively and also independently as part of their learning and research endeavours.

Recognising that people view and experience the world in different ways is an essential aspect of learning another language. Through formal study of the language, students learn to understand themselves, their personal and social relationships as well as their cultural identity. As students examine the course issues, they are provided with opportunities to understand values and attitudes, and their roles in society, including the human experience.

## 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.

Through the study of Japanese, students begin to develop an increased understanding of complex contemporary issues and the questions surrounding rights and responsibilities and how these apply to our modern world. Students are provided with opportunities to develop greater empathy for the attitudes and opinions of others by interacting with a range of texts. Ethical understanding is explored through the selection of texts for study; for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. They are provided with opportunities to develop effective and ethical research strategies and practices, and to become more aware of their own roles and responsibilities as citizens.

## Intercultural understanding

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

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language/s, culture/s and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect.

Students studying the Japanese: Background Language ATAR course are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Japanese and English, and making comparisons with other languages and cultures. They examine differences in language use, traditions and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants.

Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address 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: Background 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 Japanese provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages and cultures, and to develop their understanding of concepts related to the diverse linguistic and cultural landscape of Australia.

Through the study of a range of texts in a variety of media, and through discussion and research, students are provided with opportunities to develop their understanding and appreciation of the cultural expression of Aboriginal Peoples as the most sustained in the world. Texts include those about Aboriginal and Torres Strait Islander histories and cultures and by Aboriginal and Torres Strait Islander authors that reflect this priority in English or in translation.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications

- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

### 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.

There are strong social, cultural and economic reasons for students to engage with Asia and recognise the contribution of Asian Australians to Australian society and heritage. Studying texts from Japanese-speaking countries can assist students to develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students explore the impact on Japanese language of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture from other Asian countries. They learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

### Sustainability

The Japanese: Background Language ATAR course presents a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Japan and in Japanese-speaking communities in Australia and the world. Students engage with a range of

texts and analyse their historical and sociocultural contexts to interpret and present information, ideas and opinions on concepts such as:

- environmental and social sustainability

- climate

- conservation

- linguistic and cultural ecologies.

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

# Content

While it is expected that over Year 11 and Year 12, students will cover all of the required content, the exact sequencing and timing of delivery is a school decision. It is also expected that treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

## Issues, perspectives, and text and text types

The following issues, perspectives, and text and text types are to be studied in Year 11 and Year 12.

| Perspectives | Issues |
|---|---|
| **Personal:** Individual identity<br><br>**Community:** Connections with Japanese-speaking communities locally, regionally and worldwide<br><br>**Global:** Connections with the world as a global citizen | **Young people and their relationships**<br>Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people. |
| | **Traditions and values in contemporary society**<br>Students consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society. |
| | **The nature of work**<br>Students consider the opportunities afforded bilingual students in Australian and Japanese contexts, and how advances in communication technologies and changes in expectations and aspirations affect future study and employment. |
| | **The individual as a global citizen**<br>Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere. |
| | **Australian identity**<br>Students consider the changing nature of Australian identity from the viewpoints of a range of groups, such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities. |
| | **Personal Investigation (Year 12 only)**<br>The personal investigation allows students to reflect on their own learning and their own personal and cultural identity in Japanese by making links with their heritage. |

## 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'. For example, texts such as a letter, an interview or a report share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each type of text has defining characteristics of which students should be made aware.

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

Students 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. Students analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students examine the ways different types of text use different devices to convey meaning.

Students develop skills in listening, speaking, reading and writing. They also develop 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 will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

Students may be expected to produce and/or respond to the following text types in school-based assessment and the external examination.

- advertisement
- announcement
- application
- article
- blog post
- commentary
- conversation
- description
- discussion
- essay
- film or TV program (excerpts)
- interview
- journal entry
- letter
- narrative account
- novel or play (extracts)
- personal profile
- poem
- recount
- report
- review
- short story
- song
- speech/talk (scripted)

## Linguistic resources

**Outcome 1: Interacting in Japanese**

- exchange information, justify and reflect on ideas and opinions in Japanese

- use features of spoken Japanese for a variety of purposes appropriate to different audiences and cultural contexts

Students:

- exchange information and experiences relating to an issue by, for example:
  - sustaining interactions by asking for and providing details on a variety of significant events, milestones and special occasions, e.g.
    A: この前日本での一番大きい行事は何かって聞いたけど、日本ではお正月だよ。オーストラリアでは、クリスマスなんだってね。

    B: 日本では、どうしてお正月の方が大事なの？

  - describing how a Japanese cultural tradition is celebrated in Australia, e.g.
    日本では七五三のお祝いに神社に行くよね。でもオーストラリアに住んでいる日本の家族もきれいな着物や洋服を着て、写真を撮ってお祝いするみたいだよ。写真を撮る

  - contributing information to a Japanese youth blog about NAIDOC Week, e.g.
    日本の歴史は約二千年だから、長いと思っていたけど、アボリジニの歴史は約十二万年だそうだよ！

  - presenting information to the class on a popular youth culture phenomenon, e.g.
    食品業界が行った調査によると、最近若者は行きたい店を選ぶ時に、友達のブログやソーシャルメディアにのっているレビューや写真で、店選びをする傾向にあるようです。

  - conducting an interview with a migrant from a Japanese-speaking community on their experiences of living in Australia, e.g.

    日本からオーストラリアに移住してから今日でちょうど一年になりましたね。この一年で何に一番苦労しましたか。今までの経験がどのようにご自身を変えたと思いますか。

- express personal views, and justify and reflect on ideas and opinions relating to an issue by, for example:
  - reflecting on opinions and ideas in a text relating to an issue from a radio broadcast, e.g.

    最近働きすぎによる過労死の問題について知った。日本では長時間労働が深刻な問題になっているらしい。次のラジオ放送で、日本における雇用問題について取り上げよう。

- collecting newspaper and internet articles on an issue over a period of time and justifying their inclusion in a database, e.g.

  最近日本が取り組んでいる環境問題対策に関する記事を、新聞やインターネットから集めてみた。インターネット上では、日本の取り組みは世界の中でも進んでいると述べられているけど、大都市の事についてばかり及しKUている。でも、日本全体を考えたら、新聞記事にあるように、田舎での取り組みについても、もっと議論されるべきだ。新聞とインターネットでは違う見解を述べている場合があるから、資料に両方の記事を載せることが大切だ。

- presenting a review of a text written by an Aboriginal and/or Torres Strait Islander person relating to an issue, and responding to teacher and student questions, e.g.

  アボリジニやトレス海峡諸島民にとって大切な NAIDOC や記念日について、クラスで考えてみましたね。そのことについて、アボリジニの教育者が NAIDOC のウェブサイトの記事でも議論しています。アボリジニが自己決定をするためには…

- participating in a debate on national identity and racism, e.g.

  討論の議題：多文化主義の政策が移民への差別を無くすのに役立つという意見には賛成だ。

- communicate in a range of contexts for specific purposes and audiences by, for example:
  - applying knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations, e.g.

    敬語: 多くのオーストラリア人がスキーをしに北海道に行くことをご存じですか。

    丁寧語: 多くのオーストラリア人がスキーをしに北海道に行くことを知っていますか。

    話し言葉: 多くのオーストラリア人がスキーをしに北海道に行くこと知ってる？

  - interacting in a forum to discuss the treatment of an issue in two texts, e.g.

    国際団体が決めた環境問題対策のレポートと、日本のニュースで放送されている対策決定事項には、いくつかの相違点があります。それをこのプレゼンテーションで説明します。その後で、どうしてこのような見解の違いが生じたのかについて議論しましょう。

  - debating a topic relating to one of the issues from a youth podcast, e.g.

中高生のみなさん、最近国際人になるために、小さいころからの英語教育の重視が
さわがれていますが、英語が話せても、まずは自分の文化や自分の言語を理解し
て、コミュニケーション能力を 養(やしな)う方が大事だと思いますよ。その理由は…

- discussing an issue with younger audiences, e.g.
小学六年生のみなさん、今日は私達の学校のプレゼンテーション・デーへようこ
そ。今日は、ロボットが私たちの生活でどのように役に立っているのかについて議
論(ろん)します。みんなで一緒(しょ)にこのことについて考えてみましょう。

## Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:
    - responding in either Japanese or English to questions relating to their Personal Investigation, e.g.
    私のパーソナルインベスティゲーションのトピックですが、伝統的な着物が新しい
    ファッションに変化していることについて調べました。「現代社会における伝統と
    価値観(ちかん)」に関連したトピックです。

    - explaining their Personal Investigation to different audiences, e.g.
    私はパーソナルインベスティゲーションで、若者の人間関係、特に日本の学校の先
    輩と後輩の関係について調べました。これはオーストラリアの学校ではあまり見ら
    れません。今日は、日本の先輩後輩という価値観(かちかん)が生徒に及ぼす良い影響と悪い影
    響、そしてどのようにしたら教育の場でこの先輩後輩関係を効果的に 築(きず)いていける
    かについて、日本の教育者の方と議論(ぎろん)したいと思います。

    - reflecting on how their perspective has changed as a result of their Personal Investigation, e.g.
    私はレジリエンスの概念を振り返ってみたとき、アボリジニやトレス海峡諸島民の
    人々の生きてきた経験体験がより理解できるようになった気がする。

**Outcome 2: Processing and responding**

- identify gist, main points and specific information in texts

- synthesise information and ideas from texts

- analyse features of language in texts

- respond to texts personally and critically

- analyse the way in which values, beliefs, culture and identity are expressed in texts

Students:

- identify information in texts by, for example:
  - summarising key ideas in a text, e.g.
    少子化のニュースで一番 印 象 に残ったことは…

  - presenting a general overview of the ideas in a text, e.g.
    生徒会のレポートによると、一番成功した慈善募金のイベントは…

  - responding to questions relating to the content of a text, e.g.
    市がまとめた移民労働者に関する報告書に対して、市民の 皆 様から寄せられたご質問にお答えします。まずお伝えしたい点は…

- apply their linguistic knowledge and understanding to locate information in a range of texts by, for example:
  - applying a range of strategies including the use of dictionaries to determine the meaning of unknown words/kanji, e.g.
    漢字辞書を使って、三通りの調べ方ができる。その漢字の読みが一つでも分かっている時に使える音訓さくいん、部首が分かっている時に使う部首さくいん、漢字の読みも部首も分からない時に画数を数えて調べる総画さくいん。

  - using textual cues and the understanding of text structure to interpret meaning, e.g.
    日本の文化には本音と建前があり、日本人は 誘 いを断る時でも、あいまいな表現を使うことが多い。会話でも、文頭に「ちょっと」や「いやー」がついた場合には、相手が実は断ろうとしていることに気付いて 交 渉 をすすめることが大切だ。

  - explaining visual representations of information, including graphs and charts, e.g.
    最近の小学生から大学生までが一日にコンピューターを使う時間を示したグラフです。これによると、高校生は一日に平均六時間使っていることが分かりますが、こちらの円グラフによると、そのうちの三時間はソーシャルメディアやゲームに使っているようです。

- reorganise key information in arguments and texts by, for example:
  - summarising information from articles relating to one of the issues, e.g.
    この記事の主な点は、運動会に参加する日本の学生の数が減少しているということと、 伝 統 の形が変化しているということである。

- identifying the main points in an argument for the purposes of rebuttal, e.g.

  グローバル化によって日本の文化が失われる危機にある、と言われましたが、私は

  グローバル化によって、その 逆<ruby>ぎゃく</ruby> のことが起こると思います。なぜなら…

- comparing and contrasting aspects of texts on similar topics and integrating these ideas into a cohesive response, e.g.

  日本語学校で、日本人とオーストラリア人のハーフの高校生達が発表したアイデン

  ティティーを題 材<ruby>ざい</ruby>にしたプレゼンテーションによると、日本に行った時に自分のア

  イデンティティーについてよく考えるというのが、全員の一致<ruby>ち</ruby>した意見でした。こ
  のことからも、オーストラリアにいる時はオーストラリアが多文化の国なので、自
  分がハーフであることを意識しないが、日本に行くと、ハーフと呼ばれることもあ
  り、自分のアイデンティティーを意識することが多くなるようだと分かりました。

- use information and ideas from texts to create new textual forms by, for example:
  - synthesising information from multiple sources to compose meaningful and purposeful texts, e.g.

    日本で開かれる大きな国際イベントを前に、連日海外メディアで、日本人のおもて
    なしの心に関する報道がされている。これらの情報をもとに、「海外旅行客おもて
    なしマニュアル」を作った。

  - responding to information in a range of stimulus texts to complete a task, address an issue or solve a problem, e.g.

    働かない若者が増えているというニュースや、引きこもりの学生の増加という記事
    から、現代の多数の若者が無気力になっているということが分かる。これらの問題
    を減らすためには…

- identify ideas, tone, points of view, values, attitudes and emotions from features of language in texts by, for example:
  - identifying how a text relates to one or more of the issues, e.g.
  - explaining how language devices are used in a text to evoke emotions, e.g.

    日本語において、感情をより効果的に表現するために、よく倒置法<ruby>とうち</ruby>が使われます。

    例えば、「絶 対<ruby>ぜっ</ruby>にあきらめない、良い結果を出すまでは！」と表現すると、絶 対<ruby>ぜっ</ruby>
    にやりとげるという気持ちが伝わってきます。

  - identifying the tone of a text and explaining how this is achieved, e.g.

    環 境<ruby>かん</ruby>保護<ruby>ご</ruby>団体のスピーチでは、よく「今すぐ」という言葉が使われる。これによ

    り、環 境<ruby>かん</ruby>問題対 策<ruby>さく</ruby>が 早 急<ruby>そうきゅう</ruby>に行われるよう、聞き手に 訴<ruby>うった</ruby>えていることが分か
    る。さらに、聞き手に話しかけるような「－ましょう」や，説得力のある「べき

    だ」のような表現が使われた場合にも、話し手が政府や市民に強く呼<ruby>よ</ruby>びかけている
    ことが分かる。

– comparing the way in which ideas and values are represented in texts, e.g.

テレビの番組インタビューによると、日本に住んでいる日本人は、マンガが日本の
代表的な文化だということに違和感を持つ人が多いようだ。しかし、オーストラリ
アで出版さ<sub>ぱん</sub>れている日本人向けの情報誌には、今やマンガは海外にも通用する立派
な日本の文化だと記載<sub>さい</sub>されている。

- respond personally or critically to texts or groups of texts by, for example:
  – responding personally to an Aboriginal and/or Torres Strait Islander cultural narrative, e.g.

アボリジニやトレス海峡諸島民<sub>きょうしょ</sub>の文化であるストーリーテリングについて習って
いる。すべて口頭で伝えられ、正確に語りつがれていることは興味深い<sub>きょうみ</sub>。日本に
もこのような伝統がある。古いものでは、北海道のアイヌ民族によるもの、それに
沖縄<sub>おきなわ</sub>の琉球<sub>りゅうきゅう</sub>民族によるものだ。

  – selecting appropriate and relevant resources in order to investigate an issue, e.g.

日本の学校で障<sub>しょう</sub>がいがある子どもとそうでない子どもがいっしょに勉強すること
について、ネットでリサーチしたり学校のウェブサイトを見たりして調べた。

  – undertaking research to explore, justify or represent a point of view, e.g.

将来、のびていく職業は何か興味<sub>きょうみ</sub>があるので、コミュニケーションテクノロジー
のいい点と問題点について調べ始めた。

  – expressing and justifying a point of view when responding to texts, e.g.

マスコミによると日本の皇室<sub>こうしつ</sub>は国民に人気があるようだ。私の意見では…

  – preparing a presentation for the class on the sociocultural context of a text using ICT, e.g.

日本の行事についてのウェブサイトによると、ひな祭りは地域によって祝い方が違<sub>ちが</sub>
う。このことは知らなかったので、オンラインプレゼンテーションに地域ごとの歴
史を入れようと思う。

  – preparing a selection of articles on an issue with a personal introduction, e.g.

自分でも地震<sub>しん</sub>を体験した後で、自然災害<sub>さい</sub>が人々に与える影響<sub>えいきょう</sub>について興味<sub>きょうみ</sub>を
持った。私が選<sub>せん</sub>んだ三つの記事は、それぞれ違<sub>ちが</sub>う観<sub>かん</sub>点から議論<sub>ろん</sub>している。

  – creating a text to analyse the impact of a variety of features in a text, e.g.

もっとも重要なメッセージを伝えるために、作者は多くの比喩<sub>ひゆ</sub>表現を使っている。
例えば…

  – evaluating three texts from both a personal and a critical point of view to determine an order of success and justifying the decision, e.g.

日本で頻繁に起こる自然災害に、どうやって備えたほうがいいのだろうか。視
点が少しずつ違う三つの資料を調べてみた。ひとつは体験した人の記録、それに
メディアレポート、もうひとつは人間の発展によってもたらされた環境への
影響をリサーチしたものだ。私の意見では…

- understand the ways in which diverse texts can represent aspects of culture and notions of identity by, for example:
  - identifying cultural references or bias in texts, e.g.
    日本では西暦の代わりに「元号」が使われている。天皇が変わるたびに元号
    も変わる。だから西暦を使うほうが便利だと思っている人も多い。

  - analysing the ways in which language and texts reflect and influence values and attitudes, e.g.
    人気が高いマンガは、若い人に大きな影響を与える。時には若者たちのコミュ
    ニケーションの方法まで変えてしまって、まるでマンガの世界に住んでいるように
    ふるまう人もいる。こういう現象は「中二病」と呼ばれ、そのふるまいは、しば
    らくすると自然になくなるらしい。とても興味深いことだ。

  - comparing and contrasting diverse cultural perspectives as expressed in texts, e.g.
    アボリジニとトレス海峡諸島民、日本人がどのように自分たちの文化を保持し、伝
    えていったのかを比較検討してみよう。

- reflect on own and others' values, beliefs, practices and ideas expressed in texts by, for example:
  - understanding the use of authentic language, such as idioms and colloquialisms, e.g.
    日本では贈り物をする時に、「つまらないものですが」と伝えますが、この表現を
    言葉通りにとって、「じゃあいらないよ」とは思わないでください。

  - reflecting on and discussing diverse ideas, viewpoints and practices to deepen understanding of self and others, e.g.
    パーソナルインベスティゲーションをすることによって、どんな行動をとるときに
    自分が日本人と感じるか、よく考えるようになった。例えば、自分の意見を堂々
    と表現せずに、かわりにほほえんでしまう時、ああ、日本人らしいな、と思う。

## Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:
  - engaging in wide reading about the area of interest, e.g.

危機に瀕しているアジア諸国の言語と、ニューサウスウェールズ州のアボリジニの言語の活性化について調査している。

- selecting appropriate and relevant resources in order to investigate an issue, e.g.

パーソナルインベスティゲーションで、オーストラリアと日本の移民について調べている。リサーチにはいろいろな資料を使っている。新聞記事や、政府が発行している文献、テレビ番組、小説や詩などだ。そのほかにも私の両親のような移民の体験談も参考にしている。

- undertaking research to explore, justify or represent a point of view, e.g.

近年、日本の学校でのいじめは、たいへん深刻な社会問題だ。この問題について私の学校の先生と親たちにアンケートをとって、その調査結果を評価することにしました。

日本とオーストラリアで働き方が変化していることについて、パーソナルインベスティゲーションをしている。データを見つけるために、インターネットで検索したり、インタビューをしたり、アンケートをとったりして調べた。これらの文献から自分が興味がある箇所に焦点をあて、…と思った点をリストにした。

- synthesising relevant material
- reflecting on their chosen area of interest and the way in which it has been investigated in texts, e.g.
私のパーソナルインベスティゲーションは食文化の伝統に関することだ。その中で箸の使い方について調査した。調査した。箸の使い方日本の歴史とどう関係があるか考えてみよう。

- considering the area of interest from a number of perspectives, e.g.
パーソナルインベスティゲーションで日本の学校生活について調べている。給食については賛否両論ある…

**Outcome 3: Composing in Japanese**

- use knowledge and skills to compose a variety of texts in Japanese for a range of contexts, purposes and audiences

- apply knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Japanese

Students:

- manipulate Japanese to communicate effectively by, for example:
    - using resources to build vocabulary and check grammar
    - applying a range of vocabulary and grammatical structures
    - applying knowledge of the conventions of the writing system
    - using sequencing strategies to develop ideas coherently and logically, e.g.
    若者がボランティア活動に参加するのは大切なことです。まず、...次に、...最後に、。このように...

    - adapting linguistic features to compose an effective persuasive text, e.g.
    日系オーストラリア人が直面するプレッシャーについて考えたことがありますか。オーストラリアと日本から 継承するもの、両方のバランスをうまくとりながら生きていくのは、難しいことだと思いますか。私の考えでは...

- understand how texts are structured by, for example:
    - applying the principles of text structure when composing coherent and logical texts, e.g.
    最初に、伝統的な文化を守ることの重要性を説きたい。それに続く例は、現代社会で伝統文化をいかに伝えていくかの説明となるだろう。。。結論としては、日常生活に伝統文化を取り入れることは大切な事であるということだ。

    - analysing the structure of a text, e.g.
    この記事では、オーストラリアと日本でのフォーマルな手紙の書き方が紹介されている。例えば、日本の手紙は必ず季節のあいさつから始まる。違うところと似ているところを書きだしてみよう。

    - understanding how context and audience affect language choice, e.g.
    オーストラリアの学校での体験について、日本の高校生の前でプレゼンをしなければならなくなった。以前、校長先生や先生たちの前でしたものを元に、フォーマルなことばをカジュアルなことばに少し変えて作りなおそう。

- compose texts for different contexts, purposes and audiences by, for example:
    - varying the structure and format of texts for different contexts, purposes and audiences, e.g.

    例えば、もらった 贈り物に感謝を示すには、友達：ありがとう。上司：ありがとうございます。

    - composing a formal speech arguing for or against a topic relating to one of the issues, e.g.

<ruby>海外<rt></rt></ruby>でお<ruby>寿司<rt></rt></ruby>を<ruby>流行<rt>は や</rt></ruby>らせるために、日本の代表的な食文化であるお寿司を、現地の人が好む味に変えることに賛成です。このスピーチで，私の意見とその理由について述べたいと思います。

- adapting a fairytale or myth for a chosen audience and commenting on the nature of any shift in the values represented, e.g.
  日本の昔話では、<ruby>怠<rt>なま</rt></ruby>け<ruby>者<rt>もの</rt></ruby>は<ruby>罰<rt>ばっ</rt></ruby>せられることが多い。例えば、<ruby>七 夕<rt>たなばた</rt></ruby>の<ruby>彦 星<rt>ひこぼし</rt></ruby>と<ruby>乙 姫<rt>おとひめ</rt></ruby>は働かなかったので、一年に一回しかお<ruby>互<rt>たが</rt></ruby>いに会えなくなってしまった。でも最近の若者にとって、<ruby>勤 勉<rt>きんべん</rt></ruby>さはそんなに大事ではないようだ。だから小学生のために作っている現代のおとぎ話では、そういう価値観を強調しようと思う。

- structuring a set of ideas to create an effective argument
- reworking an article for a primary school audience, e.g.
  日本とオーストラリアのリサイクルに関するレポートを作った。リサイクルに関するレポートを小学生でもわかるように漫画に変えた。

- using ICT to adapt a text

## Content (Year 12 only)

Students:

- manipulate Japanese to communicate their Personal Investigation effectively, including:
  - using resources to build vocabulary and check grammar, e.g.
    ニュースを読むのに役に立つ言葉リストをオンラインで見つけたので、覚えようと思う。最近ではコンピューターが私の文法の間違いも教えてくれるから便利だ。

  - understanding the principles of sequencing to develop ideas coherently and logically
  - applying the principles of text structure when composing
  - editing drafts

## Grammar

In terms of this syllabus, grammar is the system and structure of a language. It consists of syntax, morphology and phonology. Students studying Japanese are expected to recognise and use the following grammatical items by the end of the course. They should be read in conjunction with the content of the syllabus.

Refer to Appendix 3 for the list of characters that students are expected to recognise and use.

**Plain forms**

| Verbs | Adjectives | The verb 'to be' |
|---|---|---|
| 〜る：食べる<br>〜く：書 | 〜い：赤い<br>〜な：しずかな | 〜だ：本だ |
| 〜ない：食べない<br>　　　書かない | 〜くない：赤くない<br>〜では（じゃ）ない：<br>しずかでは（じゃ）ない | 〜では（じゃ）ない：<br>本では（じゃ）ない |
| 〜なかった：<br>食べなかった<br>書かなかった | 〜くなかった：赤くなかった<br>〜では（じゃ）なかった：<br>しずかでは（じゃ）なかった | 〜では（じゃ）なかった：<br>本では（じゃ）なかった |
| 〜よう：食べよう<br>〜こう：書こう | 〜いだろう：赤いだろう<br>〜だろう：しずかだろう | 〜だろう：本だろう |

**Polite forms**

| Verbs | Adjectives | The verb 'to be' |
|---|---|---|
| 〜ます：食べます<br>　　　書きます | 〜いです：赤いです<br>〜です：しずかです | 〜です：本です |
| 〜ました： | 〜かったです：赤かったです | 〜でした：本でした |
| 食べました<br>書きました | 〜でした：しずかでした | |
| 〜ません：<br>食べません<br>書きません | 〜くないです：赤くないです<br>〜くありません：赤くありません<br>〜では（じゃ）ありません：<br>しずかでは（じゃ）ありません | 〜では（じゃ）ありません：<br>本では（じゃ）ありません |

| Verbs | Adjectives | The verb 'to be' |
|---|---|---|
| 〜ませんでした：<br>食べませんでした<br>書きませんでした | 〜くなかったです：赤くなかったです<br>〜くありませんでした：赤くありませんでした<br>〜では（じゃ）なかったです：<br>しずかでは（じゃ）なかったです<br>〜では（じゃ）ありませんでした：<br>しずかでは（じゃ）ありませんでした | 〜では（じゃ）ありませんでした<br>本では（じゃ）ありませんでした |
| 〜ましょう：<br>食べましょう<br>書きましょう | 〜いでしょう：おもしろいでしょう<br>〜でしょう：しずかでしょう | 〜でしょう：本でしょう |

## Keigo forms

| Honorific form | Example |
|---|---|
| honorific forms | お待ちになりますか<br>もうすぐ先生が来られます |
| lexicalised | 召し上がってください<br>もうすぐ先生がいらっしゃいます |

| Humble form | Example |
|---|---|
| humble forms | ここにございます<br>ここでお待ちします |
| lexicalised | 先生からおみやげをいただきました<br>母が先生の家にうかがいます<br>私が参ります |

## 〜て form

| Form | Function/Use | Example |
|---|---|---|
| 〜て | linking ideas | 町に行って映画を見ます<br>せが高くて頭がいいです |
| 〜て＋ください | requesting | 早く来てください |
| 〜て＋います | expressing what you are doing | テレビを見ています |

| Form | Function/Use | Example |
|------|-------------|---------|
| 〜て＋みます | expressing what you are trying to do | 日本語で話してみます |
| 〜て＋しまいます | • expressing that you do something completely<br>• expressing that you do something undesirable, unexpectedly or regrettably | おかしを食べてしまいました<br><sup>しゅくだい</sup> <sup>わす</sup><br>宿題を忘れてしまいました |
| 〜て＋はいけません | forbidding | まだ帰ってはいけません |
| 〜て＋もいいです | giving permission | もう帰ってもいいです |
| 〜て＋も | expressing a condition (even if) | たくさんねてもまだねむいです<br>高くても買います |
| 〜て＋から | • sequencing events<br>• expressing when you do something (after) | いつも勉強をしてからテレビを見ます |

## 〜て form and verbs of giving and receiving

| Form | Function/Use | Example |
|------|-------------|---------|
| 〜て＋くださいます | expressing that a superior does you a favour | 先生が教えてくださいました |
| 〜て＋くれます | expressing that someone does you a favour | 祖父が日本から本を<sup>おく</sup>送ってくれました |
| 〜て＋あげます | expressing that you do a favour for someone | 買ってあげましょうか |
| 〜て＋もらいます | expressing that you receive a favour from someone | 友だちに作ってもらいました |
| 〜て＋いただきます | expressing that you receive a favour from a superior | 先生にかしていただきました |

## 〜た、〜たら、〜たり forms

| Form | Function/Use | Example |
|---|---|---|
| 〜た＋ほうがいいです | offering advice | 勉強したほうがいいです |
| 〜た＋ことがあります | relating your experience | 京都に行ったことがありますか |
| 〜た＋後で | • sequencing events<br>• expressing when you do something (after) | 食事をした後でテレビを見ました |
| 〜たり〜たり | expressing that you do various activities or that conditions alternate | 日曜日には家でテレビを見たり本を読んだりします<br>暑<ruby>あつ</ruby>かったり寒<ruby>さむ</ruby>かったり大変<ruby>たいへん</ruby>です |
| 〜たら | expressing a condition | 分からなかったら聞いてください<br>おいしくなかったら食べなくてもいいです |

## Finite form

| Form | Function/Use | Example |
|---|---|---|
| Finite form＋そうです | reporting what someone else said | 田中さんは日本へ帰るそうです<br>ピアノが上手だそうです |
| Finite form＋つもりです | expressing what you intend to do | 来週行くつもりです |
| Finite form＋時／間／前 | expressing when you do something (when, while, before) | 私が行った...<br>日本にいる...<br>出かける前... |
| Finite form＋より | making a comparison | テレビを見るより本を読むほうが楽しいです |
| Finite form＋かもしれません | indicating possibility | 田中さんも行くかもしれません |
| Finite form＋でしょう | indicating probability | 雪になるでしょう |
| Finite form＋はず | describing an expectation | 田中さんはマンガが大好きだからこれをもう読んだはずです |
| Finite form＋べき | indicating an obligation | リサイクルするべきです |
| Finite form＋と言います | quoting what someone said | 田中さんは日曜日に来ると言いました |
| Finite form＋と思います | expressing what one thinks | 楽しいと思います |
| Finite form＋と思っています | expressing what someone else thinks | 楽しいと思っています |
| Finite form＋ため | indicating purpose (occurs after a volitional verb) | 大学に入るために一生けんめい勉強します |

| Form | Function/Use | Example |
|---|---|---|
| Finite form＋ように | • indicating consequence or result (occurs after a non-volitional verb) <br> • conveying indirect speech | かぜをひかないように 薬 <sup>くすり</sup> を飲みました <br> 私に電話するように言ってください |
| Finite form＋し | linking statements or reasons | 山田さんはやさしいし 頭 <sup>あたま</sup> もいいです |
| Finite form＋noun | describing using a clause | 田中さんが読んだ本... <br> きのう兄が見た映画 <sup>えいが</sup> ... |
| Finite form＋の／んです | • explaining <br> • clarifying <br> • justifying <br> • persuading | 頭がいたいんです |
| Finite form＋うち | expressing when you do something (while) | 雨がふらないうちに帰りましょう |
| Finite form＋のに | linking ideas (even though) | 日本に行ったことがないのに日本語が上手です |
| Finite form＋なら | expressing a condition (contextual) | みんなが行くなら私も行きます |
| Finite form＋らしい <br> Noun＋らしい <br> Adjective＋らしい | expressing how something appears (subjective judgement) | ここでキャンプをしていたらしいです <br> あの店は安いらしいです |
| Finite form＋みたい <br> Noun＋みたい | expressing how something appears (objective and colloquial) | 雪になるみたいですね <br> りんごみたいなくだものです |
| Finite form＋ようです <br> Noun のようです | expressing how something appears (objective) | 今日は休みのようです |

## 〜ます **base**

| Form | Function/Use | Example |
|---|---|---|
| Base＋なさい | expressing a command | 本を読みなさい |
| Base＋そうです | expressing how something appears (subjective impression) | 雨がふりそうですおいしそうですね |
| Base＋かた | expressing how to do something | ケーキの作り方を教えてください |
| Base＋にくいです | saying something is difficult to do | ローマ字は読みにくいです |
| Base＋やすいです | saying something is easy to do | ひらがなは読みやすいです |

| Form | Function/Use | Example |
|---|---|---|
| Base＋たいです | expressing what you want to do | 音楽が聞きたいです |
| Base+たいと思っています | expressing what you would like to do | 来年ヨーロッパに行きたいと思っています |
| Base＋に | indicating purpose | 友達に会いに行きます |
| Base＋ながら | indicating actions done simultaneously | 音楽を聞きながら勉強します |
| Base＋すぎます | indicating that something is excessive | 食べすぎて、おなかがいたいです<br>このコンピューターは高すぎます |
| Base＋始める | indicating that you begin to do something | 本を読み始めました |
| Base＋終える | indicating that you finish doing something | 本を読み終えました |

## 〜ない base

| Form | Function/Use | Example |
|---|---|---|
| Base＋なければなりません | indicating necessity | 勉強しなければなりません |
| Base＋なくてもいいです | indicating that you don't have to do something | 行かなくてもいいです |
| Base＋ないでください | requesting not to do something | 英語で話さないでください |
| Base＋ないで | linking ideas | テレビを見ないで勉強しなさい |
| Base＋ないほうがいいです | offering advice | お金を持って来ないほうがいいです |

## 〜ば Conditional form

| Form | Function/Use | Example |
|---|---|---|
| （もし）〜えば／〜れば | expressing a condition | 早く行けば道はこんでいません<br>安ければ買います |

## 〜える／〜られる Potential form

| Form | Function/Use | Example |
|---|---|---|
| 〜える／〜られる | indicating that you can do something | 漢字で書けます<br>さしみが食べられます |

## 〜おう／よう **Volitional form**

| Form | Function/Use | Example |
|---|---|---|
| 〜おう／よう＋と思う | expressing an intention | 日本へ行こうと思います<br>食べようと思います |

## 〜あれる／〜られる **Passive forms**

| Form | Function/Use | Example |
|---|---|---|
| 〜あれる／られる | • general<br>• adversative<br>• spontaneous | この神社は千年前にたてられました<br>大事なものをこわされました<br><ruby>昔<rt>むかし</rt></ruby> のことが思い出されます |

## 〜あせる／〜させる **Causative forms**

| Form | Function/Use | Example |
|---|---|---|
| 〜あせる／させる | general | 母親は子どもに水を飲ませました |
| 〜あせて／させてください | asking permission | 行かせてください |
| 〜あせて／させてもらう | receiving permission | 行かせてもらいました |

## 〜あせられる／〜させられる **Passive/Causative form**

| Form | Function/Use | Example |
|---|---|---|
| 〜あせられる／させられる | expressing something you were made to do | 子どもは母親に水を飲まさせられました |

### Imperative forms

| Form | Function/Use | Example |
|---|---|---|
| 〜え／ろ | command | 早く行け！<br>食べろ！ |
| Finite form＋な | prohibition | そんなことするな！ |

**Negation**

| Form | Function/Use | Example |
|------|-------------|---------|
| ではない | basic negative | それは本当ではありません |
| 〜のではない | explanatory negative | 私達だけがやるのではありません |
| 〜わけではない/〜とはかぎらない | denying a logical conclusion | 私は反対<sub>はんたい</sub>しているわけではありません<br><br>成功<sub>せいこう</sub>するとはかぎりません |
| 必<sub>かなら</sub>ずしも〜ない | partial negative | 必<sub>かなら</sub>ずしも反対<sub>はんたい</sub>ではありません |
| 〜なく(は/も)ない<br>〜ないこと(は/も)ない<br>〜ないわけには/もいかない<br>〜ないわけでは/もない | double negative (hesitant positive with reservation) | 分<sub>わ</sub>からなくもないです<br>その考<sub>かんが</sub>えが分<sub>わ</sub>からないことはないですが、賛成<sub>さんせい</sub>できません<br>そのミーティングに出ないわけにはいきません<br>できないわけではないが、時間がかかります |
| 〜までもない | not necessary to do | それは言うまでもないです |
| 〜わけがない | no reason for/to | そんなことがあるわけがありません |
| 〜はずがない | not supposed to | 田中さんが賛成<sub>さんせい</sub>するはずがありません |
| 〜わけには/もいかない | no way to/cannot do | 今日は行くわけにはいきません |

**Particles**

| Particle | Function/Use | Example |
|----------|-------------|---------|
| は | topic marker | 私は高校生です |
| は | contrast | CD はありますが、本はありません |
| が | subject | 父がそう言いました |
| が | subject in subordinate clause | 田中さんが来た時… |
| が | focused subject | だれが来ますか<br>田中さんがきます |

| Particle | Function/Use | Example |
|---|---|---|
| が | object of stative predicate (verb or adjective) | りんごが好きです<br>日本語ができますか<br>本が読めます<br>英語がとくいです<br>水が飲みたいです<br>お金が要ります |
| の | possessive (of, 's) | 私の本です |
| の | possessive pronoun | それはあの人のです |
| の | adjectival | 日本の車です<br>東京大学の川口です |
| の | locational | つくえの上にあります |
| の | optional alternative to が in adjectival clauses | 本田さんの書いた手紙を読みました |
| に | place of existence (in, at, on) | ここに電話があります |
| に | destination (to, into, onto) | 町に行きます |
| に | indirect object | 先生にわたしてください |
| に | point of time | 三時半に行きましょう |
| に | purpose | 映画（えいが）を見に行きます |
| へ | direction (to) | 右へまがってください |
| を | direct object | コーラを飲みます |
| を | span of motion (along, through) | この道をまっすぐ行きます |
| で | place of action | 学校で習（なら）いまた |
| で | by means of | おはしで食べます |
| と | linking nouns (and) | 本とノートを買いました |
| や | linking nouns (and etc.) | 本やノートを買いました |
| か | stating alternatives (or) | 土曜日か日曜日に行きましょう |
| か | with interrogative nouns | だれか来ましたか |
| も | too, also | 私も行きます |
| も | both | クリケットも野球（やきゅう）も好きです |

| Particle | Function/Use | Example |
|---|---|---|
| も | with negative 'neither … nor' | 先生も生徒もいません |
| も | with negative 'not even …' | その部屋<ruby>へや</ruby>には、いすもありませんでした |
| も | with interrogative nouns | 何回<ruby>かい</ruby>も行きました |
| も | with quantitative words | 少しもありません |
| も | with interrogative + negative | だれも来ません |

### Words indicating extent

| Word | Function/Use | Example |
|---|---|---|
| から | since (a point of time) | 三時から四時までです |
| から | from (a place) | イタリアから来ました |
| まで | until (a point of time) | 夜八時まで働きます |
| まで | to, as far as (a place) | 駅まで歩きます |
| までに | by (a point of time) | 十時までに帰ります |
| ごろ | approximate point of time | 三時ごろ帰ります |
| ぐらい／くらい | approximate amount/time/ length | 五百人ぐらいいます |
| しか | extent + negative (only) | 千円しかありません<br>子供しかいません |
| だけ | extent (only) | 一人だけです |
| より | comparative (than) | すしはそばより高いです<br>そばよりすしの方が安いです |
| もっと<br>一番／最も | superlative (the most) | これが一番好きです<br>最も人口が多い都市は東京です |
| ほど | (not as) ~<br>as~ to the extent of | 私は田中くんほど早く走れません<br>東京ほどにぎやかな都市はありません |

| Word | Function/Use | Example |
|---|---|---|
| ばかり | extent (nothing but) | あまいものばかり食べてはいけません<br>あまいものを食べてばかりいてはいけません |
| ところ | just about to do something | 今出かけるところです |
| ところ | be in the middle of doing something | 今ご飯を食べているところです |
| ところ | have just done something | 今宿題終わったわったところです |
| こそ | emphasising noun | これこそ本当の原因です |
| さえ | adding emphasis (even) | 小学生さえ参加しています |

## Compound particles

| Word | Function/Use | Example |
|---|---|---|
| に関して<br>にかかわる<br>に対して | indicating target/theme | 環境問題に関して／かかわる色々な調査をしました<br>環境問題に対して興味があります |
| の中で | classifying | 多くの問題の中で…、 |
| によって<br>を通じて<br>によると<br>にもとづいて | indicating means/cause/base | みんなの意見によって決まりました<br>先生を通じて知り合いました |
| をもとに | | ニュースによると、中国地方で地震がありました<br>このデータにもとづいて／をもとに決めました |
| のおかげで | cause (positive) | テクノロジーのおかげで生活が楽になりました |

| Word | Function/Use | Example |
|---|---|---|
| のせいで | cause (negative) | ぼくのミスのせいで<ruby>試合<rt>しあい</rt></ruby>にまけました |
| において<br>おう<br>に応じて<br>次第で<br>と<br>を問わず<br>にかかわらず<br>なしに（なくして）<br>なしで | indicating<br>situation/circumstances<br>indicating context | <ruby>現代社会<rt>げんだいしゃかい</rt></ruby>において、いじめは<ruby>大<rt>おお</rt></ruby>きな<ruby>問題<rt>もんだい</rt></ruby>です<br>じょうきょうに<ruby>応<rt>おう</rt></ruby>じて<ruby>決<rt>き</rt></ruby>めましょう<br><ruby>次第<rt>しだい</rt></ruby>お金<ruby>次第<rt>しだい</rt></ruby>で行くかどうか<ruby>決<rt>き</rt></ruby>めます<br>男女を<ruby>問<rt>と</rt></ruby>わず、もうしこんでください<br><ruby>年齢<rt>れい</rt></ruby>にかかわらず<ruby>参加<rt>さんか</rt></ruby>してください<br>先生のきょかなしに／なくして入ってはいけません<br>おこづかいなしで、一ヶ月くらすのは<ruby>大変<rt>たいへん</rt></ruby>でした |

## Conjunctions (follow non-final verbs)

| Conjunction | Function/Use | Example |
|---|---|---|
| が | linking (but) | ひらがなは知っていますが漢字は知りません |
| から | reasoning (because, since) | つかれたからもうねます |
| ので | reasoning (because, since) | 雨がふったので行きませんでした |
| と | conditional (when, if) | 雨がふるとすずしくなります |
| と | quoting | 「わかりません」と言いました |
| のに | linking (even though) | 雨がふったのに行きました |

## Nominalisers

| Nominaliser | Function/Use | Example |
|---|---|---|
| の | nominalisation (the one) | 赤いのをください<br>食べるのが好きです |
| こと | nominalisation | 行くことができます<br>行くことがあります<br>行くことにします<br>行くことになります |

## Sentence final particles

| Particle | Function/Use | Example |
|---|---|---|
| ね／ねえ | confirming/seeking agreement | いいお天気ですね |
| よ | assuring/giving information | おもしろいゲームですよ |
| よ | gently persuading | いっしょにゲームをしようよ |
| か | question marker | だれですか |
| の | soft question marker | どこへ行くの？ |
| の | soft sentence ending | 田中さんは来ないの |
| わ | mild emphasis (feminine) | きれいだわ |
| ぞ | emphasis (male) | この夏休みは遊（あそ）ぶぞ |
| さ | mild emphatic sentence ending | 勉強もするさ |
| とも | strong assuring (male) | もちろんするとも |

## Affixes

| Form | Function/Use | Example |
|---|---|---|
| suffix 的 | changing nouns to adjectives | 伝統的（でんとうてき）な行事（ぎょうじ）を大切（たいせつ）にしたいです |
| suffix さ | changing adjectives to nouns | このおもしろさは外国人には分（わ）かりにくいです |
| suffix 化 | changing nouns to verbs | これはもう一般化（いっぱんか）しています |
| suffix 化 (＋する) | making compound nouns | 国際化（こくさいか）が進（すす）みました |
| suffix がる | changing adjectives to verbs for the third person | 子どもはおもちゃをほしがりました |

| Form | Function/Use | Example |
|---|---|---|
| prefix 不 ／非／未／無 ／反 | changing words to the negative | ふまんぞく　ひじょうしき　みかいはつ<br>不満足／非常識／未開発／<br>むせきにん　はんせいふ<br>無責任／反政府 |

## Dictionaries

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include print, electronic and online 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 and/or character dictionaries in the written examination.

# 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 pre-determined 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 should 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 assessment tables provide details of the assessment types and their weighting for the Japanese: Background Language ATAR Year 11 and 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.

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).

## Assessment table – Year 11

| Type of assessment | Weighting |
|---|---|
| **Interacting in Japanese**<br>Interaction with others to exchange information and express opinions and ideas in spoken Japanese.<br><br>This can involve participating in an interview, a conversation and/or a discussion.<br><br>Typically, these tasks are administered under test conditions. | 15% |
| **Processing and responding**<br>Interpretation, analysis and evaluation of a range of spoken, audiovisual and print texts that are in Japanese and that relate to the issues, perspectives, and text and text types described in the syllabus. Responses may be in Japanese or English depending on the requirements of the task.<br><br>Typically, these tasks are administered under test conditions. | 40% |
| **Composing texts in Japanese**<br>Production of evaluative, persuasive or reflective written texts in Japanese, relating to the issues, perspectives, and text and text types of the course and for a specified audience, purpose and context.<br><br>Typically, these tasks are administered under test conditions. | 15% |
| **Examination**<br>**Practical (oral) examination**<br>Typically conducted at the end of each semester, the examination should reflect the external examination specifications for this course. | 10% |
| **Written examination**<br>Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus. | 20% |

## Assessment table – Year 12

| Type of assessment | Weighting | To SCSA | Weighting for combined mark |
|---|---|---|---|
| **Interacting in Japanese**<br>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese.<br>This can involve participating in an interview, a conversation and/or a discussion.<br>Typically, these tasks are administered under test conditions. | 50% | 100% Practical | 25% Practical |
| **Examination**<br>**Practical (oral) examination**<br>Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus. | 50% | | |
| **Written examination**<br>Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus. | 50% | 100% Written | 75% Written |
| **Processing and responding**<br>Interpretation, analysis and evaluation of a range of spoken, audiovisual and print texts that are in Japanese and that relate to the issues, perspectives, and text and text types described in the syllabus. Responses may be in Japanese or English depending on the requirements of the task.<br>Typically, these tasks are administered under test conditions. | 30% | | |
| **Composing texts in Japanese**<br>Production of evaluative or persuasive or reflective written texts in Japanese, relating to the issues, perspectives, and text and text types of the course and for a specified audience, purpose and context.<br>One task will focus on the Personal Investigation.<br>Typically, these tasks are administered under test conditions. | 20% | | |

# 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. Grade descriptions for Year 11 are provided in Appendix 1, and those for Year 12 are provided in Appendix 2.

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 specifications

The examination will consist of a written examination worth 80 marks and an oral examination worth 20 marks.

## Written paper (80 marks)

**Time allowed:**    2 hours and 30 minutes plus 10 minutes reading time.

This paper will consist of 2 sections.
The use of monolingual and/or bilingual print dictionaries is permitted.

### Section I: Processing and responding (50 marks)

There will be 6 to 8 questions phrased in Japanese and English.

- Questions will be grouped according to the stimulus text/s.

- There will be 3 groups of questions.

- Each question in the first group will relate to a spoken text. Each question in the second group will involve the integration of information from a spoken and a written text. Each question in the third group will relate to one or more written texts.

- Questions will be graded in difficulty within each group.

- There will be 6 to 10 texts in total.

- The texts will include a range of text types.

**Spoken texts:**

- There will be 2 to 4 texts.

- The texts will vary in length, ranging from one to 2 minutes.

- The total time for one reading/playing of all texts will be 4 to 6 minutes.

- The texts will be read/played twice. There will be a pause between the readings/playings and a longer pause after the second reading/playing to allow students to answer the question.

**Written texts:**

- The total length of the written texts in Japanese will be in the range of 1200-1400 *ji*.

- One or 2 questions will require a response in English of up to 200 words.

- The length of the responses in Japanese will depend on the nature of the stimulus text and the requirements of the task and will be in the range of 100-300 *ji*.

**Section II: Composing texts** **(30 marks)**

**Part A** **(10 marks)**

- The student will be required to answer one question.

- The question will relate to the course Issues.

- The student will be expected to compose an informative, imaginative or reflective text in Japanese.

- The question will specify a context and audience.

- The question will be phrased in Japanese and English, for a short response in Japanese.

- The length of the response will be in the range of 150-175 *ji*.

**Part B** **(20 marks)**

- The student will be required to answer one question.

- The question will relate to the course issues.

- The student will be expected to compose an informative, evaluative, persuasive or reflective text in Japanese.

- The question will specify a context and audience.

- The question will be phrased in Japanese and English, for a response in Japanese.

- The length of the response will be in the range of 350-375 *ji*.

## Oral examination (20 marks)

**Time allowed:** approximately seven minutes plus eight minutes preparation time.

- There will be 2 questions phrased in Japanese for a response in Japanese.

- Students will be required to answer both questions, each in the form of a monologue.

- The questions will relate to the course issues and may also relate to the Personal Investigation.

- The questions may include stimulus material in Japanese.

- The questions may specify a context, purpose and audience.

- The questions may require the response to be informative, evaluative, persuasive or reflective.

- The total length of the two responses will be approximately seven minutes. There will be a total of 8 minutes' preparation time.

# Appendix 1 – Grade descriptions Year 11

| A | **Written production and oral production** |
|---|---|
| | Manipulates Japanese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. |
| | Formulates logical arguments and justifies points of view consistently. |
| | Shows highly effective use of textual references. |
| | Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. |
| | Uses Japanese with a high degree of accuracy and uses vocabulary and language conventions effectively. |
| | Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is conveyed fluently. |
| | Organises information coherently and expresses ideas effectively. |
| | **Comprehension** |
| | Competently summarises and synthesises key points and details in texts and provides detailed analysis with insight and interpretation. |

| B | **Written production and oral production** |
|---|---|
| | Uses Japanese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. |
| | Formulates logical arguments and justifies points of view. |
| | Shows effective use of textual references. |
| | Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context. |
| | Uses vocabulary and a range of language conventions mostly accurately and effectively. |
| | Influence of accent/dialect may be evident; however, meaning is conveyed effectively. |
| | Organises information logically and develops ideas clearly. |
| | **Comprehension** |
| | Ably extracts and synthesises most relevant key points and details in texts, with some analysis and interpretation. |

| C | **Written production and oral production** |
|---|---|
| | Uses Japanese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience. |
| | Shows some ability to express and support a point of view. |
| | Applies some knowledge of the relationships between language, culture and identity in a bilingual context. |
| | Uses vocabulary and language conventions mostly accurately. |
| | Some influence of accent/dialect may be evident; however, meaning is conveyed effectively. |
| | Shows some organisation and sequencing of ideas and information. |
| | **Comprehension** |
| | Extracts and summarises some relevant information from texts, with limited analysis and interpretation. |

| | |
|---|---|
| **D** | **Written production and oral production**<br>Communicates simple, personal ideas and basic information in Japanese.<br>Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.<br>Shows some awareness of the relationships between language, culture and identity in a bilingual context.<br>Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.<br>Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.<br><br>**Comprehension**<br>Extracts and summarises some relevant information from texts, with limited analysis. |

| | |
|---|---|
| **E** | Does not meet the requirements of a D grade. |

# Appendix 2 – Grade descriptions Year 12

| A | **Written production and oral production**<br>Manipulates Japanese authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.<br>Formulates well-structured, logical arguments and substantiates points of view.<br>Shows highly effective use of textual references.<br>Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.<br>Uses Japanese with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.<br>Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is conveyed successfully and fluently.<br>Structures and sequences ideas and information effectively and coherently. |
|---|---|
| | **Comprehension**<br>Competently summarises all key points, synthesises information and nuances in texts and provides detailed and insightful analysis. |

| B | **Written production and oral production**<br>Manipulates Japanese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.<br>Formulates well-structured, logical arguments and justifies points of view.<br>Shows effective use of textual references.<br>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.<br>Uses Japanese with a high degree of accuracy and uses vocabulary and language conventions effectively.<br>Influence of accent/dialect may be evident; however, meaning is conveyed effectively and fluently.<br>Organises and expresses ideas and information clearly and logically. |
|---|---|
| | **Comprehension**<br>Summarises and synthesises key points, details and nuances in texts and provides detailed analysis with some insight and interpretation. |

| C | **Written production and oral production** |
|---|---|
| | Uses Japanese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience. |
| | Provides supporting information and makes textual references to justify a point of view. |
| | Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context. |
| | Uses vocabulary and language conventions mostly accurately. |
| | Some influence of accent/dialect may be evident; however, meaning is conveyed accurately. |
| | Shows some organisation and sequencing of ideas and information. |
| | **Comprehension** |
| | Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation. |

| D | **Written production and oral production** |
|---|---|
| | Communicates simple, personal ideas and opinions in Japanese. |
| | Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions. |
| | Shows some awareness of the relationships between language, culture and identity in a bilingual context. |
| | Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately. |
| | Influence of accent or dialect may be evident and affect meaning, clarity or flow. |
| | Provides some evidence of the ability to link ideas. |
| | **Comprehension** |
| | Extracts and summarises some relevant information from texts, with limited analysis and interpretation. |

| E | Does not meet the requirements of a D grade. |
|---|---|

# Appendix 3 – Character list

The characters listed below are those which students are expected to recognise and use by the end of the course. It is expected that students will be able to recognise and understand a wider range of characters relevant to the content of the course.

## Common characters

一 二 三 四 五 六 七 八 九 十 百 千 右 雨 円 王
音 下 火 花 貝 学 気 休 玉 金 空 月 犬 見 口 校
左 山 子 糸 字 耳 車 手 出 女 森 小 上 森 人 水
正 生 青 夕 石 赤 川 先 早 草 足 村 大 男 竹 中
虫 町 天 田 入 文 立 林

万 園 遠 何 科 夏 家 会 海 外 楽 活 間 帰 京 強
教 近 兄 元 言 古 午 後 話 公 広 行 高 国 黒 今
才 作 市 姉 思 新 寺 自 時 室 会 秋 週 春 書 少
場 色 食 心 電 西 雪 前 多 体 他 知 茶 昼 長 朝
通 弟 店 方 冬 東 道 読 南 売 買 半 番 父 分 聞
歩 母 回 絵 北 毎 妹 明 夜 友 曜 来 理 話 引 歌
画 黄 合 丸 岩 顔 記 弓 牛 魚 形 計 原 工 交 光
考 鳥 直 谷 細 止 同 首 親 図 数 星 晴 切 船 走
太 門 野 用 当 答 頭 内 肉 馬 風 比 府 米 鳴 毛

安 員 飲 駅 屋 化 漢 区 県 仕 使 始 事 持 州 終
住 所 乗 神 全 族 待 着 都 島 動 物 勉 洋 様 旅
和 英 好 達 働 飯 私 洗 晩 泊 悪 暗 意 育 院 運
温 界 開 寒 感 館 起 期 客 究 急 宮 球 去 制 業
銀 苦 具 君 係 決 研 向 幸 号 告 祭 死 指 詩 示
次 式 実 面 物 者 主 身 取 受 拾 終 習 集 重 宿
暑 助 消 情 商 植 注 真 深 進 世 昔 相 送 速 他
対 代 第 題 団 短 表 病 調 定 点 庭 鉄 度 等 配
発 反 悲 美 氷 遊 予 羊 部 福 府 平 返 放 命 問
薬 由 油 有 遊 予 羊 陽 流 両 緑 練

機康順典望個統忘
喜候述的法減保亡
紀功祝低使現増閉
季験周仲変禁念政
希健借読別老均性探
願結失争夫連境職専
関型史試然不歴技術将
害組説必類戦標例慣質若
械極氏確視捨
課競残節飛利解資危
果協産席熱要過支夢
加共参静得約価賛豊
億救殺成特無可際報
以求昨信努民応妻仏
案及最役徒末益再富
愛議差初伝満因効貧義

## *Kanji* compounds

The following are examples of character compounds to accompany the above character list. The *furigana* is a guide for study only and will not be provided in an external examination.

あ 相手 以外 意見 意思 運転 以内 援助 温暖化 温度

か 海外 外国 開発 会議 開放 学習 過去 価値観

活性化 活動 家庭 可能性 環境 関係 慣習 関連

機械 機会 期間 危機 危険 気候 記事 技術 着物 希望

救助 求人 教育 行事 競争 協調 協力

禁止 均等 経験 結果 決心 決定 原因 見解

研究 言語 健康 減少 現代 合意 効果 公害

交換 公共 工業 幸福 交流 国際連合 国連

個人 個性 国境

さ 最近 最初 最新 最低 昨日 昨年 差別 参加 産業

参考 賛成 賛同 残念 支援 試験 資源 思考 支持

自身 自信 自然 次第 失業 実験 実際 質問 市民

社会 自由 周囲 習慣 重大 重要 主義 祝日

宿題 首相 主題 種類 順番 正月 商業

消極的 少子化 正直 将来 職業 職場 真実

神社 進出 心配 新聞 信用 森林 人類 正確

性格 生活 成功 生産 生徒 制度 世界 世間 世代

説得 説明 節約 戦争 専門 増加

た 体験 大事 対人関係 大切 代表的 太陽 他人

多文化 短所 地球 知識 注意 中止 注目 調査

長所　直接　典型的　伝統　同意　当然　得意　特別
都市　努力

な　仲間　南極　二十一世紀　入学　入社　熱帯雨林
農業

は　場合　発行　発表　反対　反応　反発　被害　飛行機
美術　必要　表現　平等　貧富　仏教　平均　平和
変化　便利　放送　報道　方法　法律

ま　満足　未開発　未来　民主主義　民族　無視　無理　目標
問題

や　役目　有効　有利　用意　予定

ら　利益　理解　理由　流行　両親　歴史　恋愛　練習
老人　労働

わ　若者

## Course Issues

The following character combinations are a guide to support teachers and students explore content relevant to the course issues. The *furigana* is a guide for study only and will not be provided in an external examination.

### Young people and their relationships

相手、安心、親子、親孝行、外出、外泊、可能、過半数、

関係、感情、期待、経験、結果、決定、原因、共通感、

強制的、恋人、好意、行動、交友、交遊、賛成、自己、

自己愛、自体、消極的、心配、親友、信頼感、心理的、

青年、性別、接する、世代、体験、対人関係、対立、代理父、

代理母、男女、父親、中心、注目、通信、付き合う、手本、

同居、仲間、人間関係、年長者、母親、反対、万能感、

反面，平均、変化，満足、身近、目的、目標、理解、利用者、

両親、恋愛、連絡、若者

### Traditions and values in contemporary society

意識、以前、永遠、過去、活性化、価値観、活動、神様、考え

方、環境、教育、消える、起源、技術、希望、近代、近代化、

近年、現在、現代、口頭、合理的、最近、再現、差別、参加、

次代、時代、自然、社会、周囲、習慣、住民、重要、

少子化、神社、神道、推進、進む、生活、世代、全国、

先進国、前代、対応、大家族、大事、大切、対立、保つ、

伝統、同時、都市、残る、発明、必要、貧富、仏教、文化、

文化祭、変化、法律、保守、祭り、守る、身分、民族、昔、

物語、問題、要因、歴史、老人

## The nature of work

圧力、安定、市場，援助、大手会社、会議、解決，会社、

開発、解消、技術、企業、期待、休日、業界、協力、

競争、組合、経験、決定、減少、交際、工場、雇用、

在宅、残業、幸せ、資格、時期、資金、仕事、失業、社員、

商業、終業、将来、職場、人材、人生、進出、

事情、進歩、進む、成功、生産、制度、青少年、専門、増加、

知識、転職、努力、入社、能力、飲み会、働く、不安、

不安定、増える、減る、報告、方式、満足度、見通す、未来、身に

着ける，無職、目的、目標、問題、役立つ、利益、労働、話題

## The individual as a global citizen

<ruby>安<rt>あん</rt></ruby><ruby>全<rt>ぜん</rt></ruby>、<ruby>育<rt>いく</rt></ruby><ruby>成<rt>せい</rt></ruby>、<ruby>温暖化<rt>おんだんか</rt></ruby>、<ruby>温度<rt>おんど</rt></ruby>、<ruby>海外<rt>かいがい</rt></ruby>、<ruby>外国<rt>がいこく</rt></ruby>、<ruby>開発<rt>かいはつ</rt></ruby>、<ruby>開放<rt>かいほう</rt></ruby>、<ruby>各国<rt>かっこく</rt></ruby>、

<ruby>加速<rt>かそく</rt></ruby>、<ruby>家庭<rt>かてい</rt></ruby>、<ruby>可能<rt>かのう</rt></ruby>、<ruby>環境<rt>かんきょう</rt></ruby>、<ruby>観点<rt>かんてん</rt></ruby>、<ruby>危機<rt>きき</rt></ruby>、<ruby>気候<rt>きこう</rt></ruby>、<ruby>境界<rt>きょうかい</rt></ruby>、<ruby>共存<rt>きょうぞん</rt></ruby>、

<ruby>協力<rt>きょうりょく</rt></ruby>、<ruby>危険<rt>きけん</rt></ruby>、<ruby>技術<rt>ぎじゅつ</rt></ruby>、グローバル<ruby>化<rt>か</rt></ruby>、<ruby>原理<rt>げんり</rt></ruby>、<ruby>交換<rt>こうかん</rt></ruby>、<ruby>交通<rt>こうつう</rt></ruby>、

<ruby>交流<rt>こうりゅう</rt></ruby>、<ruby>国際<rt>こくさい</rt></ruby>、<ruby>国内<rt>こくない</rt></ruby>、<ruby>国際連合<rt>こくさいれんごう</rt></ruby>・<ruby>国連<rt>こくれん</rt></ruby>、<ruby>個人<rt>こじん</rt></ruby>、<ruby>国境<rt>こっきょう</rt></ruby>、<ruby>参加<rt>さんか</rt></ruby>、

<ruby>資源<rt>しげん</rt></ruby>、<ruby>持続<rt>じぞく</rt></ruby>、<ruby>自然<rt>しぜん</rt></ruby>、<ruby>市民<rt>しみん</rt></ruby>、<ruby>社会人<rt>しゃかいじん</rt></ruby>、<ruby>社会的<rt>しゃかいてき</rt></ruby>、<ruby>住民<rt>じゅうみん</rt></ruby>、<ruby>首相<rt>しゅしょう</rt></ruby>、

<ruby>世紀<rt>せいき</rt></ruby>、<ruby>世界<rt>せかい</rt></ruby>、<ruby>世界化<rt>せかいか</rt></ruby>、<ruby>世代<rt>せだい</rt></ruby>、<ruby>戦争<rt>せんそう</rt></ruby>、<ruby>相互<rt>そうご</rt></ruby>、<ruby>対人関係<rt>たいじんかんけい</rt></ruby>、<ruby>他国<rt>たこく</rt></ruby>、<ruby>多文化<rt>たぶんか</rt></ruby>、

<ruby>地域<rt>ちいき</rt></ruby>、<ruby>地球<rt>ちきゅう</rt></ruby>、<ruby>知識<rt>ちしき</rt></ruby>、<ruby>通信<rt>つうしん</rt></ruby>、<ruby>同意<rt>どうい</rt></ruby>、<ruby>努力<rt>どりょく</rt></ruby>、<ruby>南極<rt>なんきょく</rt></ruby>、<ruby>熱帯雨林<rt>ねったいうりん</rt></ruby>、<ruby>農業<rt>のうぎょう</rt></ruby>、

<ruby>能力<rt>のうりょく</rt></ruby>、<ruby>反発<rt>はんぱつ</rt></ruby>、<ruby>発達<rt>はったつ</rt></ruby>、<ruby>分野<rt>ぶんや</rt></ruby>、<ruby>平和<rt>へいわ</rt></ruby>、<ruby>変動<rt>へんどう</rt></ruby>、<ruby>法律<rt>ほうりつ</rt></ruby>、<ruby>未開発<rt>みかいはつ</rt></ruby>、<ruby>民主主義<rt>みんしゅしゅぎ</rt></ruby>、

<ruby>役目<rt>やくめ</rt></ruby>、<ruby>理念<rt>りねん</rt></ruby>、<ruby>留学<rt>りゅうがく</rt></ruby>、<ruby>旅行<rt>りょこう</rt></ruby>、<ruby>話題<rt>わだい</rt></ruby>

## Australian identity

<ruby>一定<rt>いってい</rt></ruby>、<ruby>開放<rt>かいほう</rt></ruby>、<ruby>確立<rt>かくりつ</rt></ruby>、<ruby>環境<rt>かんきょう</rt></ruby>、<ruby>教育<rt>きょういく</rt></ruby>、<ruby>共同<rt>きょうどう</rt></ruby>、<ruby>居住<rt>きょじゅう</rt></ruby>、<ruby>居住地域<rt>きょじゅうちいき</rt></ruby>、<ruby>近代<rt>きんだい</rt></ruby>、

<ruby>経験<rt>けいけん</rt></ruby>、<ruby>言語<rt>げんご</rt></ruby>、<ruby>現地<rt>げんち</rt></ruby>、<ruby>現地在住者<rt>げんちざいじゅうしゃ</rt></ruby>、<ruby>国家<rt>こっか</rt></ruby>、<ruby>国語<rt>こくご</rt></ruby>、<ruby>国際<rt>こくさい</rt></ruby>、<ruby>国際的<rt>こくさいてき</rt></ruby>、<ruby>国民<rt>こくみん</rt></ruby>、

<ruby>個性<rt>こせい</rt></ruby>、<ruby>固有<rt>こゆう</rt></ruby>、<ruby>最古<rt>さいこ</rt></ruby>、<ruby>差別<rt>さべつ</rt></ruby>、<ruby>史観<rt>しかん</rt></ruby>、<ruby>自己形成<rt>じこけいせい</rt></ruby>、<ruby>自己同一性<rt>じこどういつせい</rt></ruby>、<ruby>習慣<rt>しゅうかん</rt></ruby>、

<ruby>住民<rt>じゅうみん</rt></ruby>、<ruby>祝日<rt>しゅくじつ</rt></ruby>、<ruby>首相<rt>しゅしょう</rt></ruby>、<ruby>人口<rt>じんこう</rt></ruby>、<ruby>心理<rt>しんり</rt></ruby>、<ruby>人類<rt>じんるい</rt></ruby>、<ruby>人種差別<rt>じんしゅさべつ</rt></ruby>、<ruby>生活<rt>せいかつ</rt></ruby>、<ruby>性質<rt>せいしつ</rt></ruby>、

<ruby>世界<rt>せかい</rt></ruby>、<ruby>先住民族<rt>せんじゅうみんぞく</rt></ruby>、<ruby>全土<rt>ぜんど</rt></ruby>、<ruby>体験<rt>たいけん</rt></ruby>、<ruby>大使館<rt>たいしかん</rt></ruby>、<ruby>代表的<rt>だいひょうてき</rt></ruby>、<ruby>立場<rt>たちば</rt></ruby>、<ruby>多文化<rt>たぶんか</rt></ruby>、

<ruby>多文化主義<rt>たぶんかしゅぎ</rt></ruby>、<ruby>多様性<rt>たようせい</rt></ruby>、<ruby>地方<rt>ちほう</rt></ruby>、<ruby>定住<rt>ていじゅう</rt></ruby>、<ruby>定住者<rt>ていじゅうしゃ</rt></ruby>、<ruby>伝統的<rt>でんとうてき</rt></ruby>、<ruby>同一<rt>どういつ</rt></ruby>、

<ruby>同一性<rt>どういつせい</rt></ruby>、<ruby>同化<rt>どうか</rt></ruby>、<ruby>島民<rt>とうみん</rt></ruby>、<ruby>入植<rt>にゅうしょく</rt></ruby>、<ruby>入植地<rt>にゅうしょくち</rt></ruby>、<ruby>白人<rt>はくじん</rt></ruby>、

<ruby>白<rt>はく</rt>人<rt>じん</rt>主<rt>しゅ</rt>流<rt>りゅう</rt>社<rt>しゃ</rt>会<rt>かい</rt></ruby>、<ruby>平<rt>びょう</rt>等<rt>どう</rt></ruby>、<ruby>貧<rt>ひん</rt>富<rt>ぷ</rt></ruby>の<ruby>格<rt>かく</rt>差<rt>さ</rt></ruby>、<ruby>文<rt>ぶん</rt>化<rt>か</rt></ruby>、<ruby>文<rt>ぶん</rt>明<rt>めい</rt></ruby>、<ruby>文<rt>ぶん</rt>明<rt>めい</rt>変<rt>へん</rt>化<rt>か</rt></ruby>、

<ruby>変<rt>へん</rt>換<rt>かん</rt></ruby>、<ruby>本<rt>ほん</rt>人<rt>にん</rt></ruby>、<ruby>身<rt>み</rt>元<rt>もと</rt></ruby>、<ruby>身<rt>み</rt>分<rt>ぶん</rt></ruby>、<ruby>有<rt>ゆう</rt>力<rt>りょく</rt></ruby>、<ruby>歴<rt>れき</rt>史<rt>し</rt></ruby>、<ruby>理<rt>り</rt>念<rt>ねん</rt></ruby>

**Additional words and expressions**

| Word/Concept | Translation |
|---|---|
| Local Aboriginal community | アボリジニ<ruby>地域<rt>ちいき</rt></ruby>コミュニティー |
| holders/keepers of knowledge | 文化的知識を<ruby>備<rt>そな</rt></ruby>え、<ruby>伝授<rt>でんじゅ</rt></ruby>する人 |
| Elders | 年長者 |
| protocols | <ruby>協議<rt>きょうぎ</rt></ruby> |
| Indigenous cultural and intellectual property | 先住民の文化的知的<ruby>財産<rt>ざい</rt></ruby> |
| Aboriginal identity | アボリジニのアイデンティティ |
| connection | つながり |
| kinship | <ruby>親族<rt>しんぞく</rt></ruby> |
| reciprocity | 相互関係 |
| spiritual | <ruby>霊的<rt>れいてき</rt></ruby> |
| Stolen Generations | <ruby>盗<rt>ぬす</rt></ruby>まれた世代 |

**Expressions to be used in the English version, as they cannot be translated**

- cultural safety
- sovereignty
- on-Country
- off-Country
- self-determination
- Dreaming story
- custodians/traditional owners

## Words and expressions to be used in reference to disability

| Word/expression | Translation |
|---|---|
| disability | しょうがい<br>障 害 |
| disabled person | しょうがいしゃ<br>障 害 者 |
| learning disability | がくしゅうしょうがい<br>学 習 障 害 |
| deaf | とお<br>耳の不自由な、耳が遠い |
| hearing impairment | ちょうかくしょうがい<br>聴 覚 障 害 |
| blind | もう<br>目の不自由な、盲目の |
| visually impaired | しかくしょうがい<br>視 覚 障 害 |

# Appendix 4 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

**Aboriginal and Torres Strait Islander Peoples**
Aboriginal Peoples are the first peoples of Australia, represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.

An Aboriginal and/or Torres Strait Islander person is someone who:
- is of Aboriginal and/or Torres Strait Islander descent

- identifies as an Aboriginal person and/or Torres Strait Islander person, and

- is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.

**Activity**
A game or other teaching strategy that is used to rehearse learned language. Playing a game of Bingo, singing a song, or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.

**Adjective**
A word that modifies or describes a noun or pronoun, e.g. *astonishing* in *an astonishing discovery*.

**Adverb**
A word class that may modify or qualify a verb, an adjective or another adverb, e.g. *beautifully* in *she sings beautifully; really* in *he is really interesting; very* and *slowly* in *she walks very slowly*.

**Adverbial**
A word or group of words that functions as an adverb, e.g. *at the speed of light*.

**Aesthetic**
Relates to a sense of beauty or appreciation of artistic expression.

**Audience**
Intended readers, listeners, or viewers.

**Authentic (texts/materials)**
Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

**Author**
A composer or originator of a work, e.g. a novel, film, website, speech, essay, autobiography.

**Bias**
In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.

**Bilingualism**
An ability to use two languages.

**Characters**
graphic symbols used in writing in some languages
assumed roles in dramatic performance

**Character components**
Individual elements of a written character which have a separate linguistic identity.

**Clause**
A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

**Cohesion**
That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about, ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend and pal* in *My friend did me a big favour last week. She's been a real pal.*)

**Communication**
A mutual and reciprocal exchange of meaning.

**Complex sentence**
A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

**Composing**
A process of producing spoken, written, graphic, visual, or multimodal texts in oral, print, visual or digital forms.

**Conjunction**
A part of speech that signals relationships between people, things, events, ideas, e.g. *Sophie and her mother might come and visit, or they might stay at home.* The conjunction *and* links the two participants, while *or* links alternative options.

**Context**
An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**Country**
Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

**Create**

Develop and/or produce spoken, written, graphic, visual, or multimodal texts in oral, print, visual, or digital forms.

**Culture**

In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:

- see, think and interpret the world

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

**De-centre**

A capacity to step outside familiar frames of reference to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

**Dialect**

A variant of a language that is characteristic of a region or social group.

**Digital media**

Various platforms via which people communicate electronically.

**Digital texts**

Audio, visual, or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

**Directionality**

A direction in which writing/script occurs, e.g. from left to right, right to left.

**Ellipsis**

Ellipsis is the omission of words where:

- words repeat what has gone before and these terms are simply understood, e.g. *The project will be innovative. To be involved* [in the project*] will be exciting*.

- a word like 'one' is substituted for a noun or group, as in *There are lots of apples in the bowl. Can I have one?*

- a cohesive resource that binds text together and is commonly used in dialogue for speed of response, e.g. [Do you] *Want a drink?/Thanks.*
  [I would like a drink]

- three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an onscreen menu

- the points of ellipsis take the place of sections of text when quoting from a source.

**Exercise**
A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.

**Fiction**
Fiction refers to literature created from imagination. It includes novels, traditional tales, poetry, plays and multimodal texts such as film or stories. (*See* genre).

**Form-focused language activities**
Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, e.g. drills, rehearsed role- plays/dialogues, games and songs, set sequences of language patterns.

**Formulaic language**
Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

**Forum**
A meeting or medium where ideas and views on a particular issue can be exchanged.

**Genre**
A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. The two main genres of literature are fiction and nonfiction.

- Genres of fiction include novels, traditional tales, poetry, plays, multimodal texts such as film or stories.

- Genres of nonfiction include advertising, articles, biographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites.

In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text (see *text types*).

**Gist**
The general meaning or most important piece of information in a text.

**Identity**

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

**Idiomatic expressions**

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, e.g. *I am over the moon, on thin ice, a fish out of water, fed up to the back teeth*.

**Indigenous Cultural and Intellectual Property (ICIP)**

Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular indigenous group or indigenous people as a whole or their territory.

**Indigenous Peoples**

Internationally recognised term for the first people of a land. In NSW, the term Aboriginal person/People/s is preferred (see *Aboriginal and Torres Strait Islander Peoples*).

**Intercultural capability**

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours.

Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

**Intercultural language teaching and learning**

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language/s and cultural frame/s.

**Interpret**

In the context of second or additional language learning, interpret refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.

**Intonation**

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, e.g. to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

**Language**

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

**Language features**

Features of language that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

**Language patterns**

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue.

Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

**Language systems**

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

**Learning task**

Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.

The learning task may be authentic, e.g. to conduct a Japanese-speaking person around a school or to participate in an experiment; or simulated, e.g. to compose an email to a Japanese-speaking friend or read a friend's blog.

Learning tasks provide the organising structure and context for meaning- focused language learning.

**Macro skills**

Four major language skills of listening, speaking, reading and writing.

**Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

**Metalanguage**

A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*).

**Metaphor**

A resemblance between one thing and another is declared by suggesting that one thing is another, e.g. *My fingers are ice*. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.

**Mode**

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.

**Monolingual**

Using only one language.

**Multilingual/plurilingual**

An ability to use several languages.

**Multimodal text**

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

**Narrative**

A story of events or experiences, real or imagined.

**Nonfiction**

Nonfiction refers to literature based on fact. It includes advertising, articles, biographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites. (*See* genre).

**Noun**

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window*. These are concrete nouns. Abstract nouns express intangibles, such as *democracy, courage, success, idea*.

**Off-Country**

Taking place away from Aboriginal land or Country of origin.

**On-Country**

Taking place on Aboriginal land or Country of origin.

**Orthography**

Writing words with correct letters or characters according to common usage.

**Pragmatics**

A study of how context affects communication, e.g. in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

**Prefix**

A meaningful element (morpheme) added before the main part of a word to change its meaning, e.g. '*un*' in *unhappy*.

**Preposition**

A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

* space/direction (*below, in, on, to, under* – for example *she sat on the table*)

* time (*after, before, since* – for example *I will go to the beach after lunch*)

* those that do not relate to space or time (*of, besides, except, despite* – for example, *he ate all the beans except the purple ones*).

Prepositions usually combine with a noun group or phrase to form a prepositional phrase, e.g. *in the office*, *besides these two articles*.

**Processing**

In the context of Language syllabuses, 'processing' refers to accessing, using and/or transforming information.

**Productive language**

One of two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

**Pronoun**

A part of speech that refers to nouns, or substituting for them, within and across sentences, e.g. *Ahmad chose a chocolate cake*. *He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

**Pronunciation**

A manner in which a syllable is uttered.

**Question**

A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- closed questions are questions for which there are predictable answers, e.g. *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.

- open questions are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, e.g. *How do you feel about that? What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

**Receptive language**

One of two aspects of communication through language (see *productive language):* the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

**Register**

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*, e.g. informal register or academic register.

**Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

**Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.

**Stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Stress**

An emphasis in pronunciation that is placed on a particular syllable of a word, e.g. *she will con**duct** the orchestra; her **con**duct is exemplary*.

**Suffix**

A meaningful element added after the root of a word to change its meaning, e.g. to show its tense: -*ed* in 'passed'. Common suffixes in English include *-ing, -ed, -ness, -less, -able*.

**Sustained interaction**
An exchange of information, ideas and/or opinions consisting of a series of questions, responses, or comments.

**Texts**
Communications of meaning produced in any media that incorporates Japanese. Text types and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning *(see* multimodal text).

**Text structure**
Ways in which information is organised in different texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

**Text types**
Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, e.g. texts may be informative, imaginative, evaluative, persuasive or reflective; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts.

- *Informative texts* – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures.

- *Imaginative texts* – texts that represent ideas, feelings and mental images in words or visual images. Imaginative texts are characterised by originality, freshness and insight.

- *Evaluative texts* – texts that use positive or negative language that judges the worth of something. The language used in these texts provide a particular perspective (for example judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.

- *Persuasive texts* – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language.

- *Reflective texts* – texts that represent personal thought processes. These processes are drawn from an understanding and appreciation of ones' own learning from experiences, situations, events and new information. Reflective texts use descriptive, emotive, evaluative and analytical language.

**Textual features/conventions**
Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see *language features*).

**Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

**Verb**

A part of speech which expresses existence, action, state or occurrence, e.g. they **watch** football; she **is** exhausted; the day finally **came**.

Auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice, or condition. For example, they **will** go, I **did** eat lunch, she **might** fail the exam.

**Viewing**

Observing and comprehending a visual text, for example diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.

**Word borrowing**

A practice of incorporating words from one language into another, e.g. the use of Japanese words such as karaoke, kimono, sushi in English and the use of ICT terms in many languages. The increasing frequency of borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.