



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

# JAPANESE: BACKGROUND LANGUAGE

ATAR COURSE

---

Year 11 and Year 12 syllabus

## IMPORTANT INFORMATION

This syllabus is effective from 1 January 2018.

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

### Copyright

© School Curriculum and Standards Authority, 2018

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

# Content

---

<b>Rationale</b> .....	<b>1</b>
<b>Course outcomes</b> .....	<b>4</b>
<b>Organisation of content</b> .....	<b>5</b>
Representation of the general capabilities .....	8
Representation of the cross-curriculum priorities .....	9
<b>Content</b> .....	<b>10</b>
<b>School-based assessment</b> .....	<b>12</b>
Grading.....	14
<b>External examination</b> .....	<b>14</b>
Practical (oral) examination design brief – Year 12.....	15
Written examination design brief – Year 12 .....	15
<b>Appendix 1 – Grade descriptions Year 11</b> .....	<b>16</b>
<b>Appendix 2 – Grade descriptions Year 12</b> .....	<b>18</b>
<b>Appendix 3 – Grammatical items</b> .....	<b>20</b>
<b>Appendix 4 – Character list</b> .....	<b>34</b>



# Rationale

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

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

## The place of the Japanese language in Australian education

Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools. The 1960s saw significant growth in the learning of Japanese. The establishment of many university programs produced graduate language teachers who worked alongside native-speaking teachers to establish school-based programs. Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. Government funding, such as the National Asian Languages and Studies in Australian Schools (NALSAS) strategy in the 1990s, and the National Asian Languages and Studies in Schools Program (NALSSP) in the late 2000s, contributed to growth and further development. Long-term support from agencies, both within and outside Australia, has also supported programs and contributed to educational exchange.

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

## The nature of Japanese language learning

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

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

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details, usually placed before the main items. Pronouns can be omitted, and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involves using classifiers that reflect the nature of the item.

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

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

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

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

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

### **The WACE Japanese courses**

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

The following courses are available:

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

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

The Japanese Background Speakers Language ATAR course is adapted from the NESAs 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.

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

## **Application for enrolment in a language course**

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

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

## Course outcomes

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

### **Outcome 1 – Interact with others to exchange meaning in spoken Japanese, applying knowledge and understanding of the relationships between language, culture and identity**

In achieving this outcome, students:

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

### **Outcome 2 – Create texts to express meaning in written Japanese, demonstrating knowledge and understanding of the relationships between language, culture and identity**

In achieving this outcome, students:

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

### **Outcome 3 – Analyse spoken and written texts in Japanese to interpret meaning, examining and reflecting on relationships between language, culture and identity**

In achieving this outcome, students:

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

## Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 for 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, contexts and texts
- 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. The course focuses on the study of language through themes and contemporary issues, which are studied through a range of texts. For Year 12, texts are prescribed.

Note: unless specified, the following content is relevant for both Year 11 and Year 12.

### Issues, perspectives, contexts and texts

#### Issues

Through the study of the issues: **Young people and their relationships, Traditions and values in a contemporary society, The changing nature of work, The individual as a global citizen and Japanese identity in the international context**, students develop the ability to reflect on and respond to aspects of the language and culture of Japanese-speaking communities locally, regionally and globally.

#### 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) and **International** (connections with the world as a global citizen). 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.

#### Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The contexts for this course are: **Social and Community** settings (such as home, family, school, workplace, the Internet), **Contemporary literature and the Arts**, and **Media** (such as television, newspapers, radio, the Internet). These contexts provide settings within which students can explore and convey personal understanding in relation to the issues.

The term 'text' refers to any form of communication – spoken, written or visual. Students are made aware of the defining characteristics of different texts. Texts drawn from the contexts will provide students with a range of authentic examples of how language is used. Students 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 should be provided with opportunities to study each issue through one or more of the perspectives and through texts drawn from one or more of the contexts. This is to ensure that all the perspectives and contexts are covered in a balanced way.

### **Personal investigation (Year 12 only)**

Students come to the Japanese: Background Language ATAR course with a variety of levels of language experience and a wide range of aspirations. The personal investigation allows students to reflect on their own learning and their own personal and cultural identity by making links with their heritage. The personal investigation allows students to further build upon the language skills and intercultural understandings developed through the course content.

Students choose their area of interest from one of the issues specified in the course, focusing their investigation through one or more of the perspectives. Texts form the basis of this study and could include, for example, films, newspaper articles, songs, documentaries, short stories, extended interviews, extracts from works of fiction and non-fiction, electronic texts or oral histories, either in their original form or adapted. Appropriate texts in English could also be included, but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the contexts, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Japanese are to be selected. Teachers will support and guide students in their choice of texts and in their research. The number of texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students are required to provide a personal interpretation as well as demonstrate knowledge of their area of interest.

Students are required to develop familiarity with the content of their personal investigation, such that they are able to provide a brief written summary and participate in an oral interview about it.

The personal investigation is aimed at students developing skills and knowledge to enable them to:

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own communication skills and those of others

- use a variety of modes of presentation to convey personal opinions and ideas.

The personal investigation is the basis for the oral component of the external examination at the end of Year 12.

### **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, perspectives and contexts.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in the 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 on 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.

## 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

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

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

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

### Numeracy

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

### Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

### Critical and creative thinking

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

### Personal and social capability

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

### Ethical understanding

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

### Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understanding is one of the four content areas of this course.

## 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

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

### Asia and Australia's engagement with Asia

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

### Sustainability

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

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

## Content

Unless specified, the following content is relevant to both Year 11 and Year 12. 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 the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

### Issues, perspectives, contexts and texts

The following issues, perspectives, contexts and texts are prescribed for both Year 11 and Year 12.

#### Issues and perspectives

Issues	Perspectives
<p><b>Young people and their relationships</b></p> <p>Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</p>	<p><b>Personal:</b> individual identity</p> <p><b>Community:</b> connections with Japanese-speaking communities locally, regionally and worldwide</p> <p><b>International:</b> connections with the world as a global citizen</p>
<p><b>Traditions and values in a contemporary society</b></p> <p>Students will consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society.</p>	
<p><b>The changing nature of work</b></p> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>	
<p><b>The individual as a global citizen</b></p> <p>Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.</p>	
<p><b>Japanese identity in the international context</b></p> <p>Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally.</p>	

## Contexts and texts

The way language is used and its interpretation, vary according to contexts of language use. The contexts specified in this course also provide parameters from which to select texts, which provide students with a range of authentic examples of how language is used. It is necessary for students to engage with a range of authentic texts in Japanese, either in their original or adapted form, relevant to the content of the course. The following table shows texts aligned to the contexts. In school-based assessment and the external examination, students may be expected to produce and/or respond to the text types listed below.

Contexts	Texts (suggested alignment to contexts)	
<b>Social and community settings:</b> such as home, family, school, workplace, the Internet	<ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• application</li> <li>• blog posting</li> <li>• commentary</li> <li>• description</li> </ul>	<ul style="list-style-type: none"> <li>• interview</li> <li>• journal entry</li> <li>• letter</li> <li>• narrative account</li> <li>• personal profile</li> </ul>
<b>Contemporary literature and the Arts</b>	<ul style="list-style-type: none"> <li>• essay</li> <li>• film or TV program (excerpts)</li> <li>• novel or play (extracts)</li> </ul>	<ul style="list-style-type: none"> <li>• poem</li> <li>• review</li> <li>• short story</li> <li>• song</li> </ul>
<b>Media:</b> such as television, newspapers, radio, the Internet	<ul style="list-style-type: none"> <li>• article</li> <li>• commentary</li> <li>• discussion</li> <li>• interview</li> </ul>	<ul style="list-style-type: none"> <li>• recount</li> <li>• report</li> <li>• review</li> <li>• speech/talk (scripted)</li> </ul>

## Linguistic resources

### Grammar

Refer to Appendix 3 for the grammatical items and Appendix 4 for the character list that students are expected to recognise and use.

### Intercultural understandings

The issues, perspectives, contexts and texts, and the linguistic resources for the course, should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

### Language learning and communication strategies

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

### Dictionaries

Students should be encouraged to use dictionaries. 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.

## School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The tables below provide details of the assessment types for the Japanese: Background Language ATAR Year 11 and Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

Type of assessment	Weighting
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information and express opinions and ideas in spoken Japanese. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.</p>	15%
<p><b>Responding to texts: spoken</b></p> <p>Interpretation, analysis and evaluation of a range of spoken and/or audiovisual texts that are in Japanese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Japanese or English depending on the requirements of the task. Typically these tasks are administered under test conditions.</p>	20%
<p><b>Responding to texts: written</b></p> <p>Interpretation, analysis and evaluation of a range of print texts that are in Japanese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Japanese or English depending on the requirements of the task. Typically these tasks are administered under test conditions.</p>	20%
<p><b>Creating texts in Japanese</b></p> <p>Production of evaluative, persuasive or reflective written texts in Japanese, relating to the issues, perspectives and contexts of the course and for a specified audience, purpose and context. Typically these tasks are administered under test conditions.</p>	15%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester, the examination should reflect the examination design brief for this syllabus.</p>	10%
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	20%

### Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically these tasks are administered under test conditions.</p>	50%	100%	25%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

### Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p><b>Responding to texts: spoken</b></p> <p>Interpretation, analysis and evaluation of a range of spoken and/or audiovisual texts that are in Japanese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Japanese or English depending on the requirements of the task.</p> <p>Typically these tasks are administered under test conditions.</p>	15%	100%	75%
<p><b>Responding to texts: written</b></p> <p>Comprehension and interpretation of, and response to, a range of Japanese print texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles.</p> <p>Typically these tasks are administered under test conditions.</p>	15%		
<p><b>Creating texts in Japanese</b></p> <p>Production of evaluative or persuasive or reflective written texts in Japanese, relating to the issues, perspectives and contexts of the course and for a specified audience, purpose and context.</p> <p>Typically these tasks are administered under test conditions.</p>	20%		
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

Teachers are required to use the assessment tables to develop an assessment outline for Year 11 and Year 12.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task

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

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

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

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

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the year. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Japanese: Background Language ATAR Year 11 syllabus are provided in Appendix 1 and those for the Year 12 syllabus 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

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

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

Refer to the WACE Manual for further information.

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

### Time allocated

Examination: approximately 10 minutes

### Provided by the candidate

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

Section	Supporting information
<b>Discussion of personal investigation</b> 100% of the practical examination Approximate duration: 10 minutes	The candidate discusses, in Japanese, with the marker the focus of the personal investigation, including reflections on his/her findings and referring to the source texts used. The candidate can also refer to personal experiences related to the topic.

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

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

Special items: monolingual and/or bilingual print dictionaries and/or print character dictionaries

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

Section	Supporting information
<b>Section One</b> <b>Responding to texts</b> 65% of the written examination Approximately eight texts (of which approximately three will be audio and/or audiovisual) Approximately six questions Suggested working time: 1 hour and 45 minutes	Texts relate to the issues, perspectives and contexts listed in the syllabus and include a range of text types. Audio and/or audiovisual texts: The texts will vary in length, ranging from approximately 1 to 2 minutes. The total time for one reading/playing of all texts will be approximately 5 minutes. Each text will be read/played twice. There will be a pause between the first and second reading/playing and a longer pause after the second reading/playing to allow the candidate time to answer the question. Print texts: The total length of the print texts in Japanese will be 1200–1400 ji. Questions are written in Japanese and English. Each question involves either one or two stimulus texts and may integrate the skills of listening, reading and writing. Questions require the candidate to demonstrate an understanding of the texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use. One or two questions will require a response in English. The length of the responses will depend on the nature of the stimulus text and the requirements of the task and will be 50–150 words in English or 100–300 ji for Japanese.
<b>Section Two</b> <b>Creating texts in Japanese</b> 35% of the written examination One question from a choice of two Suggested working time: 45 minutes	Questions are in Japanese and English, relate to the issues, perspectives and contexts of the course, and specify the audience, purpose and context for the response. The candidate is expected to write an evaluative, persuasive or reflective text in Japanese in approximately 500 ji.

## 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

Able to extract and synthesise 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**

Communicates simple, personal ideas and basic information in Japanese.

Displays some ability to express a point of view using predominantly well-rehearsed, 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/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.

**Comprehension**

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

Manipulates Japanese authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and substantiates points of view.

Shows highly effective use of textual references.

Reflects critically 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, clarity and flexibility, 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 successfully and fluently.

Structures and sequences ideas and information effectively and coherently.

### Comprehension

Competently summarises all key points, synthesises information and nuances in texts and provides detailed and insightful analysis.

B

### Written production and oral production

Manipulates Japanese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and justifies points of view.

Shows 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; however, meaning is conveyed effectively and fluently.

Organises and expresses ideas and information clearly and logically.

### Comprehension

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 – Grammatical items

The following grammatical items are those students are expected to recognise and use.

### 1. Summary of forms of verbs and adjectives

Verbs	Adjectives	The verb 'to be'
<b>Plain forms</b>		
～る：食べる ～う：書く	～い：赤い な：しずかな所	～だ：本だ
～た：食べた 書いた	～かった：赤かった	～だった：本だった
～ない：食べない 書かない	～くない：赤くない	～では（じゃ）ない： 本では（じゃ）ない
～なかった： 食べなかった 書かなかった	～くなかった： 赤くなかった	～では（じゃ）なかった： 本では（じゃ）なかった
～よう：食べよう ～おう：書こう	～いだろう： 赤いだろう	～だろう：本だろう
<b>Polite forms</b>		
～ます：食べます 書きます	～いです：赤いです ～な：しずかな所です	～です：本です
～ました： 食べました 書きました	～かったです： 赤かったです ～な：しずかでした	～でした：本でした
～ません： 食べません 書きません	～くないです： 赤くないです ～くありません： 赤くありません	～では（じゃ）ありません： 本では（じゃ）ありません
～ませんでした： 食べませんでした 書きませんでした	～くなかったです： 赤くなかったです ～くありませんでした： 赤くありませんでした	～では（じゃ）ありません でした： 本では（じゃ）ありませんでした

Verbs	Adjectives	The verb 'to be'
～ましょう： 食べましょう 書きましょう	～いでしょう： おもしろいでしょう しずかでしょう	～でしょう： 本でしょう

Keigo (Honorific/Humble)		
Honorific	Honorific forms	お待ちになりますか
		もうすぐ先生が来られます
	Lexicalised	召 <small>め</small> 上 <small>あ</small> がってください
		もうすぐ先生がいらっしゃいます
Humble	Humble forms	ここにございます
		ここでお待ちします
		先生からおみやげをいただきました
	Lexicalised	先生の家 <u>に</u> うかがいます
		私 <small>まい</small> が参ります

## 2. ～て form

Form	Function/Use	Elaborations
～て	linking ideas	町に行つて <small>が</small> えい画を見ます せが <small>あたま</small> 高くて頭 <small>が</small> いいです
～て+ください	requesting	早く来ててください
～て+います	expressing what you are doing	テレビを見ています
～て+みます	expressing what you try to do	日本語で話してみます
～て+しまいます	expressing that you do something completely, or finish doing something	おかしを食べてしまいました 宿題 <small>しゅくだい</small> を忘 <small>わす</small> れてしまいました
～て+はいけません	forbidding	まだ帰つてはいけません
～て+もいいです	giving permission	もう帰つてもいいです
～て+も	expressing a condition (even if)	たくさんねてもまだねむいです 高くても買います
～て+から	expressing when you do something (after)	いつも勉強をしてからテレビを見ます

## 3. ～て form and verbs of giving and receiving

Form	Function/Use	Elaborations
～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	先生が日本から本を送 <sup>おく</sup> 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

#### 4. ～た、～たら、～たり forms

Form	Function/Use	Elaborations
～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）	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 あつ暑 <sup>さむ</sup> かったり寒 <sup>さむ</sup> かったり たいへん大変 <sup>たいへん</sup> です
～たら	expressing a condition	わ分からなかったら聞いて ください おいしくなかったら 食べなくてもいいです

#### 5. Finite form

Form	Function/Use	Elaborations
FF+そうです	reporting what someone else said	かれ彼は日本へ帰るそうです ピアノが上手 <sup>じょうず</sup> だそうです
FF+つもりです	expressing what you intend to do	来週行くつもりです

Form	Function/Use	Elaborations
FF + 時／ 間／前	expressing when you do something (when, while, before)	私が行った時... 日本にいる間... 出かける前...
FF + より	comparing	テレビを見るより本を読む ほうが <sup>たの</sup> 楽しいです
FF + かもしれません	indicating possibility	田中さんも行くかもしれません
FF + でしょう	indicating probability	雪になるでしょう
FF + はず	describing an expectation	<sup>かれ</sup> 彼はまんがが大好きだから これをもう読んだはずで
FF + べき	indicating an obligation	リサイクルするべきです
FF + と	quoting what someone said	<sup>かれ</sup> 彼は日曜日に来ると言いました
FF + と思います	expressing what someone thinks	午後は <sup>は</sup> 晴れると思います
FF + ため	indicating purpose	大学に入るために一生けんめい勉強します
FF + ように	indicating purpose, result or requesting	かぜをひかないように <sup>くすり</sup> 薬を飲みました 私に電話するように言ってください
FF + し	linking statements or reasons	山田さんはやさしいし <sup>あたま</sup> 頭もいいです
FF + NOUN	describing using a clause	田中さんが読んだ本... きのう兄が見た <sup>が</sup> えい画...
FF + の／んです	explaining, clarifying	おなかがいたいんです
FF + うち	expressing when you do something (while)	雨がふらないうちに帰りましょう
FF + のに	linking ideas (even though)	<sup>わか</sup> 若いのによく仕事ができます
FF + なら	expressing a condition (contextual)	みんなが行くなら私も行きます
FF + らしい NOUN + らしい	expressing how something appears	だれかがここでキャンプを していたらしいです

Form	Function/Use	Elaborations
ADJECTIVE + らしい		あの店は安いらしいです
FF + みたい NOUN + みたい	expressing how something appears	雪になるみたいです りんごみたいなくだものです
FF + ようです NOUN のようです	expressing how something appears	今日は休みのようです

## 6. ～ます base

Form	Function/Use	Elaborations
BASE + そうです	expressing how something appears	雨がふりそうです おいしそうです
BASE + かと	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
BASE + たいです	expressing what you want to do	ラジオを聞きたいです
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	えい画 <sup>が</sup> を見に行きます
BASE + ながら	indicating actions done simultaneously	ラジオを聞きながら新聞を読みます
BASE + すぎます	indicating that something is excessive	食べすぎて、おなかがいたいです この時計は高 <sup>とけい</sup> すぎます
BASE + はじめます	indicating that you begin to do something	本を読み始めました

## 7. ～ない base

Form	Function/Use	Elaborations
BASE + なければ なりません	indicating necessity	勉強しなければなりません

Form	Function/Use	Elaborations
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

### 8. ～ば form

Form	Function/Use	Elaborations
(もし) ～ば	expressing a condition	早く行けば道はこんでいません 安ければ買います

### 9. ～える／～られる form

Form	Function/Use	Elaborations
BASE + えます	indicating that you can do something	漢字で書けます
BASE + られます		さしみが食べられます

### 10. ～おう／よう form

Form	Function/Use	Elaborations
～おう／よう + と思います	expressing an intention	日本へ行こうと思います

### 11. Passive/causative forms

Form	Function/Use	Elaborations
Passive	General	ネズミがネコに食べられました
	Adversative Voluntary	急に雨に降られました 昔のことが思い出されます
Causative	General	母親は子どもに野菜を食べさせました
	Asking permission	行かせてください
	Receiving permission	行かせてもらいました
Passive-Causative	Passive-Causative	子どもは母親に野菜を食べさせられました

## 12. Imperative form

Form	Function/Use	Elaborations
Imperative	Command Prohibition	早く行け そんなことするな

## 13. Negation

Form	Function/Use	Elaborations
では ない	basic negative	それは本当ではありません <small>とう</small>
～のではない ～わけではない ～(も/さえ)ない かならずしも～ない ～とは限らない	partial negative	私たちだけがやるわけではありません 私は反対しているわけではありません <small>はんたい</small> その部屋には、いすさえありませんでした <small>へ や</small> かならずしも反対ではありません <small>かならず</small> <small>はんたい</small> 成功するとはかぎりません <small>せいこう</small>
～なく(は/も) ない ～ないこと (は/も)ない ～ないわけ (は/も)いかない ～ないわけで (は/も)ない	double negative (hesitant positive with reservation)	わからなくもないです <small>わ</small> その考えが分からないことはないですが、賛成 <small>かんが</small> <small>わ</small> <small>さんせい</small> できません そのミーティングに出ないわけにはいきません できないわけではないが、時間がかかります
Form	Function/Use	Elaborations
～までもない ～わけがない ～はずがない ～わけに(は/も)いかない	others	それは言うまでもないです そんなことがあるわけがありません <small>かれ</small> <small>さんせい</small> 彼が賛成するはずがありません 今日は行くわけにはいきません

## 14. Particles

Particle	Function/Use	Elaborations
は	topic marker	私は高校生です
	contrast	本はありません
が	subject	父がそう言いました
	subject in subordinate clause	<small>かれ</small> 彼が来た時...
	expressing likes, abilities	りんごが好きです 日本語ができますか 本が読めます

Particle	Function/Use	Elaborations
の	possessive (of, 's)	私の本です
	possessive pronoun	それはあの人のです
	adjectival	日本の車です
	locational	つくえの上にあります
	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)	ここに新聞があります
	destination (to, into, onto)	町に行きます
	indirect object	先生にわたしてください
	point of time	三時半に行きましょう
	purpose	えい画 <sup>が</sup> 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
	place of motion (along, through)	この道をまっすぐ行きます
で	place of action	学校 <sup>なら</sup> で習いました
	by means of	おはしで食べます
と	linking (and)	本とざっしを買いました
や	linking (and etc.)	本やざっしを買いました
か	stating alternatives (or)	土曜日か日曜日に行きましょう
	with interrogatives	だれか来ましたか
も	too, also	私も行きます
	both	クリケット <sup>やきゅう</sup> も野球も好きです
	neither ... nor	いぬ <sup>いぬ</sup> もねこもいません
	with interrogatives	何回 <sup>かい</sup> も行きました

Particle	Function/Use	Elaborations
	with quantitative words	少しもありません
	with interrogative + negative	だれも来ません

### 15. Words indicating extent

Word	Function/Use	Elaborations
から	since, from (a point of time)	三時から四時までです
	since, from (a place)	イタリアから来ました
まで	until (a point of time)	ひる 昼まで働きます
	to, as far as (a place)	駅まで歩きます
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
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
いちばん／ <sup>もっと</sup> 最も	superlative (the most)	これが一番好きです <sup>もっと</sup> 最も人口が <sup>おお</sup> 多い <sup>とし</sup> 都市は東京です
ほど	(not as) ~ as~ to the extent of	私は田中くんほどはやく走れません
ばかり	extent (nothing but)	あまいものばかり食べてはいけません
ところ	just about to do something be in the middle of doing something have just done something	今出かけるところです 今ご飯を食べているところです <sup>しゅくだい</sup> <sup>お</sup> 今宿題が終わったところです
こそ	emphasising noun	これこそ本当 <sup>げんいん</sup> の原因です
さえ	adding emphasis (even)	小学生 <sup>さんか</sup> さえ参加しています

### 16. Compound particles

Word	Function/Use	Elaborations
たい に対して かん に関して にかかわる	indicating target/subject	かんきょうもんだい たい かん 環境問題に対して・関して・かかわる色々な調 ちよう さをしました
によって つう を通じて のおかげで のせいで によると にもとづいて をもとに	indicating means/cause/base	いけん き みんなの意見によって決まりました つう きこう 一年を通じていい気候です せいかつ らく テクノロジーのおかげで生活が楽になりました しあい ぼくのミスのせいで試合にまけました じしん 新聞によると、中国で地震がありました き このデータにもとづいて・をもとに 決めました
において おう に応じて しないで と を問わず にかかわらず なしに (なくして) なしで	indicating situation/circumstances, context	げんだいしゃかい もんだい 現代社会において、いじめは大きい問題です おう き じょうきょうに応じて決めましょう しだい き じょうきょう次第で行くかどうか決めます と 男女を問わず、もうしこんでください れい さんか 年齢にかかわらず参加してください 先生のきよかなしに入っはいけません たいへん おこづかいなしで、一ヶ月くらすのは大変でした

### 17. Conjunctions (follow non-final verbs)

Conjunction	Function/Use	Elaborations
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	cause (because, since)	つかれたからもうねます
ので	cause, reason (so)	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

Conjunction	Function/Use	Elaborations
		ます
	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

### 18. Nominalisers

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

## 19. Sentence final particles

Particle	Function/Use	Elaborations
ね／ねえ	confirming seeking agreement (isn't it?)	いいお天気ですね
よ	assuring	いいえい画ですよ
	gently persuading	えい画に行こうよ
か	question marker	だれですか
の	soft question marker	どこへ行くの？
	soft sentence ending	かれ 彼は来ないの
わ	mild emphasis (feminine)	きれいだわ
ぞ	emphasis (male)	この夏休みは遊ぶぞ
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	Elaborations
suffix <sup>てき</sup> 的	changing nouns to adjectives	でんとうてき ぎょうじ せつ 伝統的な行事を大切にしたいです
suffix さ	changing adjectives to nouns	このおもしろさは外国人には分かりにくいです
suffix <sup>か</sup> 化	changing nouns to verbs making compound nouns	これはもう一般化しました。 こくさいか すす 国際化が進みました
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
prefix <sup>ふ・ぶ</sup> 不 <sup>ひ</sup> 非 <sup>み</sup> 未 <sup>む</sup> 無 <sup>はん</sup> 反	changing words to the negative	ふまんぞく ひじょうしき みかいはつ むせき 不満足 非常識、未開発、無責任、 はんせいふ 反政府

## Appendix 4 – 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.

一	二	三	四	五	六	七	八	九	十	百	千
右	雨	円	王	音	下	火	花	貝	学	氣	休
玉	金	空	月	犬	見	口	校	左	山	子	糸
字	耳	車	手	出	女	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	土	日	入	年	白
文	木	本	名	目	立	力	林				
万	園	遠	何	科	夏	家	会	海	外	桑	活
間	婦	京	強	教	近	兄	元	言	古	午	後
語	公	広	行	高	国	黒	今	才	作	市	姉
思	紙	寺	自	時	室	社	秋	週	春	書	少
場	色	食	心	新	西	雪	前	多	体	地	知
茶	昼	長	朝	通	弟	店	電	冬	東	道	読
南	壳	買	半	番	父	分	聞	歩	母	方	北
毎	妹	明	夜	友	曜	来	理	話	引	雲	歌
画	回	絵	丸	岩	顔	記	弓	牛	魚	形	計
原	工	交	光	考	黄	合	谷	細	止	弱	首

親 凶 數 星 晴 切 船 走 太 鳥 直 当  
 答 頭 同 内 肉 馬 風 米 鳴 毛 門 野  
 用

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

愛 案 以 億 加 果 課 械 害 関 願 希  
 季 紀 喜 機 議 求 救 共 協 競 極 型  
 結 健 驗 功 候 康 差 最 昨 殺 参 産  
 残 氏 史 試 失 借 周 祝 順 初 役 信  
 成 静 席 節 説 戰 然 争 続 仲 低 的

典 伝 徒 努 特 得 熟 飛 必 標 不 夫  
 別 変 便 法 望 満 未 民 無 約 要 利  
 類 例 歴 連 老

因 益 応 可 価 過 解 確 慣 技 境 均  
 禁 現 減 個 効 再 妻 際 賛 支 資 質  
 術 職 性 増 統 貧 富 仏 報 豊 夢 危  
 捨 若 将 専 探 閉 亡 忘 義 彼

### Kanji compounds

*The following are examples of words to accompany the above character list.*

A 相手 案内 以外 意思 以内 運動 映画 援助 温暖化 温度  
 KA 開発 会議 開放 学習 過去 歌手 価値観 家庭 可能性  
 環境 関係 慣習 感動 機械 機械 機会 期間 危機 危険 気候  
 技術 季節 希望 君が代 救助 教育 競争 協力 禁止 均等  
 経験 結果 決心 決定原因 研究 健康 減少 現代 原油 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  
 SA 最初 最新 最低 昨日 昨年 参加 参加 産業 賛成 賛同 残念  
 支援 試験 資源 支持 自信 自然 次第 失業 実験 実際 質問  
 市民 氏名 自由 周遊 習慣 重大 重要 主義 祝日 宿題 宿題  
 首相 主題 種類 順番 商業 消極的 正直 将来 職業 植物  
 神宮 真実 進出 心配 信用 人類 正確 性格 成功 生産 生徒  
 生命 世界 世間 (体) 世代 説得 説明 戦争 専門 増加

TA	对人關係	大切	太陽	他人	短所	地球	知識	注意	中止	注目	
	調査	調子	典型的	伝統	同意	当然	得意	特別	努力		
NA	仲間	南極	二十一世紀	熱帯雨林	農業						
HA	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	米国	平和	変化	便利	放送	報道	方法	法華
MA	満足	未開発	未来	民主主義	無視	無理	明暗	目標			
YA	野球	役目	有効	有利	用意	予定					
RA	利益	理解	理由	流行	両親	歴史	恋愛	練習	老人		
WA	若者										