



SAMPLE COURSE OUTLINE

JAPANESE: BACKGROUND LANGUAGE

ATAR YEAR 12

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.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Japanese: Background Language – ATAR Year 12

Semester 1

Week	Key teaching points
1–7	<p>Introduction Overview of the Japanese: Background Language course and assessment requirements.</p> <p>Issue Provide opportunities for learning and assessment on the following issue: The individual as a global citizen. Students consider the notion of ‘global citizen’ and how this concept affects notions of environment, migration and technology. Students also consider the impact of global events and trends on the individual in Australia and elsewhere.</p> <p>Perspectives Provide opportunities for learning and assessment on the issue of the individual as a global citizen through the following perspectives:</p> <ul style="list-style-type: none"> • Community: connections with Japanese-speaking communities locally, regionally and worldwide • Global: connections with the world as a global citizen. <p>Text and text types Provide opportunities for students to analyse and evaluate texts from linguistic and cultural perspectives, consider the relationships between these perspectives, and create a range of texts of the following text types: article, commentary, essay, speech/talk (scripted).</p> <p>Linguistic resources Provide opportunities for students to:</p> <ul style="list-style-type: none"> • express personal views, and justify and reflect on opinions and ideas relating to an issue by collecting newspaper and internet articles on an issue over a period of time and justifying their inclusion in a database • communicate in a range of contexts for specific purposes and audiences by <ul style="list-style-type: none"> ▪ applying knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations ▪ discussing an issue with younger audiences • respond personally or critically to texts or groups of texts by creating a text to analyse the impact of a variety of features in a text • compose texts for different contexts, purposes and audiences by composing a formal speech arguing for or against a topic relating to one of the issues. <p>Grammar Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • <i>Keigo</i> forms <ul style="list-style-type: none"> ▪ Honorific forms ▪ Humble forms • finite form <ul style="list-style-type: none"> ▪ Finite form + し ▪ Finite form + noun

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ Finite form+うち ▪ Finite form+なら • ~ます Base <ul style="list-style-type: none"> ▪ Base+すぎます ▪ Base+始める ▪ Base+終わる • ~あれる／～られる Passive forms <ul style="list-style-type: none"> ▪ ~あれる／られる • ~あせる／～させる Causative forms <ul style="list-style-type: none"> ▪ ~あせる／させる ▪ ~あせて／させてください ▪ ~あせて／させてもらう • ~あせられる／～させられる Passive/causative form <ul style="list-style-type: none"> ▪ ~あせられる／させられる • Negation <ul style="list-style-type: none"> ▪ ~なく(は/も)ない ▪ ~ないこと(は/も)ない ▪ ~ないわけには/もいかない ▪ ~ないわけでは/もない ▪ ~もでもない ▪ ~わけがない • Words indicating extent <ul style="list-style-type: none"> ▪ から ▪ まで ▪ までに ▪ ごろ ▪ ぐらい／くらい ▪ しか ▪ だけ • Compound particles <ul style="list-style-type: none"> ▪ にか^{かん}んして ▪ にかかわる ▪ にか^{たい}んして ▪ の中で ▪ によ^{つう}って ▪ な通じて ▪ によると ▪ にもとづいて • Sentence final particles <ul style="list-style-type: none"> ▪ ね／ねえ ▪ よ ▪ か ▪ の

Week	Key teaching points
	<ul style="list-style-type: none"> • Affixes <ul style="list-style-type: none"> ▪ Suffix 化(+する) ▪ Suffix がる. <p>Intercultural understandings</p> <p>Provide opportunities for students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-correction, comparison and negotiation, and to learn more about, better understand and eventually move between their cultures and languages by exploring ideas related to the issue The individual as a global citizen, such as:</p> <ul style="list-style-type: none"> • the impact of globalisation on Japanese-speaking communities and their environment • how technology plays a role in the notion of ‘global citizen’ • the impact of globalisation on migration and labour movements. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • organising and structuring text and developing ideas coherently and logically • manipulating Japanese to communicate effectively in a range of contexts • varying vocabulary and grammatical structures for emphasis and interest • maintaining communication, e.g. asking for clarification or additional information. <p>Dictionaries</p> <p>Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 1: Interacting in Japanese</p>
8–15	<p>Issue</p> <p>Provide opportunities for learning and assessment on the following issue:</p> <p>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.</p> <p>Perspectives</p> <p>Provide opportunities for learning and assessment on the issue of Australian identity through the following perspectives:</p> <ul style="list-style-type: none"> • Personal: Individual identity • Community: Connections with Japanese-speaking communities locally, regionally and worldwide • Global: Connections with the world as a global citizen. <p>Text and text types</p> <p>Provide opportunities for students to analyse and evaluate texts from linguistic and cultural perspectives, consider the relationships between these perspectives, and create a range of texts of the following text types: discussion, essay, interview, narrative account, review.</p> <p>Linguistic resources</p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> • exchange information and experiences relating to an issue by <ul style="list-style-type: none"> ▪ contributing information to a Japanese youth blog about NAIDOC Week ▪ conducting an interview with a migrant from a Japanese-speaking community on their experiences of living in Australia

Week	Key teaching points
	<ul style="list-style-type: none"> • express personal views, and justify and reflect on opinions and ideas relating to an issue by <ul style="list-style-type: none"> ▪ 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 ▪ participating in a debate on national identity and racism • communicate in a range of contexts for specific purposes and audiences by interacting in a forum to discuss the treatment of an issue in two texts • apply their linguistic knowledge and understanding to locate information in a range of texts by explaining visual representations of information, including graphs and charts • identify ideas, tone, points of view, values, attitudes and emotions from features of language in texts by identifying how a text relates to one or more of the issues • respond personally or critically to texts or groups of texts by <ul style="list-style-type: none"> ▪ responding personally to an Aboriginal and/or Torres Strait Islander cultural narrative ▪ selecting appropriate and relevant resources in order to investigate an issue ▪ undertaking research to explore, justify or represent a point of view ▪ expressing and justifying a point of view when responding to texts ▪ preparing a presentation for the class on the sociocultural context of a text using ICT ▪ preparing a selection of articles on an issue with a personal introduction • understand the ways in which diverse texts can represent aspects of culture and notions of identity by comparing and contrasting diverse cultural perspectives as expressed in texts. <p>Grammar</p> <p>Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • Finite form <ul style="list-style-type: none"> ▪ Finite form + の / ん です ▪ Finite form + の に • ～ない Base <ul style="list-style-type: none"> ▪ Base + なければなりません ▪ Base + なくてもいいです ▪ Base + ないでください ▪ Base + ないで ▪ Base + ないほうがいいです • ～ば Conditional form <ul style="list-style-type: none"> ▪ (もし) ～えば / ～れば • Negation <ul style="list-style-type: none"> ▪ ～はずがない ▪ ～わけには / もいかない • Words indicating extent <ul style="list-style-type: none"> ▪ より ▪ もっと ▪ 一番 / 最も ▪ ほど ▪ ばかり ▪ ところ ▪ こそ ▪ さえ • Compound particles

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ をもとに ▪ のおかげで ▪ のせいで ▪ において ▪ におい^て ▪ におい^てに^おうじて ▪ におい^てに^おうじて^しだいで ▪ におい^てに^おうじて^しだいで^とを問^わず ▪ におい^てに^おうじて^しだいで^とを問^わず^にかかわ^らず ▪ におい^てに^おうじて^しだいで^とを問^わず^にかかわ^らず^なしに (なくして) ▪ におい^てに^おうじて^しだいで^とを問^わず^なしに^して <ul style="list-style-type: none"> • Sentence final particles <ul style="list-style-type: none"> ▪ わ ▪ ぞ ▪ さ ▪ とも • Affixes <ul style="list-style-type: none"> ▪ Prefix 不^ふ／非^ひ／未^み／無^む／半^{はん}. <p>Intercultural understandings</p> <p>Provide opportunities for students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-correction, comparison and negotiation, and to learn more about, better understand and eventually move between their cultures and languages by exploring ideas related to the issue Australian identity, such as:</p> <ul style="list-style-type: none"> • the history of Aboriginal and Torres Strait Islander Peoples in Australia • Aboriginal Dreaming stories and Australian identity • aspects of multicultural integration in Australia • contributions made by immigrants to Australia • experiences of migrating to Australia • issues faced by second-generation immigrants in Australia. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • organising and structuring text and developing ideas coherently and logically • analysing the way culture and identity are expressed through language • varying vocabulary and grammatical structures for emphasis and interest • varying the structure and format of texts appropriate to context, purpose and audience • summarising and synthesising information from a variety of texts. <p>Dictionaries</p> <p>Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 2: Processing and responding</p> <p>Assessment Task 3: Composing texts in Japanese</p>
16	<p>Assessment Task 4(a): Practical (oral) examination</p> <p>Assessment Task 4(b): Written examination</p>

Sample course outline

Japanese: Background Language – ATAR Year 12

Semester 2

Week	Key teaching points
1–7	<p>Personal Investigation</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 • how the area of study is reflected and explored in a range of texts selected by the student to complement the research. <p>Texts and text types</p> <p>The Personal 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.</p> <p>Linguistic resources</p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> • apply relevant knowledge, understanding and skills to their Personal Investigation, including: <ul style="list-style-type: none"> ▪ responding in either Japanese or English to questions relating to their Personal Investigation ▪ explaining their Personal Investigation to different audiences ▪ reflecting on how their perspective has changed as a result of their Personal Investigation ▪ engaging in wide reading about the area of interest ▪ selecting appropriate and relevant resources in order to investigate an issue ▪ undertaking research to explore, justify or represent a point of views ▪ obtaining information from a range of sources and evaluating their relevance ▪ synthesising relevant material ▪ reflecting on their chosen area of interest and the way in which it has been investigated in texts ▪ considering the area of interest from a number of perspectives • manipulate Japanese to communicate their Personal Investigation effectively, including: <ul style="list-style-type: none"> ▪ using resources to build vocabulary and check grammar ▪ understanding the principles of sequencing to develop ideas coherently and logically ▪ applying the principles of text structure when composing ▪ editing drafts. <p>Assessment Task 5: Composing texts in Japanese</p>

Week	Key teaching points
8–10	<p>From Weeks 8–14, students will consolidate:</p> <ul style="list-style-type: none"> • issues through the perspectives: Personal, Community and Global • linguistic resources and grammar • text and text types • skills and strategies for interacting in Japanese, processing and responding, and composing in Japanese. <p>Issues: Young people and their relationships; Traditions and values in contemporary society</p> <p>Consolidation of skills and strategies to:</p> <ul style="list-style-type: none"> • 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. <p>Assessment Task 6: Processing and responding</p>
11–13	<p>Issues: The nature of work; The individual as a global citizen</p> <p>Consolidation of skills and strategies to:</p> <ul style="list-style-type: none"> • 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. <p>Assessment Task 7: Interacting in Japanese</p>
14	<p>Issue: Australian identity</p> <p>Consolidation of skills and strategies to:</p> <ul style="list-style-type: none"> • 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.
15	<p>Assessment Task 8(a): Practical (oral) examination</p> <p>Assessment Task 8(b): Written examination</p>