



## SAMPLE COURSE OUTLINE

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### JAPANESE: BACKGROUND LANGUAGE ATAR YEAR 12

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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.

## Sample course outline

### Japanese: Background Language – ATAR Year 12

#### Semester 1

Week	Key teaching points
1–6	<p><b>Introduction</b> Overview of the Japanese: Background Language course, unit and assessment requirements</p> <p><b>Issues, perspectives, contexts and texts</b> Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b> The <b>Issue</b> of Young people and their relationships through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• Community: connections with Japanese-speaking communities locally, regionally and worldwide</li> <li>• International: connections with the world as a global citizen</li> </ul> <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>Contexts and texts</b> Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b> Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b> Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue Young people and their relationships:</p> <ul style="list-style-type: none"> <li>• discuss the role of family and friends in Japanese-speaking communities and in the wider Australian community</li> <li>• discuss individual identity within the family and friendship groups</li> <li>• discuss the nature of language, culture and identity</li> </ul> <p><b>Language learning and communication strategies</b> Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• infer, guess meaning from key words, structures, visual cues, context using known information</li> <li>• sequence and structure information and ideas</li> <li>• use a range of vocabulary and grammatical structures</li> <li>• express personal opinions and give reasons</li> <li>• manipulate Japanese to communicate ideas and information effectively</li> <li>• summarise and synthesise information from texts</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul> <p><b>Task 1: Responding to texts: written</b></p> <p><b>Task 2: Oral communication</b></p>

Week	Key teaching points
7–12	<p><b>Issues, perspectives, contexts and texts</b></p> <p>Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b></p> <p>The <b>Issue</b> of Traditions and values in a contemporary society through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• Community: connections with Japanese-speaking communities locally, regionally and worldwide</li> <li>• International: connections with the world as a global citizen</li> </ul> <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>Contexts and texts</b></p> <p>Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b></p> <p>Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b></p> <p>Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue Traditions and Values in a contemporary society:</p> <ul style="list-style-type: none"> <li>• understand the nature of culture and identity in interpersonal interactions</li> <li>• reflect on and discuss ideas, viewpoints and practices to deepen understanding of self and others</li> <li>• discuss own and others' values, beliefs and practices</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• use strategies to maintain a conversation</li> <li>• organise spoken discourse</li> <li>• monitor comprehension, seeking clarification of spoken texts</li> <li>• infer meaning from key words, structures, visual cues, context using known information</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul> <p><b>Task 3: Oral communication</b></p> <p><b>Task 4: Responding to texts: spoken</b></p>

Week	Key teaching points
13–14	<p><b>Issues, perspectives, contexts and texts</b></p> <p>Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b></p> <p>The <b>Issue</b> of The changing nature of work through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• International: connections with the world as a global citizen</li> </ul> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment</p> <p><b>Contexts and texts</b></p> <p>Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b></p> <p>Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b></p> <p>Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue The changing nature of work:</p> <ul style="list-style-type: none"> <li>• discuss the role of technology in education and in the workforce</li> <li>• discuss how changes in expectations and aspirations affect future study and employment</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• summarise and synthesise information from texts</li> <li>• use textual cues and understanding of text structure to interpret meaning</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul>
15	<p><b>Examination week</b></p> <p><b>Task 5: Semester 1 Practical (oral) examination</b></p> <p><b>Task 6: Semester 1 Written examination</b></p>

Note: for Appendix 3 and Appendix 4 refer to the ATAR Year 11 and Year 12 syllabus

## Semester 2

Week	Key teaching points
1–3	<p><b>Issues, perspectives, contexts and texts</b></p> <p>Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b></p> <p>The <b>Issue</b> of The changing nature of work through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• International: connections with the world as a global citizen</li> </ul> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment</p> <p><b>Contexts and texts</b></p> <p>Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b></p> <p>Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b></p> <p>Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue, The changing nature of work:</p> <ul style="list-style-type: none"> <li>• discuss the role of technology in education and in the workforce</li> <li>• discuss how changes in expectations and aspirations affect future study and employment</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• use strategies to maintain a conversation</li> <li>• organise spoken discourse</li> <li>• monitor comprehension, seeking clarification of spoken texts</li> <li>• infer meaning from key words, structures, visual cues, context using known information</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul> <p><b>Task 7: Oral communication</b></p>

Week	Key teaching points
4–9	<p><b>Issues, perspectives, contexts and texts</b></p> <p>Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b></p> <p>The <b>Issue</b> of The individual as a global citizen through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• Community: connections with Japanese-speaking communities locally, regionally and worldwide</li> <li>• International: connections with the world as a global citizen</li> </ul> <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>Contexts and texts</b></p> <p>Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b></p> <p>Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b></p> <p>Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue, The individual as a global citizen:</p> <ul style="list-style-type: none"> <li>• discuss Japanese identity in the context of globalisation</li> <li>• discuss the impact of globalisation on Japanese-speaking communities and their environment</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• use strategies to maintain communication, i.e. ask for clarification</li> <li>• organise spoken discourse</li> <li>• monitor comprehension, seeking clarification of spoken texts</li> <li>• infer meaning from key words, structures, visual cues, context using known information</li> <li>• summarise and synthesise information and ideas from texts</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul> <p><b>Task 8: Semester 2 Practical (oral) examination</b></p> <p><b>Task 9: Responding to texts: spoken</b></p> <p><b>Task 10: Creating texts in Japanese</b></p>

Week	Key teaching points
10–14	<p><b>Issues, perspectives, contexts and texts</b></p> <p>Each issue is studied through one or more of the perspectives and through texts drawn from one or more contexts</p> <p><b>Issues and perspectives</b></p> <p>The <b>Issue</b> of Japanese identity in the international context through the <b>Perspectives</b> of:</p> <ul style="list-style-type: none"> <li>• Personal: individual identity</li> <li>• Community: connections with Japanese-speaking communities locally, regionally and worldwide</li> <li>• International: connections with the world as a global citizen</li> </ul> <p>Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally</p> <p><b>Contexts and texts</b></p> <p>Explore and convey personal understanding in relation to the issues through the contexts of:</p> <ul style="list-style-type: none"> <li>• Social and community settings: such as, home, family, school, workplace, the Internet</li> <li>• Contemporary literature and the Arts</li> <li>• Media: such as, television, newspapers, radio, the Internet</li> </ul> <p><b>Linguistic resources</b></p> <p>Acquire and use the following resources:</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)</li> <li>• character list (refer to Appendix 4 in the syllabus)</li> </ul> <p><b>Intercultural understandings</b></p> <p>Develop linguistic and intercultural competence and reflect on the ways in which culture influences communication through the issue Japanese identity in the international context:</p> <ul style="list-style-type: none"> <li>• discuss their place in the community as Australians of Japanese origin</li> <li>• discuss the nature of language, culture and identity in the context of migration</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Practise strategies relevant to learning and the acquisition of language, making meaning from texts, producing texts and engaging in spoken interaction, such as:</p> <ul style="list-style-type: none"> <li>• sequence and structure information and ideas</li> <li>• summarise and synthesise information from a variety of texts</li> <li>• manipulate Japanese to communicate effectively</li> <li>• use culturally appropriate language when creating and presenting texts</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual print dictionaries and/or character dictionaries</li> </ul> <p><b>Task 11: Responding to texts: written</b></p> <p><b>Task 12: Creating texts in Japanese</b></p>
15	<p><b>Examination week</b></p> <p><b>Task 13: Semester 2 Written examination</b></p>

Note: for Appendix 3 and Appendix 4 refer to the ATAR Year 11 and Year 12 syllabus