



SAMPLE COURSE OUTLINE

JAPANESE: BACKGROUND LANGUAGE
ATAR YEAR 11

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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.

Sample course outline

Japanese: Background Language – ATAR Year 11

Semester 1

Week	Key teaching points
1–6	<p>Issue: <i>Young people and their relationships</i></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>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>Community:</i> connections with Japanese-speaking communities locally, regionally and worldwide • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i> <p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • the role of family and friends in the Japanese-speaking communities and in the wider Australian community • individual identity within the family and friendship groups • the nature of language and culture and identity <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • use strategies to maintain conversation • organise spoken discourse • monitoring comprehension, seeking clarification of spoken texts • inferring, guessing meaning from key words, structures, visual cues, context using known information <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 1: Oral communication</p> <p>Task 2: Responding to texts: Spoken</p>
7–12	<p>Issue: <i>Traditions and values in a contemporary society</i></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>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>Community:</i> connections with Japanese-speaking communities locally, regionally and worldwide • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i>

Week	Key teaching points
	<p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • understand the nature of culture and identity in interpersonal interactions • reflect on and discuss ideas, viewpoints and practices to deepen understanding of self and others • discuss own and others' values, beliefs and practices <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • sequence and structure information and ideas • use a range of vocabulary and grammatical structures • express personal opinions and give reasons • manipulate Japanese to communicate ideas and information effectively <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 3: Responding to texts: Written</p> <p>Task 4: Creating texts in Japanese (write approximately 450 <i>ji</i> in Japanese)</p>
13–15	<p>Issue: <i>The changing nature of work</i></p> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i> <p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • discuss the role of technology in education and in the workforce • discuss how changes in expectations and aspirations affect future study and employment <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • summarise and synthesise information from texts • use textual cues and understanding of text structure to interpret meaning <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 5: Creating texts in Japanese (write approximately 450 <i>ji</i> in Japanese)</p>
16	<p>Examination week</p> <p>Task 6: Semester 1 practical (oral) examination – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</p> <p>Task 7: Semester 1 written examination – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</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>Issue: <i>The changing nature of work</i></p> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i> <p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • discuss the role of technology in education and in the workforce • discuss how changes in expectations and aspirations affect future study and employment <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • summarise and synthesise information from texts • use textual cues and understanding of text structure to interpret meaning <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 8: Responding to texts: Spoken</p>
4–9	<p>Issue: <i>The individual as a global citizen</i></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>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>Community:</i> connections with Japanese-speaking communities locally, regionally and worldwide • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i> <p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • discuss Japanese identity in the context of globalisation • discuss the impact of globalisation on Japanese-speaking communities and their environment <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • use resources to build vocabulary and check spelling and grammar • use strategies to maintain communication i.e. ask for clarification • manipulate Japanese to communicate effectively in a range of contexts • analyse the way culture and identity are expressed through language • summarise and synthesise information and ideas from texts

Week	Key teaching points
	<p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 9: Oral communication</p> <p>Task 10: Responding to texts: written</p>
10–15	<p>Issue: <i>Japanese identity in the international context</i></p> <p>Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally.</p> <p>Perspectives</p> <ul style="list-style-type: none"> • <i>Personal:</i> individual identity • <i>Community:</i> connections with Japanese-speaking communities locally, regionally and worldwide • <i>International:</i> connections with the world as a global citizen <p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary literature and the Arts</i> • <i>Media</i> <p>Linguistic resources</p> <p>Grammar</p> <ul style="list-style-type: none"> • grammar appropriate to the issues and perspectives (refer to Appendix 3) • refer to character list (Appendix 4) <p>Intercultural understandings</p> <ul style="list-style-type: none"> • their place in the community as Australians of Japanese origin • the nature of language, culture and identity in the context of migration <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • sequence and structure information and ideas • summarise and synthesise information from a variety of texts • manipulate Japanese to communicate effectively • use culturally appropriate language when creating and presenting texts <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual print dictionaries and/or character dictionaries <p>Task 11: Creating texts in Japanese (write approximately 450 <i>ji</i> in Japanese)</p> <p>Task 12: Oral communication</p>
16	<p>Examination week</p> <p>Task 13: Semester 2 practical (oral) examination – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</p> <p>Task 14: Semester 2 written examination – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</p>

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