



JAPANESE: SECOND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The Japanese: Second Language ATAR course connects students with one of Australia's closest neighbours and a culture that blends long-standing traditions with modern innovation. As a language spoken by over 125 million individuals, Japanese provides insight into the values, customs, and daily life of people in Japan, including respect, social harmony and group identity. Japan's global impact is viewed in fields such as technology, animation, robotics, fashion, and popular culture, making Japanese an influential and up-to-date language for young Australians to learn today. The relationship between Japan and Australia is solid and centred around trade, education, tourism and cultural exchange. Learning Japanese facilitates the creation of intercultural understanding and the development of further study, work and engagement opportunities in the Asia-Pacific region.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Japanese-speaking communities. Through Japanese, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students reflect on sharing information about themselves, their family and friends and where they live. They explore their school activities and features of Japanese neighbourhoods. Students also consider how young people interact with friends to exchange information about the attractions of communities in both Australia and Japan.

Students build on their skills, knowledge and linguistic resources in Japanese to enable them to communicate in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information/ideas from Japanese media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse perspectives.

Students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth that broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Japanese in real-life situations as well as through Japanese media, and to make actual and virtual connections with Japanese-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Japan, and the study of Japanese provides a foundation for future study of the language and could lead to vocational opportunities in a wide range of sectors, and careers in areas such as tourism, travel, health care and hospitality. Studying Japanese also provides a foundation for learning other East Asian languages, such as Chinese and Korean, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

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 the *Application for permission to enrol in a WACE language course* via the Authority student portal in the year prior to first enrolment in the course.

Aims

The Japanese: Second Language ATAR course builds on students' skills and understanding of Japanese and knowledge about the cultures of Japanese-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- engage with a range of texts in Japanese to comprehend, and interpret meaning
- apply the skills they have acquired to produce texts in Japanese to convey information, express ideas, opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Japanese and English language
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- 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.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Japanese-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Japanese language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessment tasks and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Japanese. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

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 vocabulary, grammar and sound and writing systems of Japanese.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Japanese-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Japanese-speaking communities, and begin to apply these in order to communicate effectively.

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.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding language and culture. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding language and culture involves analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Japanese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Japanese: Second Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of the Japanese language and culture. Content in the course is presented through three contexts: – The individual, the Japanese-speaking communities and The changing world – encouraging students to compare information and ideas from diverse perspectives. By interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the Japanese language, they learn to assess how language conveys meaning and how context, purpose, and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. Through the process of transferring linguistic and cultural knowledge to new contexts students enhance their metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures, and beliefs, including their own. In the course, students reflect on various aspects of life through the contexts of personal experiences, school life, and celebrations of special occasions. They explore aspects of Japanese culture, build friendships with guests from Japanese-speaking communities, and examine daily routines and healthy lifestyles and their impact on individuals and society. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They learn to understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop their literacy capacity as they use Japanese to listen to, read, view and respond to a range of texts, communicate in spoken interaction, and write texts in Japanese for different purposes and contexts. They expand their skills, knowledge and understanding of the Japanese language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Japanese.

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 grammatical, orthographic, and textual conventions; and developing semantic, pragmatic, and critical literacy skills. For learners of Japanese, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Japanese.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Year 11 Japanese: Second Language ATAR syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital Literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Japanese: Second Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Japanese: Second Language (AEJSL)	ATAR	✓			✓	✓		
Year 12	Japanese: Second Language (ATJSL)	ATAR	✓			✓	✓		

Key

CCT: Critical and Creative Thinking, DL: Digital Literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Japanese: Second 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
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is にちじょうせいかつ 日常生活 (Daily life). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My life せいかつ 私の生活 Students reflect on their home life and explore homestay experiences, including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life.
The Japanese-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Home life せいかつ 学校と家での生活 Students explore home-stay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Daily life せいかつ 生活をくらべて Students consider the daily life of young people and how they exchange information and opinions.

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Japanese from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

1. Plain forms

Verbs	Adjectives	Copula 'to be'
～る：食べる ～う：書く	～い：大きい ～な：しずかだ ～な：しずかな町だ	～だ：先生だ
～た：食べた 書いた	～かった：大きかった ～だった；しずかだった	～だった：先生だった
～ない：食べない 書かない	～くない：大きくない ～では（じゃ）ない： しずかじゃない	～では（じゃ）ない： 先生では（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：大きくなかった ～では（じゃ）ない： しずかでは（じゃ）なかった	～では（じゃ）なかった： 先生では（じゃ）なかった

2. Stem of Masu form structures

Form	Function/use
Stem + たいと思います	expressing desire
Stem + たいと思っています	expressing strong desire

3. Te form structures

Form	Function/use
～てはいけません	denying permission
～てはだめです	expressing you must not
～てもいいです	granting permission expressing you may

4. Finite form structures

Form	Function/use
Finite form 前（に）	expressing doing one action, before another
Finite form ことができます	expressing your ability
Finite form 時	expressing the time frame (when)
Finite form 間（に）	during the time (whilst)
Finite form と言う	quoting what someone said
Finite form と思う	quoting what someone thinks

5. Nai form structures

Form	Function/use
Base + ないでください	expressing please don't do something
Base + ないほうがいいです	advising one not to do something
Base + なければなりません	expressing that you must do
Base + なくてははいけません	expressing that you have to
Base + なくてもいいです	indicating that you don't have to do something

6. Plain past form structures

Form	Function/use
～たほうがいいです	giving advice
～たり～たり	giving examples of actions within a context expressing alternative states
～た後（で）	expressing doing one action after another
～たことがある	expressing your experience

7. Noun + structures

Form	Function/use
Noun をくれる	give to me (my group)
Noun をあげる	give to another
Noun をもらう	receive from
Noun の前 (に)	sequencing before
Noun の間 (に)	during the time, whilst
Noun の後 (で)	sequencing after
Noun の時 (に)	the time when
Noun + という + noun...	called

8. Nominalisers

Nominaliser	Function/Use
の	nominalisation (the one)
こと	nominalisation

9. Adjectives and adverbs

Form	Function/use
Adverbs い adjective～く な adjective～に	expressing how an action is performed
い adjective～くなる な adjective～になる	expressing how something changes
い adjective～くする な adjective～にする	expressing how you change something

10. Particles

Particle	Function/use
が	subject
で	indicating extent

11. Sentence final particles

Particle	Function/use
の	soft question marker soft sentence ending
かな	interjection (expressing feelings)
かしら	expressing indecision (feminine)
わ	mild emphasis (feminine)

12. Conjunctions

Conjunction	Function/use
けれど けど	however (but)
～から	giving a reason (since, so)
～ので	cause, reason (because, since, so)
それに	linking (besides that, what's more)
それで	linking (and so)
～と	quoting speech or thoughts

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

- productive
会 言 話 来 休 少 週 時 分 半 今 先 間 天 方 男 女 元 気 車
思
- receptive
作 読 書 新 長 古 白 黒 赤 青 午 後 東 西 北 南 色 々 料 理
茶 電 自 動 明 去

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, 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 and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

The focus for this unit is ようこそ、私の国へ！ (Welcome to my country). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Japanese and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	Welcoming a guest ようこそ！ Students reflect on welcoming a visitor, networking with friends, making arrangements to go out, entertaining at home, dining out and describing special occasions.
The Japanese-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Seasonal activities and celebrations しきとイベント Students explore seasonal activities, celebrations, and giving and receiving on special occasions.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Healthy lifestyles けんこう Students consider a healthy lifestyle in a changing world.

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Japanese from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

1. Stem of Masu form structures

Form	Function/use
Stem + にくいです	saying something is difficult to do
Stem + やすいです	saying something is easy to do
Stem + ながら	indicating actions done simultaneously
Stem + 方	expressing how to do something

2. Te form structures

Form	Function/use
～てくれます	doing an action or favour for me (my group)
～てあげます	doing a favour for another
～てもらいます	receiving a favour

3. Finite form structures

Form	Function/use
Finite form と	conditional (when)
Finite form そうです	reporting what someone else said/hearsay
Finite form より/ほうが	giving a comparison
Finite form のと finite form のと...ですか	asking a comparison question
Finite form でしょう	indicating probability
Finite form かもしれません	indicating possibility
Finite form つもりです	expressing intention

4. Plain past form structures

Form	Function/use
～たら	expressing a condition

5. Noun + structures

Form	Function/use
Noun + は noun とくらべて	making comparisons
Noun + と noun + と	asking about comparisons
Noun + より noun のほうが ...	making comparisons
Noun + は noun + とおなじです	indicating that something is the same
Noun + は noun とちがいます	expressing something is different
Noun + って Noun + というのは～	asking what something is
Noun ははじめてです。	expressing the first time

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

- productive
楽 心 海 聞 国 物 回
- receptive
始 終 夜 夕 曜 朝 昼 晩 春 夏 秋 冬 雪 雨 花 風 薬 病 目 口
手 体 耳 外

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, 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 and develop the necessary skills and confidence to do so effectively.

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 table below provides details of the assessment types for the Japanese: Second Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	20%
Response: Listening Comprehension and interpretation of, and response in English to, a range of Japanese spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of Japanese print and audiovisual texts, such as emails, blog posts, films/television programs (excerpts), letters, reviews, articles, notes and/or messages. Typically these tasks are administered under test conditions.	20%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Japanese. This can involve responding to a stimulus, such as an email, a blog post, a letter, an image and/or an invitation, or writing a text, such as a journal/diary entry, an account, a letter, a review, a summary, and/or an email. Typically these tasks are administered under test conditions.	15%
Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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 the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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 pair of units (or for a unit where only one unit is being studied). 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 and annotated work samples. The grade descriptions for the Japanese: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

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.

Appendix 1 – Grade descriptions Year 11

A	Written production Competently conveys information, expresses ideas and opinions across a range of topics. Includes elaborations or examples to engage an audience. Provides relevant cultural references where required. Includes a range of vocabulary, language structures and script (including prescribed kanji). Uses appropriate register. Applies rules of grammar, but may occasionally make minor errors in syntax and vocabulary, which do not affect meaning. Writes cohesive and well-structured texts which show clear development and connection of ideas. Observes all the conventions of text types.
	Oral production Communicates effectively across a range of topics. Comprehends almost all questions without the need for clarification. Responds in depth with relevant information and opinions. Provides responses which are clear and cohesive. Uses a wide range of vocabulary and complex sentence structures, but may occasionally make errors, which do not affect meaning. Self-corrects effortlessly. Uses pronunciation that is mostly accurate and maintains a natural flow of conversation.
	Comprehension Accurately identifies and extracts and processes information from a variety of texts across a range of topics. Correctly identifies script including uncommon combinations. Conveys relevant details in a concise and cohesive manner. Provides responses which are mostly correct when processing less familiar language and more complex texts.
B	Written production Conveys information, expresses ideas and opinions across a range of topics using simple sentences. Provides some elaborations and relevant cultural references where required. Includes a range of familiar vocabulary, sentence structures, grammar and script (including familiar kanji). Uses repetitive language and grammar structures. Displays some script errors which do not affect meaning. Organises writing logically, clearly developing ideas. Observes most of the conventions of text types.
	Oral production Communicates effectively in most instances across a range of topics. Comprehends most questions and responds with relevant information, opinions and some detail. Provides responses which are mostly clear and cohesive. Uses a range of vocabulary and simple sentence structures. Uses connectives and particles accurately and appropriately in most instances. Includes some complex sentences with errors. Approaches questioning in a culturally appropriate register. Uses pronunciation that is reasonably accurate.
	Comprehension Identifies, and extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions and some correct responses to inferential questions. Sometimes selects the wrong word or phrase when consulting the dictionary, resulting in an inappropriate translation or interpretation.

C	Written production Expresses basic information and simple, personal ideas and opinions related to familiar topics. May show some development of ideas or elaboration. Makes limited cultural references. Relies on familiar vocabulary, sentence structures and script (including familiar kanji) when writing. Applies the rules of grammar, including word order, inconsistently. Uses a limited range of grammar and simple vocabulary structures. Displays some inaccuracies when using complex vocabulary and sentence structures. Makes limited use of kanji and uses some characters repetitively. Uses some kanji incorrectly, with minor errors in furigana. Uses English words in certain contexts instead of katakana. Writes texts which are characterised by short, simple sentences. Observes some of the conventions of text types.
	Oral production Communicates providing some information and ideas, but with little depth. Comprehends familiar questions, although rephrasing and support from the other speaker is sometimes necessary for complex questions. Provides brief responses that are generally accurate and that rely on well-rehearsed language. Uses a limited range of vocabulary, displaying inaccuracies in grammar and word order. Makes pronunciation errors which at times affect meaning. Hesitates over words to an extent that affects comprehensibility.
	Comprehension Identifies and extracts and processes some information from a variety of texts, but supporting details are not always provided. Provides responses to literal questions which are mostly correct, but responses to inferential questions are frequently incorrect or incomplete. Occasionally selects the wrong word or phrases when consulting a dictionary.
D	Written production Expresses basic information and simple, personal ideas, when writing about familiar topics. May include irrelevant content when writing about less familiar topics. Uses well-rehearsed, simple language and short sentences. Writes texts which are frequently repetitive, disjointed and influenced by first language. Inaccurately applies basic rules of grammar. Displays inaccuracies in vocabulary, script, kanji formation and register. Often uses verbs incorrectly due to similarities in syllables. Makes minimal use of simple verb agreements. Inconsistently applies the conventions of text types.
	Oral production Communicates providing some basic information and ideas. Requires frequent support from the other speaker to sustain conversation. Engages in communications that are hindered by a lack of comprehension. Provides brief responses which are characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary that displays inaccuracies in grammar, word order and sentence structure. Makes pronunciation errors which often affect meaning.
	Comprehension Identifies and extracts limited information from texts. Provides irrelevant or frequently incomplete responses to questions.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.

In Japanese, the heading and author's name are located at the top right hand side and polite language is used. Paragraphing is indicated by a one square indent when squared paper is used.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

Article

Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

In Japanese, inclusion of the author's name is optional, but if included is written on the right hand side, one line below the title. Paragraphing is indicated by a one square indent when squared paper is used. Articles can be in plain or polite form, however, the register must be consistent.

Blog post

Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

In Japanese, the opening greeting clearly identifies the author. The register is informal, in the first person and in a conversational style. Incomplete sentences are used and awareness of gender is evident.

Cartoon

Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event or series of events; often presented in a logical sequence, and at the conclusion there may be a resolution.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.

In Japanese, scripts for a conversation have each participant commencing on a new line. Conversations can be in polite or plain register, depending on the relationship between the participants. If the language is informal, incomplete sentences are used and awareness of gender is evident. Formulaic expressions are also used to improve the flow of the conversation and link speakers.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

In Japanese, descriptions have a title that indicates the content, and use formal language.

Paragraphing is indicated by a one square indent when squared paper is used.

Diary entry

Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.

In Japanese, the date and day is written on the top left hand side and the weather on the top right hand side of the entry. The language is informal with use of abbreviated words and incomplete sentences.

Discussion

In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.

In Japanese, scripts for a discussion have each speaker commencing on a new line. Conversations can be in polite or plain register, depending on the relationship between the speakers.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.

In Japanese, an email clearly shows the author and the recipient. When an email is addressed to a friend, it includes an appropriate casual greeting about health, a casual sign off at the end, and uses informal language with abbreviated words and incomplete sentences. Paragraphing is indicated by a one square indent when squared paper is used.

Film or TV program (excerpts)

Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.

Image

Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Interview

In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, pauses and fillers. The register of interviews will often depend on the context and relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.

In Japanese, formal letters use polite language and complex sentence structures. The opening paragraph should include reference to the weather or a seasonal event. The layout requires that the date is written at the bottom left hand side and the name is written at the bottom right hand side. If the letter is a job application, honorific greeting and sign-off is used, the person is addressed, and any additional documents which are included are mentioned. If the letter is to the editor of a newspaper, the editor is addressed and a pseudonym is used to sign off. A thank you letter to an invitation uses formal language, abbreviated words and incomplete sentences. Paragraphing is indicated by a one square indent when squared paper is used.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.

In Japanese, informal letters use plain language written in the first person, abbreviated words and incomplete sentences. The layout requires a casual closing and no name sign off. Paragraphing is indicated by a one square indent when squared paper is used.

Map

Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

In Japanese, the recipient's name is written at the top left hand side and the author's name at the bottom right hand side. The register is informal and written in the first person. Use of abbreviated words and incomplete sentences is evident, and information may be in point form.

Note

Notes are written to inform, request, instruct and remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.

Review

Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included.

A title should be given.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.

In Japanese, the script of a speech uses formal language. The speaker uses an appropriate greeting, introduces him or herself and the topic, and concludes by thanking the audience.

Sign

Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

Unit 1

1. Plain forms

Verbs	Adjectives	Copula 'to be'
～る：食べる ～う：書く	～い：大きい ～な：しずかだ ～な：しずかな町だ	～だ：先生だ
～た：食べた 書いた	～かった：大きかった ～だった；しずかだった	～だった：先生だった
～ない：食べない 書かない	～くない：大きくない ～では（じゃ）ない： しずかじゃない	～では（じゃ）ない： 先生では（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：大きくなかった ～では（じゃ）ない： しずかでは（じゃ）なかった	～では（じゃ）なかった： 先生では（じゃ）なかった

2. Stem of Masu form structures

Form	Function/use	Elaborations
Stem + たいと思います	expressing desire	車を買いたいと思います。
Stem + たいと思っています	expressing strong desire	いつも日本に行きたいと思っています。

3. Te form structures

Form	Function/use	Elaborations
～てはいけません	denying permission	さけを飲んではいけません。
～てはだめです	expressing you must not	けいたい電話をつかってはだめです。
～てもいいです	granting permission expressing you may	ひらがなで書いてもいいです。

4. Finite form structures

Form	Function/use	Elaborations
Finite form 前（に）	expressing doing one action, before another	出かける前に、電話をください。
Finite form ことができます	expressing your ability	ひらがなを書くことができます。
Finite form 時	expressing the time frame (when)	日本に行った時、さくらの花を見ました。 学校に行く時、せいふくをきなければなりません。 小さい時、どうぶつえんが好きでした。 しずかな時、大きいこえで話さないでください。
Finite form 間（に）	during the time (whilst)	日本にいる間、日本語をべんきょうしていました。 日本にいる間に、きょうとに行きました。
Finite form という	quoting what someone said	かれは明日来ると言いました。
Finite form と思う	quoting what someone thinks	明日は雨がふると思います。

5. Nai form structures

Form	Function/use	Elaborations
Base + ないでください	expressing please don't do something	えいごで話さないでください。
Base + ないほうがいいです	advising one not to do something	お金をもって来ないほうがいいです。
Base + なければなりません	expressing that you must do	べんきょうしなければなりません。
Base + なくてははいけません	expressing that you have to	かんじで書かなくてははいけません。
Base + なくてもいいです	indicating that you don't have to do something	行かなくてもいいです。

6. Plain past form structures

Form	Function/use	Elaborations
～たほうがいいです	giving advice	べんきょうしたほうがいいです。
～たり～たり	giving examples of actions within a context	日曜日には家でテレビを見たり、本を読んだりします。
～たり～たり	expressing alternative states	あつかったり、さむかったり、たいへんです。
～たあと（で）	expressing doing one action after another	晩ごはんを食べた後で、おんせんに入りましょう。
～たことがある	expressing your experience	日本へ行ったことがあります。

7. Noun + structures

Form	Function/use	Elaborations
Noun をくれる	give to me (my group)	先生は本をくれました。
Noun をあげる	give to another	先生は田中さんにペンをあげました。
Noun をもらう	receive from	学校からメールをもらいました。
Noun の前 (に)	sequencing before	しょくじの前に、さんぽしました。
Noun の間 (に)	during the time, whilst	休みの間に、日本に行きました。
Noun の後 (で)	sequencing after	晩ごはんの後で、電話をしました。
Noun の時 (に)	the time when	子どもの時に、からてをならいました。
Noun + という + noun...	called	さくらというレストラン...

8. Nominalisers

Nominaliser	Function/use	Elaborations
の	nominalisation (the one)	赤いのをください。 すしを食べるのが好きです。
こと	nominalisation	行くこと

9. Adjectives and adverbs

Form	Function/use	Elaborations
Adverbs い adjective～く な adjective～に	expressing how an action is performed	もういちどゆっくり話してください。 名前を大きく書いてください。 しずかにすわってください。
い adjective～くなる な adjective～になる	expressing how something changes	妹はせが高くなりました。 日本語が上手になりました
い adjective～くする な adjective～にする	expressing how you change something	ラジオのおとを小さくしました。 へやをきれいにしました。

10. Particles

Particle	Function/use	Elaborations
が	subject	友だちが来ました。
で	indicating extent	二人で行きました。

11. Sentence final particles

Particle	Function/use	Elaborations
の	soft question marker	どこへ行くの？
	soft sentence ending	かれは明日来ないの。 あのしろはゆうめいなの。
かな	interjection (expressing feelings)	できるかな？
かしら	expressing indecision (feminine)	だいじょうぶかしら？
わ	mild emphasis (feminine)	きれいだわ。

12. Conjunctions

Conjunction	Function/use	Elaborations
けれど けど	however (but)	私は行きたいけれど、お金がありません。 さむいけど、およぎました。
～から	giving a reason (since, so)	つかれたから、もうねます。 あついから、川へおよぎに行きます。 しずかだから、としょかんでべんきょう します。
～ので	cause, reason (because, since, so)	雨がふったので行きませんでした。
それに	linking (besides that, what's more)	父はいませんでした。それに、母は はたらいていました。
それで	linking (and so)	よくねました。それで、かぜがなおりました。
～と	quoting speech or thoughts	先生は「日本に行きます」と言いました。 ぼくは海でおよぎたいと思います。

Unit 2

1. Stem of Masu form structures

Form	Function/use	Elaborations
Stem + にくいです	saying something is difficult to do	ローマじは読みにくいです。
Stem + やすいです	saying something is easy to do	ひらがなは読みやすいです。
Stem + ながら	indicating actions done simultaneously	ラジオを聞きながら新聞を読みます。
Stem + かた	expressing how to do something	ごはんの作り方はやさしいです。

2. Te form structures

Form	Function/use	Elaborations
～てくれます	doing an action or favour for me (my group)	まきこさんは本を読んでくれました。
～てあげます	doing a favour for another	私はトムさんに本を読んであげました。
～てもらいます	receiving a favour	トムさんはまきこさんにプレゼントを買ってもらいました。

3. Finite form structures

Form	Function/use	Elaborations
Finite form と	conditional (when)	家にかえると、母がいませんでした。
Finite form そうです	reporting what someone else said/hearsay	かれは日本へかえるそうです。 ピアノが上手だそうです。
Finite form より/ほうが	giving a comparison	テレビを見るより本を読むほうが楽しいです。
Finite form のと finite form のと...ですか	asking a comparison question	おはしで食べるのとフォークで食べるのとどちらがいいですか。
Finite form でしょう	indicating probability	雪になるでしょう。
Finite form かもしれません	indicating possibility	明日行くかもしれません。
Finite form つもりです	expressing intention	明日買うつもりです。

4. Plain past form structures

Form	Function/use	Elaborations
～たら	expressing a condition	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. Noun + structures

Form	Function/use	Elaborations
Noun + は noun とくらべて	making comparisons	東京はおおさかとくらべて大きいです。
Noun + と noun + と	asking about comparisons	サッカーとやきゅうとどちらのほうがおもしろいですか。
Noun + より noun のほうが ...	making comparisons	そばよりピザのほうが...
Noun + は noun + とおなじです	indicating that something is the same	このしゃしんはそのしゃしんとおなじです。
Noun + は noun とちがいます	expressing something is different	日本の生活 ^{せいかつ} はオーストラリアの生活 ^{せいかつ} とちがいます。
Noun + って Noun + というのは～	asking what something is	さしみって何ですか。 「こけし」というのは何ですか。
Noun ははじめてです。	expressing the first time	日本ははじめてです。

Assumed learning

Before commencing the study of Units 1 and 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Japanese grammatical items:

1. Polite forms

Verbs	Adjectives	Copula 'to be'
～ます：食べます 書きます	～いです：たかいです ～な：しずかです ～な：しずかな町です	～です：先生です。
～ました： 食べました 書きました	～かったです： 高かったです ～な：しずかでした	～でした：先生でした。
～ません： 食べません 書きません	～くないです/～くありません： 高くないです 高くありません ～じゃないです/～ではありません： しずかじゃないです しずかではありません	～では（じゃ）ありません： 先生では（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/～くありません でした： 高くなかったです 高くありませんでした ～じゃなかったです/～では ありませんでした： しずかじゃなかったです しずかではありませんでした	～では（じゃ）ありませんでした。 先生では（じゃ）ありません でした。
～ましょう： 食べましょう かきましょう		

2. Stem of Masu form structures

Form	Function/use	Elaborations
Stem + に	indicating purpose	えいがを見に行きます。
Stem + ませんか	inviting	デパートへ行きませんか。
Stem + ましょうか	suggesting	やきゅうをしましょうか。
Stem + たいです	expressing what you want to do	ラジオを聞きたいです。
Stem + そうです	expressing what something looks like	おいしそうです。
Stem + すぎます	indicating that something is excessive	食べすぎて、おなかがいたいです。 このとけいは高すぎます。

3. Te form structures

Form	Function/use	Elaborations
～て	linking ideas (and; and so)	朝ごはんを食べて学校に行きます。
	linking of adjectives	～くて：やすくていいです。 ～で：きれいでしずかです。
～て+から	expressing when you do something after	朝ごはんを食べてからミルクを飲みます。
～てください	requesting	食べてください。
～て+います	expressing a continuous action in the present	テレビを見ています。
～てみます	expressing what you try to do	ケーキを作ってみます。 日本語を話してみます

4. Noun + structures

Form	Function/use	Elaborations
Noun + について	asking/talking about something	日本のぶんかについておしえてください。
Noun はどう／いかが	asking for opinions	日本はどうか。 コーヒーはいかがですか。

5. Particles

Particle	Function/use	Elaborations
は	topic marker	私は学生です。
	contrast	本はありません。
が	existence	弟が二人います。
	expressing abilities	日本語ができますか。
	expressing likes, dislikes	りんごが好きです。
	physical characteristics	父は目が青いです。
の	possessive (of, 's)	私のペンです。
	adjectival	日本の車です。
	possessive pronoun	これは先生のです。
	locational	本はつくえの上にあります。
に	destination (to, into, onto)	パーティーに行きます。
	indirect object	先生に聞いてください。
	point of time	三時半に行きましょう。
	purpose	えいがを見に行きます。
	place of existence	新聞はここにあります。

Particle	Function/use	Elaborations
へ	direction (to)	日本へ行きます。
を	direct object	コーラを飲みます。
	asking for something	コーラを二つください。
	place of motion (pass by, along, through)	みちをまっすぐ行ってください。
で	place of action	学校でならいました。
	by means of	おはしで食べます。
や	linking (and so on)	日本語やすうがくやえいごをべんきょうしています。
と	linking (and)	本とざっしを買いました。
	with person	家族と行きました。
も	repetitive (too, also)	私も行きます。
	(both)	クリケットもやきゅうも好きです。
	expressing neither	いぬもねこもいません。
か	stating alternatives (or)	今日か、明日、行きましょう。

6. Sentence final particles

Particle	Function/use	Elaborations
ね／ねえ	tag question (isn't it?)	いいお天気ですね。
よ	assurance	いいえいがですよ。
	gentle persuasion	えいがに行きましょうよ。
か	question marker	だれ・どこ・いつ・何 (etc.)ですか。

7. 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)	三時までべんきょうしました。
	to, as far as (a place)	駅まであるきます。
ごろ	approximate point of time	妹は三時ごろかえります。
ぐらい／くらい	approximate	五百人ぐらいいます。
	amount/time/length	三時間ぐらいかかります。
一番	superlative (the most)	これが一番好きです。

8. Conjunctions

Conjunction	Function/use	Elaborations
が	linking with a contrast (but)	日本語はできますが、イタリア語はできません。
そして	linking (and)	本を読みました。そして、CD を聞きました。
それから	linking (and then, after that)	七時におきました。それから、朝ごはんを食べました。
ですから	consequently (because, so)	あついですから、海におよぎに行きます。 しずかですから、としょかでべんきょうします。 おなががすいています。だから、ごはんが食べたいです。
けれども	however (but)	日本語が好きです。けれども、じょうずじゃないです。
でも	expressing contrast (but)	寿司が好きです。でも、さしみは好きじゃないです。

9. Locational and directional terms

Term	Function/use	Elaborations
(の) 前 (に)	in front of	ゆうびんきょくの前に学校があります。
(の) 下 (に)	behind/underneath	テーブルの下にいぬがいます。
(の) 上 (に)	on top	つくえの上に本があります。
(の) 後ろに)	behind	ゆうこさんの後ろにひろきさんがいます。
(の) むこうがわ (に)	on the other side	としょかんのむこうがわにぎんこうがあります。
(の) 左がわ (に)	left hand side	ホテルはデパートの左がわにあります。
(の) 右がわ (に)	right hand side	よしださんはスミスさんの右がわにいます。
(の) 近く	next to	私の家は川の近くににあります。
(の) そば (に)	near	トイレはしょくどうのそばです。
(の) とおく (に)	far from	カルグーリはパースからとおいです。
(の) 中 (に)	inside	本はつくえの中にあります。
(の) 外 (に)	outside	いぬは車の外にいます。
(を) 右/左	right/left	かどを右に曲がってください。
(を) まっすぐ	straight	みちをまっすぐ行ってください。

Sound and writing systems

All *hiragana* and *katakana* plus the following prescribed *kanji*:

- productive

一 二 三 四 五 六 七 八 九 十 百 千 万 人 本 才 日 月 火 水
木 金 土 父 母 私 子 友 学 校 語 何 円 生 好 出 入 見 高 安
年 前 山 川 上 下 中 名 食 飲 買 家 族 每 行 大 小 所

- receptive

兄 姉 妹 弟 住 左 右 町 店 近 広 駅 番

