



## SAMPLE COURSE OUTLINE

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**JAPANESE: FIRST 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: First Language – ATAR Year 12

#### Semester 1

Week	Key teaching points
1–7	<p><b>Introduction</b> Overview of the Japanese: First Language course and assessment requirements.</p> <p><b>Prescribed themes and contemporary issues</b> Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes. The theme of Individual and society through the contemporary issues of:</p> <ul style="list-style-type: none"> <li>the impact of a changing society on the individual</li> <li>the role of individual in today’s society.</li> </ul> <p><b>Texts and text types</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).</li> </ul> <p><b>Prescribed texts</b> Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Individual and society:</p> <ul style="list-style-type: none"> <li><i>Kagami in Kangaroo Biyori</i></li> <li><i>Rashomon</i></li> <li><i>Sansantaru Ankou in Kyoukasho no shi o yomikaesu</i></li> <li><i>Rabauru Kouta</i></li> <li><i>Kotoba no Chikara.</i></li> </ul> <p><b>Grammar</b> Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Individual and society:</p> <ul style="list-style-type: none"> <li>read and write <i>kyoiku kanji</i> and recognise <i>joyo kanji</i> in texts</li> <li>grammar appropriate to the theme and contemporary issues.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use monolingual and/or bilingual dictionaries</li> </ul> <p><b>Task 1: Response: Viewing and reading</b></p> <p><b>Task 2: Writing in Japanese</b></p>
8–14	<p>Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes. The theme of Youth culture through the contemporary issues of:</p> <ul style="list-style-type: none"> <li>cultural identity of young people</li> <li>the place of education in young people’s lives</li> <li>young people and technology.</li> </ul> <p><b>Texts and text types</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).</li> </ul> <p><b>Prescribed texts</b> Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Youth culture:</p> <ul style="list-style-type: none"> <li><i>Kagami in Kangaroo Biyori</i></li> <li><i>Summer Wars, Kadokawa-bunko</i></li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• <i>Biri Gyarū</i> (full title: <i>Gakunen biri no gyarū ga ichinen de hensachi o 40 agete Keio Daigaku ni gen'eki gōkaku shita hanashi</i>).</li> </ul> <p><b>Grammar</b> Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Youth culture:</p> <ul style="list-style-type: none"> <li>• read and write <i>kyōiku kanji</i> and recognise <i>joyō kanji</i> in texts</li> <li>• grammar appropriate to the theme and contemporary issues.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use monolingual and/or bilingual dictionaries</li> </ul> <p><b>Task 3: Response: Listening</b></p>
15	<p><b>Examination week</b></p> <p><b>Task 4: Semester 1 Written examination</b></p>

## Semester 2

Week	Key teaching points
1–6	<p><b>Prescribed themes and contemporary issues</b> Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.</p> <p>The theme of National identity through the contemporary issues of:</p> <ul style="list-style-type: none"> <li>reconciling traditional and contemporary Japanese culture</li> <li>Japanese identity in the international community</li> <li>cultural identity of young people.</li> </ul> <p><b>Texts and text types</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).</li> </ul> <p><b>Prescribed texts</b> Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme National identity:</p> <ul style="list-style-type: none"> <li><i>Rabauru Kouta</i></li> <li><i>The Wind Rises</i></li> <li><i>Kotoba no Chikara.</i></li> </ul> <p><b>Grammar</b> Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme National identity:</p> <ul style="list-style-type: none"> <li>read and write <i>kyoiku kanji</i> and recognise <i>joyo kanji</i> in texts</li> <li>grammar appropriate to the theme and contemporary issues.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use monolingual and/or bilingual dictionaries</li> </ul> <p><b>Task 5: Response: Viewing and reading</b></p> <p><b>Task 6: Writing in Japanese</b></p>
7–14	<p><b>Prescribed themes and contemporary issues</b> Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.</p> <p>The theme of Relationships through the contemporary issues of:</p> <ul style="list-style-type: none"> <li>individual and group</li> <li>family ties</li> <li>young people and technology.</li> </ul> <p><b>Texts and text types</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).</li> </ul> <p><b>Prescribed texts</b> Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Relationships:</p> <ul style="list-style-type: none"> <li><i>Summer Wars, Kadokawa-bunko</i></li> <li><i>The Wind Rises</i></li> <li><i>Kagami in Kangaroo Biyori</i></li> <li><i>Biri Gyarū</i> (full title: <i>Gakunen biri no gyaru ga ichinen de hensachi o 40 agete Keio Daigaku ni gen'eki gōkaku shita hanashi</i>).</li> </ul>

Week	Key teaching points
	<p><b>Grammar</b> Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Relationships:</p> <ul style="list-style-type: none"><li>• read and write <i>kyoiku kanji</i> and recognise <i>joyo kanji</i> in texts</li><li>• grammar appropriate to the theme and contemporary issues.</li></ul> <p>Dictionaries</p> <ul style="list-style-type: none"><li>• use monolingual and/or bilingual dictionaries</li></ul> <p><b>Task 7: Response: Listening</b></p>
15	<p><b>Examination week</b> <b>Task 8: Semester 2 Written examination</b></p>