



Japanese Beginners

Stage 6 Syllabus

Preliminary and HSC Courses

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Contents

| | | |
|----|--------------------------------------------------------------------|----|
| 1 | The Higher School Certificate Program of Study | 5 |
| 2 | Introduction to Japanese Beginners in the Stage 6 Curriculum..... | 6 |
| | 2.1 The Language | 6 |
| | 2.2 Description of Target Group | 6 |
| | 2.3 Rationale | 7 |
| 3 | Continuum of Learning | 8 |
| 4 | Aim | 9 |
| 5 | Objectives..... | 10 |
| 6 | Course Structure..... | 11 |
| 7 | Objectives and Outcomes..... | 12 |
| | 7.1 Table of Objectives and Outcomes | 12 |
| | 7.2 Key Competencies | 13 |
| 8 | Content | 14 |
| | 8.1 Content of Japanese Beginners Preliminary and HSC Courses..... | 15 |
| | 8.2 Topics..... | 20 |
| | 8.3 Texts | 21 |
| | 8.4 Tasks..... | 21 |
| | 8.5 Vocabulary | 21 |
| | 8.6 Characters..... | 21 |
| | 8.7 Dictionaries..... | 21 |
| | 8.8 Grammar | 22 |
| 9 | Assessment and Reporting..... | 31 |
| 10 | Post-school Opportunities..... | 32 |
| 11 | Glossary..... | 33 |

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

2 Introduction to Japanese Beginners in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard version of Japanese.

Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences. *Hiragana* and *katakana* syllabaries and a prescribed number of *kanji* will be studied in this course.

2.2 Description of Target Group

The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

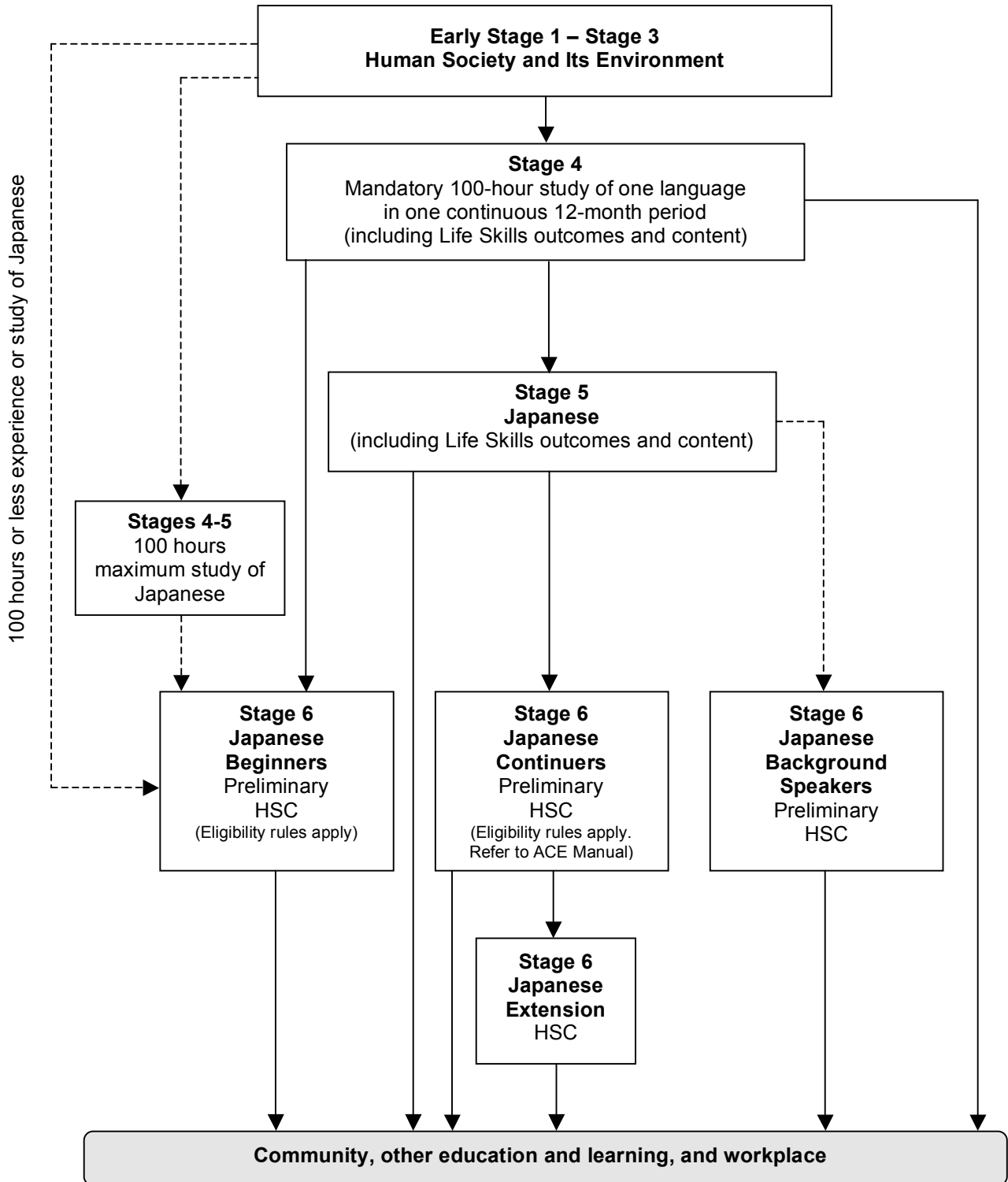
There are significant cultural ties between Australia and Japan. Sister city agreements between the two governments provide opportunities for Australian students to host Japanese students, and to visit and study in Japan.

Both Australia and Japan are members of the Asia Pacific Economic Community. Japan is one of Australia's leading trading partners. It is therefore important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

3 Continuum of Learning

The diagram places the syllabus in the context of the K-12 Japanese curriculum.



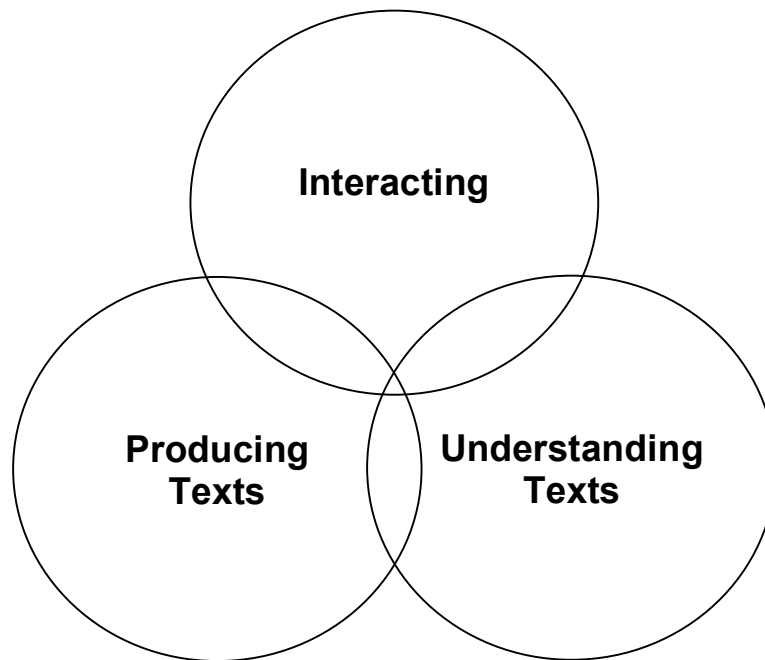
4 Aim

The aim of the *Japanese Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

5 Objectives

Communication



Objective 1 – Interacting

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations.

Objective 2 – Understanding Texts

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts

Students will create and present texts in Japanese for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

| Objectives | Outcomes |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Interacting | A student: |
| | 1.1 establishes and maintains communication in Japanese |
| | 1.2 manipulates linguistic structures to express ideas effectively in Japanese |
| | 1.3 sequences ideas and information |
| Understanding Texts | 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately |
| | 2.1 understands and interprets information in texts using a range of strategies |
| | 2.2 conveys the gist of and identifies specific information in texts |
| | 2.3 summarises the main points of a text |
| | 2.4 draws conclusions from or justifies an opinion about a text |
| | 2.5 identifies the purpose, context and audience of a text |
| Producing Texts | 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts |
| | 3.1 produces texts appropriate to audience, purpose and context |
| | 3.2 structures and sequences ideas and information |
| | 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese |
| 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts. | |

7.2 Key Competencies

Japanese Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills that are necessary for further education, work and everyday life.

Key competencies are embedded in the *Japanese Beginners Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

8 Content

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

8.1 Content of Japanese Beginners Preliminary and HSC Courses

Objective 1 – Interacting

Outcomes:

A student:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.

Students learn about:

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

Students learn to:

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg
すみません。
そうですね。 そうですか。
もういちどいってください。
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information
- use appropriate language features to enhance communication, eg tone, intonation
- structure information and ideas coherently, eg 食べる前に、
しゅくだいをしたあとで
- apply appropriate social conventions in formal and informal contexts, eg terms of address
ベンくん、おはよう。
先生、おはようございます。
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations
いただきます/ごちそうさまでした
ええ、いいですね。
買い物はちょっと....

Objective 2 – Understanding Texts

Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, enhance or promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- register and common expressions in language use

Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts
- explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms

| Students learn about: | Students learn to: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• features of the written language• the writing system, its purpose and function• the origin of <i>kanji</i>• ways to aid memorisation of <i>kana</i> symbols. | <ul style="list-style-type: none">• recognise features of the scripted language as representations of sound and/or meaning• recognise differences between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i>, and how and when they are used• match <i>kanji</i> to their pictographic origins, eg 山 to mountain, 川 to river• use visual mnemonics to memorise <i>kana</i> symbols. |

Objective 3 – Producing Texts

Outcomes:

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Students learn about:

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use
- ways of expressing sounds and/or meanings in print

Students learn to:

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg
 すぎさま/すぎさん
 ベンくん
 ゆきこちゃん
- identify specific features of the written language, eg voiced, semi-voiced and combination sounds ひ、び、ぴ and びよ

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students learn about:</p> <ul style="list-style-type: none">• diverse aspects of the writing system• the conventions of the writing system. | <p>Students learn to:</p> <ul style="list-style-type: none">• identify ways in which words can be written such as:<ul style="list-style-type: none">– <i>hiragana</i>, eg verb endings, particles– <i>katakana</i>, eg words of foreign origin, onomatopoeic words, emphasis– <i>kanji</i>, eg content words such as nouns, adjectives, verb roots• apply the conventions of the writing system, eg <i>on/kun</i> readings, <i>okurigana</i>, stroke number, order and direction. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Japanese-speaking communities.

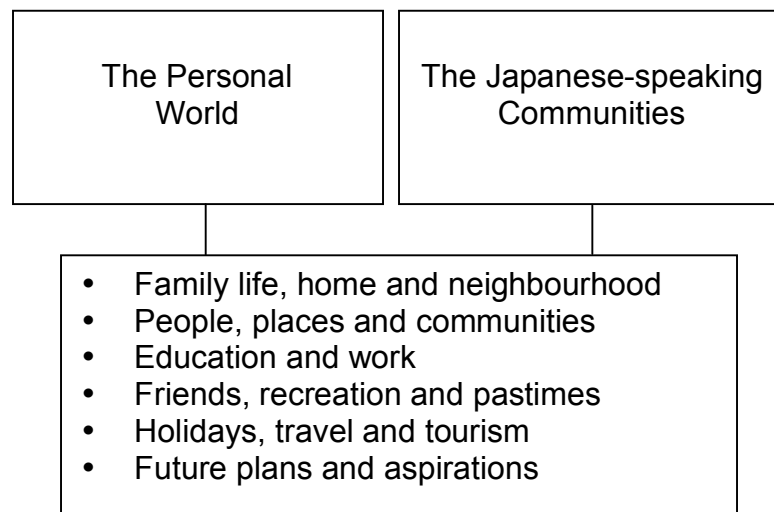
The two perspectives will enable students to develop knowledge and understanding of and skills in the Japanese language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use Japanese to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the Japanese-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Japanese is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of Japanese.

| | |
|------------------------------------|-----------------------------------|
| article (eg for a school magazine) | message |
| diary/journal entry | note |
| email | postcard |
| informal letter | script of a talk (to an audience) |

8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Characters

A list of characters that are relevant to the topics will be provided in a separate document.

8.7 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Japanese Beginners Stage 6*.

8.8 Grammar

Throughout the Japanese Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

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

| | Plain Forms | Polite Forms |
|----------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Nouns 先生 Adjectival Nouns きれい | だ だった じゃない じゃなかった | です でした じゃ (or では) ないです/ じゃ (or では) ありません じゃ (or では) なかったです/ じゃ (or では) ありませんでした でしょう じゃ (or では) ないでしょう |
| ~い Adjectives | おもしろい おもしろくない おもしろかった おもしろくなかった | おもしろいです おもしろくないです おもしろかったです おもしろくなかったです |
| ~る Verbs | 食べる 食べない 食べた 食べなかった | 食べます 食べません 食べました 食べませんでした 食べましょう 食べませんか |
| ~う Verbs | のむ のまない のんだ のまなかった | のみます のみません のみました のみませんでした のみましょう のみませんか |

| | Plain Forms | Polite Forms |
|------------------------|--------------------------|--------------------------------------------------|
| Irregular Verbs | 来る 来ない 来た 来なかった | 来ます 来ません 来ました 来ませんでした 来ませんか |
| | する しない した しなかった | します しません しました しませんでした しましょう しませんか |

Verbs: ~て form

| Form | Function/Use | Example |
|---------------------------------------------------------------------------------|--------------------------------------------|------------------|
| ~て | linking ideas | 家にかえってしゅくだいをします。 |
| ~て+ください | requesting | ドアをあけてください。 |
| ~て+います ~ていました (past) ~ていません (negative) ~ていませんでした (negative past) | expressing what you are doing | ピザを食べています。 |
| ~て+もいいです(か) | giving (asking) permission | テレビを見てもいいです(か)。 |
| ~て+はだめです | denying permission | テレビを見てはだめです。 |
| ~て+みます | expressing a desire to try to do something | さしみを食べてみます。 |

Adjectives: ~て form

| Form | Function/Use | Example |
|-------|---------------|--------------------------------------|
| ~くて/で | linking ideas | ふじ山はきれいでゆうめいです。 日本語はおもしろくてたのしいです。 |

Verbs: ~た / ~たり / ~たら forms

| Form | Function/Use | Example |
|----------|-------------------------------------------|----------------------|
| ~たあと (で) | expressing when (after) you do something | しゅくだいをしたあとで、テレビを見ます。 |
| ~たり~たり | expressing that you do various activities | おんがくを聞いたりテレビを見たりします。 |

Verbs: ~ます Base

| Form | Function/Use | Example |
|--------------|--------------------------------------------|-------------------|
| BASE+たいです | expressing what you want to do | 海に行きたいです。 |
| BASE+たいと思います | expressing what you think you'd like to do | 日本に行きたいと思います。 |
| BASE+に | indicating purpose | えいがを見に行きます。 |
| BASE+ながら | indicating actions done simultaneously | テレビを見ながらおかしを食べます。 |

Verbs: Finite Form

| Form | Function/Use | Example |
|------------|-------------------------------------------|-----------------------|
| FF+時 | expressing when you do something (when) | 私が日本に行った時… |
| FF+前 | expressing when you do something (before) | 日本に行く前に… |
| FF+ことができます | expressing what you can do | 中国語を話すことができます。 |
| FF+つもりです | expressing what you intend to do | あした海に行くつもりです。 |
| FF+と思います | expressing what you think | みち子さんも来ると思います。 |
| FF+から | giving reasons | あさはやくおきるから、はやくねます。 |
| FF+Noun | relative clause | あした見るえいが… きのう買った本… |

Nouns, Adjectival Nouns and Adjectives: Finite Form

| Form | Function/Use | Example |
|----------|---------------------------|---------------------------------------------|
| FF+と思います | expressing what you think | さおりさんの本だと思います。 きれいだと思います。 おもしろいと思います。 |
| FF+といいます | quoting what someone said | けんくんはあした来るといいました。 |
| FF+から | giving reasons | 先生のくるまだからです。 ゆうめいだからです。 あついからです。 |

Particles

| Particle | Function/Use | Example |
|----------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| は | topic marker contrast | 私は日本人です。 本はありますが、じしょはありません。 |
| が | subject marker expressing likes expressing abilities | ねこがいます。 まさおくんが来ました。 日本語が好きです。 日本語ができます。 |
| の | possessive (of, 's) possessive pronoun adjectival locational | 私の本です。 ジョンくんのじしょです。 私のです。 日本のくるまです。 つくえの上にあります。 |
| (の) んです | asking/giving clarification, explanation | どうしたんですか。 あたまがいたいんです。 |
| を | direct object place of motion (along, through) | コーラをのみます。 このみちをまっすぐ行ってください。 |

| Particle | Function/Use | Example |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| に | place of existence (in, at) position/location destination (to) point of time (at, on, in) indirect object making a decision purpose | 町に住んでいます。 へやにいます。 つくえの上にあります。 あした町に行きます。 三時に行きます。 月よう日にあいましょう。 十二月に行きます。 先生に聞いてください。 すしにします。 あそびに行きます。 |
| へ | direction (to) letter-addressee (to) | 日本へ行きます。 よう子さんへ |
| より | letter-sender (from) | ゆみ子より |
| で | place of action by means of (transport) with (implement) in (language) | レストランで食べます。 でんしゃで行きます。 はしで食べます。 ひらがなでかきます。 |
| と | linking (and) with (person) | 本とざっしを買います。 友だちと行きます。 |
| や | linking (and, etc.) | 本やざっしを買います。 |
| も | linking (as well, too) | あきらくんもいます。 広島にも行きたいです。 |
| か | question marker alternative (or) | 何才ですか。 えんぴつかペンをください。 |
| ね/ねえ | tag question (isn't it?) | むずかしいですね。 |

| Particle | Function/Use | Example |
|----------|----------------------------|----------|
| よ | emphasising/exclaiming (!) | あぶないですよ。 |
| | assuring/gently persuading | やさしいですよ。 |

Conjunctions

| Conjunction | Function/Use | Example |
|-------------|---------------|---------------------------|
| が | linking (but) | すう学はつまらないですが、日本語はおもしろいです。 |
| けど/けれど/けれども | linking (but) | 日本に行きたいけど/けれど、お金がありません。 |

Connectives

| Connective | Function/Use | Example |
|------------|--------------|------------------------------|
| そして | and then | 六時におきます。 そしてシャワーをあびます。 |
| だから | therefore | あたまがいたいです。 だからねます。 |
| でも | however | よくテニスをします。 でもへたです。 |
| それから | after that | しゅくだいをしました。 それからテレビを見ました。 |

Nominalisers

| Nominaliser | Function/Use | Example |
|-------------|--------------------------------------------|------------------------------------------|
| 時 | nominalisation (time) | 子どもの時からピアノをならっています。 小さい時オーストラリアに来ました。 |
| こと | nominalisation | えいがに行くことが好きです。 |
| の | nominalisation nominalisation (the one) | 本をよむのが好きです。 あかいのをください。 |

Words indicating extent

| Word | Function/Use | Example |
|------|--------------------------------------------------------------------------------------|-----------------------------------------|
| から | since, from (a point of time) from (a place) | 五時からです。 フランスから来ました。 |
| まで | until (a point of time) to (a place) | 十時までべんきょうします。 家から学校まであるいて行きます。 |
| ごろ | approximate point of time | 三時ごろかえります。 |
| ぐらい | approximate amount approximate length of time approximate length (measurement) | 十ドルぐらいです。 五分ぐらいかかります。 五メートルぐらいです。 |
| より | comparative (than) | くるまはバスよりはやいです。 |
| ほう | comparative | りんごのほうやすいです。 |
| いちばん | superlative (the most) | すう学が いちばん 好きです。 |
| だけ | extent (only) | 私 だけ 行きます。 |

Counters

| Counter | Example |
|--------------------|---------------------------------------------|
| にん (people) | <small>なんにん</small> 何人 ひとり、ふたり、さんにん… |
| ひき (small animals) | <small>なん</small> 何びき いっぴき、にひき、さんびき… |
| さい (age) | <small>なんさい</small> 何才 いっさい、にさい、さんさい… |
| つ (general) | いくつ ひとつ、ふたつ、みっつ… |

Japanese Beginners Stage 6 Syllabus

| Counter | Example |
|----------------------------|---------------------------------------------------------|
| さつ (books, magazines) | ^{なん} 何さつ いっさつ、にさつ、さんさつ… |
| ばん (numbers) | ^{なん} 何ばん いちばん、にばん、さんばん… |
| じ (time) | ^{なんじ} 何時 いちじ、にじ、さんじ… |
| まい (thin, flat objects) | ^{なん} 何まい いちまい、にまい、さんまい… |
| ほん (long, slender objects) | ^{なんほん} 何本 いっほん、にほん、さんほん… |
| えん (yen) | いくら ひゃくえん、にひゃくえん、さんびゃくえん… |
| ドル (dollars) | いくら いちドル、にドル、さんドル… |
| セント (cents) | いくら ごセント、じゅっセント、にじゅっセント… |
| じかん | ^{なんじかん} 何時間 いちじかん、にじかん、さんじかん… |
| じかんめ | ^{なんじかんめ} 何時間目 いちじかんめ、にじかんめ、さんじかんめ… |
| にち | ^{なんにち} 何日 (間) いちにち、ふつか (かん)、みっか (かん)… |
| しゅうかん | ^{なんしゅうかん} 何週間 いっしゅうかん、にしゅうかん、さんしゅうかん… |
| かげつ | ^{なんげつ} 何か月 いっかげつ、にかげつ、さんかげつ… |
| ねん | ^{なんねん} 何年 (間) いちねん (かん)、にねん (かん)、さんねん (かん)… |

In addition, students will be expected to **recognise** the following grammatical structures:

| Form | Function/Use | Example |
|---------------------|-----------------------------------------|-------------------------------------------------------------------------|
| ～くなる / ～になる | expressing change in state | おもしろくなります。 しずかになります。 しょう来、先生になります。 |
| ～たことがあります | relating your experience | 日本に行ったことがありますか。 |
| ～たら | expressing a condition | 日本に来たら、ぜひれんらくしてください。 |
| FF + そうです | saying/reporting what you have heard | トムくんは日本に行くそうです。 それはアメリカのえいがだそうです。 ふじ山はきれいだそうです。 日本のなつはあついそうです。 |
| Base + なければなりません | expressing what you have to do/ must do | しゅくだいをしなければなりません。 |
| Base + ないでください | requesting someone not to do something | くるまで行かないでください。 |

9 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Japanese Beginners syllabus is contained in *Assessment and Reporting in Japanese Beginners Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Japanese Beginners are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

10 Post-school Opportunities

The study of Japanese Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Japanese Beginners Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Japanese in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Japanese Beginners Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hsctafe).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Japanese Beginners Stage 6 so that the degree of recognition available can be determined.

11 Glossary

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| article | a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news. |
| culture | the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle. |
| colloquialism | an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing. |
| dialect | a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language. |
| mnemonic | a word, expression or technique used to assist the memory. |
| idiom | an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words. |
| register | language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written. |
| text | the actual wording of anything spoken or written. |
| texts | communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics. |