



NSW Education Standards Authority

Japanese in Context

Stage 6 Syllabus

Preliminary and HSC Courses

2010361

Disclaimer

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Australian Government

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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 in Context in the Stage 6 Curriculum

2.1 The Language

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

During their course of study, students may encounter some regional variations of the language. Students should be familiar with formal and informal levels of language used in daily life.

2.2 Description of Target Group

Japanese in Context language students are typically those who have been brought up in a home where the Japanese language is used and who have a connection to Japanese culture. They have some degree of understanding and knowledge of Japanese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or another language different from Japanese) is the medium of instruction. They can therefore be considered to some extent bilingual, with English or the other language being the predominant language.

This course recognises the varying degrees of affinity with the culture of Japanese-speaking communities and the diversity of knowledge and skills in Japanese that students will have acquired prior to enrolling in this course. At entry level to the course, students will have typically undertaken:

- some study of Japanese in a community, primary and/or secondary school in Australia, and/or
- formal education in a school where Japanese was the medium of instruction up to the age of ten.

Eligibility criteria apply (see *Language Courses Eligibility Criteria at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-lang-ec-st6-syl-2010.pdf*).

2.3 Rationale

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, intercultural capability, literacy, cognitive and social development, and general knowledge. It also promotes understanding and appreciation of the diverse attitudes and values within the wider Australian community and beyond, in recognition that multilingualism and multiculturalism as an integral part of Australian society.

This Japanese in Context course enables students to strengthen their personal connection to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

The course allows students to build on and further develop their language capability through engagement with the Japanese-speaking communities, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

The dynamic economic, political and strategic ties between Australia and Japan have resulted in Japanese communities in Australia made up of individuals and families who are strongly motivated to maintain their children's Japanese language skills. The longstanding tourist, cultural and educational exchanges between Australia and Japan have also increased the level of interest in learning the Japanese language, which now has a significant profile in Australian educational institutions.

By providing for students from local Japanese communities and the wider Australian community who already have some knowledge of Japanese language and culture, this course has the potential to develop in them personal, cultural and linguistic insights and skills which will serve them beyond community and national boundaries.

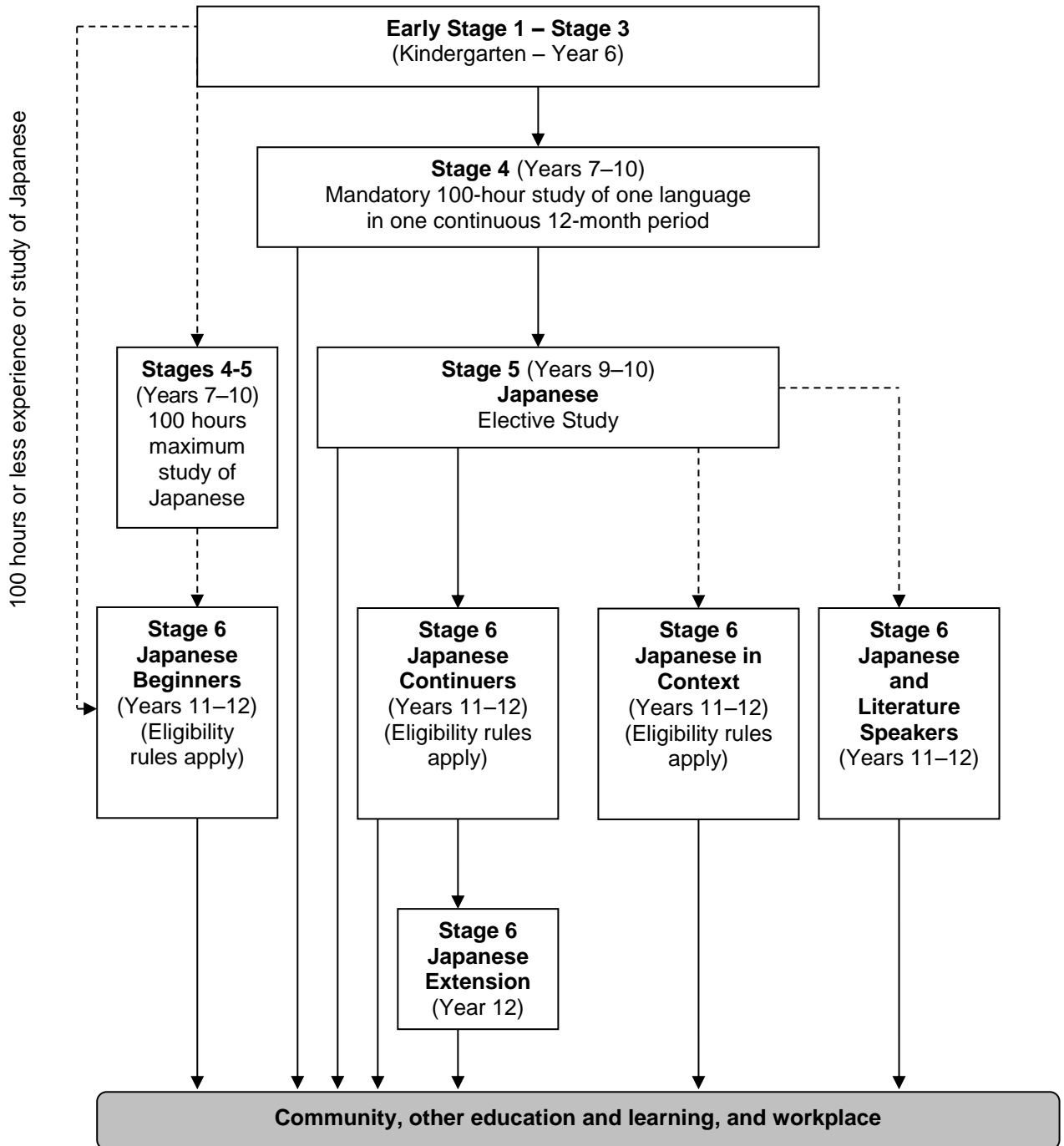
In addition, the global phenomenon of popular Japanese youth sub-culture is a highly relevant area of interest for young people. The study of Japanese language and culture through this medium can provide heritage students with access to contemporary Japanese film, music and the arts, at the same time as allowing them to relate to young people with whom they might share a common heritage.

The cultural, intellectual and social benefits of language-learning reach beyond the individual to society as a whole. Proficiency in languages is a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

The Australian Government has placed a high priority on Australians 'becoming Asia literate' (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Japanese language in relation to the economic future of Australia. The study of the Japanese in Context course will make a significant contribution to these priorities.

3 Continuum of Learning

This diagram places the syllabus in the context of the K–12 Japanese curriculum.



4 Aims

The Japanese in Context course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that these language learners bring to their studies. It aims to develop their ability to:

- use Japanese to communicate in a range of contexts
- understand how language works as a system
- appreciate their Japanese linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make linguistic connections between Japanese and English, and/or other languages
- apply Japanese to work, further study, vocational training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

5 Objectives

The overall objective of the Japanese in Context course is to develop intercultural capability through the integration of language, culture and learning. The study of their heritage language provides students with opportunities to build on their language skills and to develop a strengthened sense of identity.

Students should be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Japanese, applying knowledge and understanding of the relationships between language, culture and identity
2. create texts to express meaning in written Japanese, demonstrating knowledge and understanding of the relationships between language, culture and identity
3. analyse spoken and written texts in Japanese to interpret meaning, examining and reflecting on relationships between language, culture and identity.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, individually and in combination.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Japanese will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

The HSC Course (120 indicative hours)

The HSC course continues to focus on the *Issues*, studied through the *Perspectives* using texts drawn from the *Contexts*. The student will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in Japanese. The student explores in depth an area of interest related to one of the *Issues* through the *Personal Investigation*.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, understanding, skills and values that students are expected by the end of the course. They are derived from the objectives.

| OBJECTIVE | OUTCOMES |
|---|--|
| <p>Students will:</p> <p>1. interact with others to exchange meaning in spoken Japanese, applying knowledge and understanding of the relationships between language, culture and identity</p> | <p>A student:</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p> |
| <p>2. create texts to express meaning in written Japanese, demonstrating knowledge and understanding of the relationships between language, culture and identity</p> | <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> |
| <p>3. analyse spoken and written texts in Japanese to interpret meaning, examining and reflecting on relationships between language, culture and identity</p> | <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts</p> |

7.2 Key Competencies

Japanese in Context 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 in Context Stage 6 course 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 a set of **Issues**. The study of these Issues will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**.

8.1 Content of the Japanese in Context Preliminary and HSC Courses

The following statements of **knowledge, understanding and skills** are derived from the outcomes and describe the substance of the subject matter that is to be studied. They provide the basis for planning programs of study and units of work.

Objective 1. Students will interact with others to exchange meaning in spoken Japanese, applying knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 expresses personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 develops bilingual and bicultural identity through interacting with others.

Knowledge, understanding and skills

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Japanese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, presentations and interviews
- express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view
- understand and apply knowledge of linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of intonation and register when interacting, with reference to context, purpose and audience
- apply knowledge of authentic expressions, such as idioms and colloquialisms
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Objective 2. Students will create texts to express meaning in written Japanese, demonstrating knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 expresses ideas and opinions from a bilingual and bicultural perspective.

Knowledge, understanding and skills

At the completion of this course students will be able to:

- use resources to build vocabulary and check grammar
- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Japanese to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- apply knowledge of the conventions of the writing system, such as stroke order, number and direction when writing texts
- apply word-processing skills, such as the use of input methods for Japanese, to create texts
- apply knowledge of register for effective communication
- vary the structure and format of texts appropriate to context, purpose and audience
- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others.

Objective 3. Students will analyse spoken and written texts in Japanese to interpret meaning, examining and reflecting on relationships between language, culture and identity.

Outcomes

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts.

Knowledge, understanding and skills

At the completion of this course students will be able to:

- apply knowledge of the relationships between the components of characters to deduce the meaning of unfamiliar words
- apply knowledge of *kanji* to interpret the meaning of unfamiliar vocabulary
- scan texts for known *kanji* when reading for gist
- use dictionaries to determine meaning of unknown *kanji*
- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- understand the use of authentic language, such as idioms and colloquialisms
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

8.2 Issues, Perspectives and Contexts

8.2.1 Issues

The study of **Issues** will be undertaken through a range of texts viewed from the **Perspectives** and drawn from the **Contexts**. Each Issue will be studied through one or more of the Perspectives and related texts drawn from one or more of the Contexts so as to ensure that all the Perspectives and Contexts are covered in a balanced way throughout the course.

Through studying the following Issues, students will develop the ability to reflect on and respond to aspects of the language and culture of Japanese-speaking communities locally, regionally and globally.

- **Young people and their relationships**
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society**
Students will consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work**
Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen**
Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.
- **Japanese identity in the international context**
Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally.

8.2.2 Perspectives

Engaging with the **Issues** from different **Perspectives** provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, inquiry and reflection, students develop their own understanding of the Issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Personal – individual identity

Community – connections with the Japanese-speaking communities locally, regionally and worldwide

International – connections with the world as a global citizen.

8.2.3 Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The **Contexts** below provide settings within which students can explore and convey personal understanding in relation to the **Issues**.

- **Social and Community** settings (such as home, family, school, workplace, the internet)
- **Contemporary Literature and the Arts**
- **Media** (such as television, newspapers, radio, the internet).

Texts drawn from the Contexts will provide students with a range of authentic examples of how language is used. Students will read, listen to and view a range of authentic texts in Japanese either in their original or adapted form, relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts. The texts listed below are examples of those that students are likely to have experienced and are likely to encounter in the future.

| Contexts | Examples of texts |
|--------------------------------------|---|
| Social and Community Settings | discussions, interviews, letters, job applications, social networking websites |
| Contemporary Literature and the Arts | films, television programs, short stories, poems, extracts from novels and plays, songs |
| Media | articles, interviews, commentaries, reviews |

By engaging with these texts, students will also develop skills that will allow them to reflect on their own and other cultures, and to make connections between Japanese and English and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

8.3 Personal Investigation

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Japanese by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students choose their area of interest from one of the **Issues**, focusing their investigation of language through one of the **Perspectives** in depth, or more broadly across two or three Perspectives. Texts form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the **Contexts**, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Japanese are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students will be required to provide a personal interpretation as well as demonstrate knowledge of their area of interest through the Personal Investigation. The Personal Investigation will include both an oral and written component. These components will form part of the school assessment requirements.

Research into their chosen area of interest may not begin before the commencement of Year 12. However, throughout the course students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

Students will be required to develop familiarity with the content of their Personal Investigation, such that they are able to provide a brief written summary and participate in an oral interview. The Personal Investigation is the basis for the oral component of the external examination.

Knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience

- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

8.4 Tasks

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

Tasks, which are 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 sophisticated 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 imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

8.5 Characters

A list of characters will be provided in a separate document. It is expected that students will be able to recognise and use the characters on the list as well as understand a wider range of characters relevant to the content of the course.

In school-based assessment and in the external written examination, characters may be included that are not on the list. In such cases the phonetic guide (*furigana/rubi*) will only be used if it is reasonable to expect that students may not be familiar with them.

8.6 Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

Students may already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge, experience or study of Japanese. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Japanese are expected to recognise and use the following grammatical items by the end of the course. They should be read in conjunction with the content of the syllabus.

1 Summary of forms of verbs and adjectives

Plain forms

| Verbs | Adjectives | The verb 'to be' |
|----------------------------|-------------------|-----------------------------|
| ～る：食べる ～う：書く | ～い：赤い な：しずかな所 | ～だ：本だ |
| ～た：食べた 書いた | ～かった：赤かった | ～だった：本だった |
| ～ない：食べない 書かない | ～くない：赤くない | ～では（じゃ）ない： 本では（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： 赤くなかった | ～では（じゃ）なかった： 本では（じゃ）なかった |
| ～よう：食べよう ～おう：書こう | ～いだろう： 赤いだろう | ～だろう：本だろう |

Polite forms

| Verbs | Adjectives | The verb 'to be' |
|----------------------------------|--|---|
| ～ます：食べます 書きます | ～いです：赤いです ～な：しずかな所です | ～です：本です |
| ～ました： 食べました 書きました | ～かったです： 赤かったです ～な：しずかでした | ～でした：本でした |
| ～ません： 食べません 書きません | ～くないです： 赤くないです ～くありません： 赤くありません | ～では（じゃ）ありません： 本では（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： 赤くなかったです ～くありませんでした： 赤くありませんでした | ～では（じゃ）ありません でした： 本では（じゃ）ありませんで した |
| ～ましょう： 食べましょう 書きましょう | ～いでしょう： おもしろいでしょう しずかでしょう | ～でしょう： 本でしょう |

Keigo (Honorific/Humble)

| | | |
|-----------|-----------------|-------------------------------------|
| Honorific | Honorific forms | お待ちになりますか もうすぐ先生が来られます |
| | Lexicalised | めあ 召し上がってください もうすぐ先生がいらっしゃいます |

| | | |
|--------|--------------|-----------------------|
| Humble | Humble forms | ここにございます ここでお待ちします |
| | Lexicalised | 先生からおみやげをいただきました |
| | | 先生の家にかがいます |
| | | 私が参ります |

2 ～て form

| Form | Function/Use | Example |
|-----------|--|--|
| ～て | linking ideas | 町に行ってえい画 <small>が</small> を見ます せが高くて頭 <small>あたま</small> がいいです |
| ～て+ください | requesting | 早く来てください |
| ～て+います | expressing what you are doing | テレビを見ています |
| ～て+みます | expressing what you try to do | 日本語で話してみます |
| ～て+しまいます | expressing that you do something completely, or finish doing something | おかしを食べてしまいました 宿題 <small>しゅくだい</small> を忘 <small>わす</small> れてしまいました |
| ～て+はいけません | forbidding | まだ帰ってはいけません |
| ～て+もいいです | giving permission | もう帰ってもいいです |
| ～て+も | expressing a condition (even if) | たくさんねてもまだねむいです 高くても買います |
| ～て+から | expressing when you do something (after) | いつも勉強をしてからテレビを見ます |

3 ～て form and verbs of giving and receiving

| Form | Function/Use | Example |
|-----------|--|--------------------------------------|
| ～て+くださいます | expressing that a superior does you a favour | 先生が教えてくださいました |
| ～て+くれます | expressing that someone does you a favour | 先生が日本から本 <small>おく</small> を送ってくれました |
| ～て+あげます | expressing that you do a favour for someone | 買ってあげましょうか |
| ～て+もらいます | expressing that you receive a favour from someone | 友だちに作ってもらいました |
| ～て+いただきます | expressing that you receive a favour from a superior | 先生にかしていただきました |

4 ~た、~たら、~たり forms

| Form | Function/Use | Example |
|------------|--|--|
| ~た+ほうがいいです | offering advice | 勉強したほうがいいです |
| ~た+ことがあります | relating your experience | 京都に行ったことがありますか |
| ~た+後(で) | expressing when you do something (after) | 食事をした後(で) テレビを見ました |
| ~たり~たり | expressing that you do various activities or that conditions alternate | 日曜日には家でテレビを見たり本を読んだりします あつ暑かったり さむ寒かったり たいへん大変です |
| ~たら | expressing a condition | わ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 Finite form

| Form | Function/Use | Example |
|--------------|--|--|
| FF+そうです | reporting what someone else said | かれ彼は日本へ帰るそうです ピアノが上手だそうです |
| FF+つもりです | expressing what you intend to do | 来週行くつもりです |
| FF+時／ 間／前 | expressing when you do something (when, while, before) | 私が行った時. . . 日本にいる間. . . 出かける前. . . |
| FF+より | comparing | テレビを見るより本を読むほうが楽しいです |
| FF+かもしれません | indicating possibility | 田中さんも行くかもしれません |
| FF+でしょう | indicating probability | 雪になるでしょう |
| FF+はず | describing an expectation | かれ彼はまんがが大好きだからこれをもう読んだはずです |
| FF+べき | indicating an obligation | リサイクルするべきです |
| FF+と | quoting what someone said | かれ彼は日曜日に来ると言いました |
| FF+と思います | expressing what someone thinks | 午後は晴れると思います |

| | | |
|---------------------------------------|--|---|
| FF+ため | indicating purpose | 大学に入るために一生けんめい勉強します |
| FF+ように | indicating purpose, result or requesting | かぜをひかないように薬 ^{くすり} を飲みました 私に電話するように言ってください |
| FF+し | linking statements or reasons | 山田さんはやさしいし頭 ^{あたま} もいいです |
| FF+NOUN | describing using a clause | 田中さんが読んだ本 . . . きのう兄が見たえい画 ^が . . . |
| FF+の/んです | explaining, clarifying | おなかがいたいんです |
| FF+うち | expressing when you do something (while) | 雨がふらないうちに帰りましょう |
| FF+のに | linking ideas (even though) | わか ^{わか} 若いのによく仕事ができます |
| FF+なら | expressing a condition (contextual) | みんなが行くなら私も行きます |
| FF+らしい NOUN +らしい ADJECTIVE +らしい | expressing how something appears | だれかがここでキャンプをしていたらしいです あの店は安いらしいです |
| FF+みたい NOUN +みたい | expressing how something appears | 雪になるみたいです りんごみたいなくだものです |
| FF+ようです NOUN のようです | expressing how something appears | 今日は休みのようです |

6 ~ます base

| Form | Function/Use | Example |
|------------|-------------------------------------|---------------------|
| BASE+なさい | expressing a command | 本を読みなさい |
| BASE+そうです | expressing how something appears | 雨がふりそうです おいしそうです |
| BASE+かた | expressing how to do something | ケーキの作り方を教えてください |
| BASE+にくいです | saying something is difficult to do | ローマ字は読みにくいです |
| BASE+やすいです | saying something is easy to do | ひらがなは読みやすいです |

| | | |
|------------------|---|---|
| BASE + たいです | expressing what you want to do | ラジオを聞きたいです |
| BASE + たいと思っています | expressing what you would like to do | 来年ヨーロッパに行きたいと思っています |
| BASE + に | indicating purpose | えい画 ^が を見に行きます |
| BASE + ながら | indicating actions done simultaneously | ラジオを聞きながら新聞を読みます |
| BASE + すぎます | indicating that something is excessive | 食べすぎて、おなかがいたいです この時計は高 ^{とけい} すぎます |
| BASE + はじめます | indicating that you begin to do something | 本を読み始めました |

7 ~ない base

| Form | Function/Use | Example |
|------------------|--|------------------|
| BASE + なければなりません | indicating necessity | 勉強しなければなりません |
| 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 |
| BASE + ないでください | requesting not to do something | 英語で話さないでください |
| BASE + ないで | linking ideas | テレビを見ないで勉強しなさい |
| BASE + ないほうがいいです | offering advice | お金を持って来ないほうがいいです |

8 ~ば form

| Form | Use | Example |
|---------|------------------------|----------------------------|
| (もし) ~ば | expressing a condition | 早く行けば道はこんでいません 安ければ買います |

9 ~える / ~られる form

| Form | Function/Use | Example |
|-------------|--------------------------------------|------------|
| BASE + えます | indicating that you can do something | 漢字で書けます |
| BASE + られます | | さしみが食べられます |

10 ~おう／よう form

| Form | Function/Use | Example |
|---------------|-------------------------|-------------|
| ~おう／よう +と思います | expressing an intention | 日本へ行こうと思います |

11 Passive/causative forms

| Form | Function/Use | Example |
|-------------------|----------------------|---------------------|
| Passive | General | ネズミがネコに食べられました |
| | Adversative | 急に雨に降られました |
| | Voluntary | 昔のことが思い出されます |
| Causative | General | 母親は子どもに野菜を食べさせました |
| | Asking permission | 行かせてください |
| | Receiving permission | 行かせてもらいました |
| Passive-Causative | Passive-Causative | 子どもは母親に野菜を食べさせられました |

12 Imperative form

| Form | Function/Use | Example |
|------------|--------------|----------|
| Imperative | Command | 早く行け |
| | Prohibition | そんなことするな |

13 Negation

| Form | Function/Use | Example |
|--|------------------|---|
| では ない | basic negative | それは本当ではありません |
| ~のではない ~わけではない ~(も/さえ)ない かならずしも~ない ~とは限らない | partial negative | 私たちだけがやるのではありません 私は反対しているわけではありません その部屋には、いすさえありませんでした かならずしも反対ではありません 成功するとはかぎりません |

| | | |
|---|--|---|
| ～なく(は/も) ない ～ないこと (は/も)ない ～ないわけ (は/も)いかない ～ないわけで (は/も)ない | double negative (hesitant positive with reservation) | お 分からなくもないです その ^{かんが} えが ^わ 分らないことは ないですが、 ^{さんせい} 賛成できません そのミーティングに出ないわけ にはいきません できないわけではないが、時間 がかかります |
| ～までもない ～わけがない ～はずがない ～わけに(は/も)いかな い | others | それは言うまでもないです そんなことがあるわけがありま せん ^{かれ} 彼が ^{さんせい} 賛成するはずがありません 今日は行くわけにはいきません |

14 Particles

| Particle | Function/Use | Example |
|----------|---|---|
| は | topic marker contrast | 私は高校生です 本はありません |
| が | subject subject in subordinate clause expressing likes, abilities | 父がそう言いました ^{かれ} 彼が来た時. . . りんごが好きです 日本語ができますか 本が読めます |
| の | possessive (of, 's) possessive pronoun | 私の本です それはあの人のです |
| | adjectival locational optional alternative to が in adjectival clauses | 日本の車です つくえの上にあります 本田さんの書いた手紙を 読みました |
| に | place of existence (in, at, on) destination (to, into, onto) indirect object point of time purpose | ここに新聞があります 町に行きます 先生にわたしてください 三時半に行きましょう えい ^が 画を見に行きます |
| へ | direction (to) | 右へまがってください |

| | | |
|---|---|--|
| を | direct object place of motion (along, through) | コーラを飲みます この道をまっすぐ行きます |
| で | place of action by means of | 学校で習 <small>なら</small> いました おはしで食べます |
| と | linking (and) | 本とざっしを買いました |
| や | linking (and etc.) | 本やざっしを買いました |
| か | stating alternatives (or) with interrogatives | 土曜日か日曜日に行きましょう だれか来ましたか |
| も | too, also both neither ... nor with interrogatives with quantitative words with interrogative + negative | 私も行きます クリケットも野球 <small>やきゅう</small> も好きです 犬 <small>いぬ</small> もねこもいません 何回 <small>かい</small> も行きました 少しもありません だれも来ません |

15 Words indicating extent

| Word | Function/Use | Example |
|-----------------------------|--|---|
| から | since, from (a point of time) since, from (a place) | 三時から四時までです イタリアから来ました |
| まで | until (a point of time) to, as far as (a place) | ひる 昼まで働きます 駅まで歩きます |
| ごろ | approximate point of time | 三時ごろ帰ります |
| ぐらい／くらい | approximate amount/time/length | 五百人ぐらいいます |
| しか | extent + negative (only) | 千円しかありません |
| だけ | extent (only) | 一人だけです |
| より | comparative (than) | すしはそばより高いです |
| いちばん／ <small>もっと</small> 最も | superlative (the most) | これが一番好きです <small>もっと</small> 最も人口が <small>おお</small> 多い都市は東京で す |
| ほど | (not as) ~ as~ | 私は田中くんほどはやく走れ |

| | | |
|-----|---|---|
| | to the extent of | ません |
| ばかり | extent (nothing but) | あまいものばかり食べてはいけません |
| ところ | just about to do something be in the middle of doing something have just done something | 今出かけるところです 今ご飯を食べているところです 今宿題 <small>しゅくだい</small> が <small>お</small> 終わったところです |
| こそ | emphasising noun | これこそ本当の原因 <small>げんいん</small> です |
| さえ | adding emphasis (even) | 小学生 <small>さんか</small> さえ参加しています |

16 Compound particles

| Word | Function/Use | Example |
|--|---|--|
| に対して に関して にかかわる | indicating target/subject | 環境問題 <small>かんきょうもんだい</small> に対して・関 <small>かん</small> して・ かかわる色々な調 <small>ちょう</small> さをしました |
| によって を通じて のおかげで のせいで によると にもとづいて をもとに | indicating means/cause/base | みんなの意見 <small>いけん</small> によって決 <small>き</small> まりました 一年を通じていい気候 <small>きこう</small> です テクノロジーのおかげで生活 <small>せいかつ</small> が楽 <small>らく</small> になりました ぼくのミス <small>しあ</small> のせいで試合 <small>しあひ</small> にま けました 新聞によると、中国で地震 <small>じしん</small> が ありました このデータにもとづいて・を もとに 決 <small>き</small> めました |
| において におうじて しないで を問わず にかかわらず なしに (なくして) なしで | indicating situation/circumstances, context | 現代社会 <small>げんだいしゃかい</small> において、いじめは 大きい問題 <small>もんだい</small> です じょうきょうにおうじて決 <small>き</small> めま しょう じょうきょう次第 <small>しだい</small> で行くかど うか決 <small>き</small> めます 男女 <small>と</small> を問わず、もうしこんで ください 年齢 <small>れい</small> にかかわらず参加 <small>さんか</small> してく ださい |

| | | |
|--|--|--|
| | | 先生のきょかなしに入っは いけません おこづかいなしで、一ヶ月く らすのは大 ^{たいへん} 変でした |
|--|--|--|

17 Conjunctions (follow non-final verbs)

| Conjunction | Function/Use | Example |
|-------------|---------------------------------------|---|
| が | linking (but) | ひらがなは知っていますが 漢字は知りません |
| から | cause (because, since) | つかれたからもうねます |
| ので | cause, reason (so) | 雨がふったので行きません でした |
| と | conditional (when, if) quoting | 雨がふるとすずしくなり ます 「わかりません」と言いま した |
| のに | linking (even though) | 雨がふったのに行きました |

18 Nominalisers

| Nominaliser | Function/Use | Example |
|-------------|--------------------------|---|
| の | nominalisation (the one) | 赤いのをください 食べるのが好きです |
| こと | nominalisation | 行くことができます 行くことがあります 行くことにします 行くことになります |

19 Sentence final particles

| Particle | Function/Use | Example |
|----------|---|--|
| ね/ねえ | confirming seeking agreement (isn't it?) | いいお天気ですね |
| よ | assuring gently persuading | いいえい ^が 画ですよ えい ^が 画に行こうよ |
| か | question marker | だれですか |
| の | soft question marker | どこへ行くの? |

| | | |
|----|-------------------------------|--------------|
| | soft sentence ending | かれ 彼は来ないの |
| わ | mild emphasis (feminine) | きれいだわ |
| ぞ | emphasis (male) | この夏休みは遊ぶぞ |
| さ | mild emphatic sentence ending | 勉強もするさ |
| とも | strong assuring (male) | もちろんするとも |

20 Affixes

| Form | Function/Use | Example |
|---------------------------|---|---|
| suffix 的 てき | changing nouns to adjectives | でんとうてき ぎょうじ せつ 伝統的な行事を大切にしたいです |
| suffix さ | changing adjectives to nouns | このおもしろさは外国人にはわ かりにくいです |
| suffix 化 か | changing nouns to verbs making compound nouns | これはもういっばんか 国際化が進みました |
| suffix がる | changing adjectives to verbs for the third person | 子どもはおもちゃをほしがりました |
| prefix 不 非 未 無 はん 反 | changing words to the negative | ふまんぞく ひじょうしき みかいほつ 不満足 非常識、未開発、 むせきになん はんせいふ 無責任、反政府 |

9 Other considerations

9.1 The place of English

Japanese in Context learners may have gained some knowledge of Japanese in their early years while also developing strong English language skills through living and attending school in Australia. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Japanese in an expanding range of contexts. Using Japanese as the primary medium of instruction will maximise these learning opportunities in the classroom.

With the development of their bilingual and bicultural identity, these learners increase their ability to move between Japanese and English depending on the context of language use. This capacity to mediate meanings between English and Japanese is a valuable skill and developing this skill should be an integral part of a balanced curriculum for these learners. Therefore, the use of English has a role in learning and in assessment in allowing students, for example, to interpret linguistic, cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

9.2 The role of digital technologies

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

ICT can be used to access, manage and evaluate information appropriately, develop new understanding, and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to interact with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries.

Access to authentic and interactive online resources in Japanese may provide an effective means of developing all language skills. Establishing networks and partnerships, such as sister-school relationships online, will also provide opportunities for students to interact in Japanese, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be presented, captured, monitored, stored and assessed through a range of appropriate digital technologies.

9.3 Dictionaries

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include print, electronic and online dictionaries. 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 *Suggested Resources* on the NESAs website. Students are able to use monolingual and/or bilingual print dictionaries in the external written examination. Students are also able to use print character dictionaries in the external written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Japanese in Context Stage 6*.

10 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Japanese in Context syllabus is contained in *Assessment and Reporting in Japanese in Context 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 HSC 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 Japanese in Context Stage 6 are available on the NESAs website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc.

11 Post-school opportunities

The study of Japanese in Context 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 in Context 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 course will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisation (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 Heritage Japanese in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the NESA and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Japanese in Context 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 in Context Stage 6 so that the degree of recognition available can be determined.