

**B O A R D O F S T U D I E S**  
N E W S O U T H W A L E S

# **Japanese Background Speakers**

## **Stage 6**

### **Syllabus**

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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 students' physical and spiritual development.

## **2 Introduction for Japanese in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard/official version of Japanese. Some dialectal variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal (including honorific) language.

### **2.2 Description of Target Group**

The *Japanese Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Japanese.

Eligibility criteria exist for courses in Japanese. See the Assessment, Certification and Examination (ACE) manual for details.

### **2.3 Rationale**

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

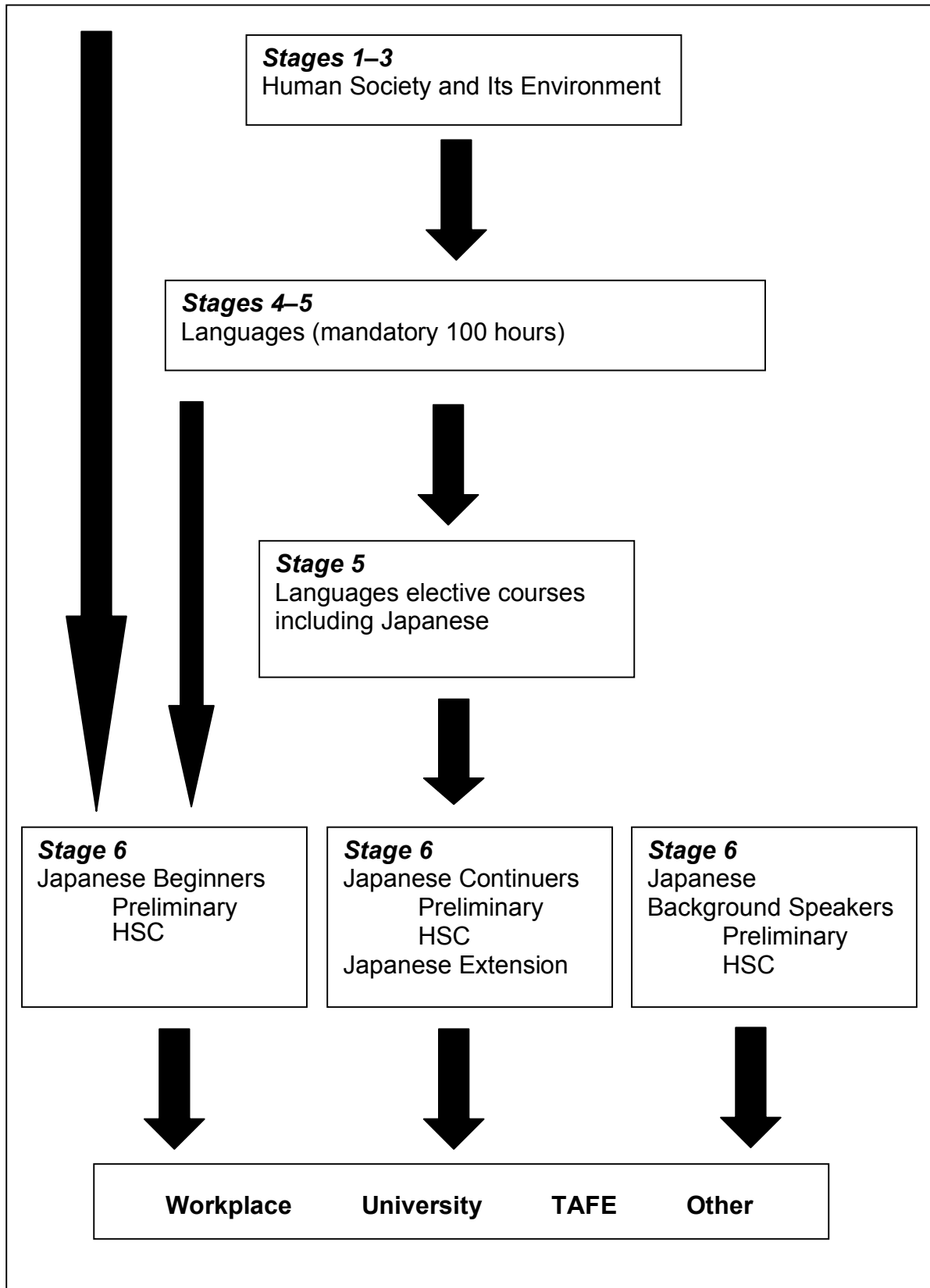
The study develops an understanding of how attitudes and values are shaped within both Japanese-speaking and Australian communities.

Japanese has been identified as one of the priority languages of the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. As a result of the links between Japan and Australia, a considerable number of Japanese are spending some years in Australia.

Significant numbers of universities and other institutions provide opportunities for further study of Japanese.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

### 3 Continuum of Learning for Japanese Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Japanese.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Japanese builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Japanese at Continuers or Background Speakers level as appropriate. An Extension course is also available for students at Continuers level. Students may also begin the study of Japanese in Stage 6.

## 4 Aims

The aims of the syllabus are to develop students':

- ability to use Japanese to communicate with others
- understanding and appreciation of the cultural contexts in which Japanese is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Japanese and English and/or other languages
- cognitive, learning and social skills
- potential to apply Japanese to work, further study, training or leisure.

## 5 Objectives

Students will achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Japanese

Objective 2 — express ideas through the production of original texts in Japanese

Objective 3 — analyse, evaluate and respond to a range of texts that are in Japanese

Objective 4 — understand aspects of the language and culture of Japanese-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Japanese and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Japanese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

### **The HSC Course (120 indicative hours)**

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

## 7 Objectives and Outcomes

### 7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. exchange information, opinions and ideas in Japanese	The student: 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 exchanges and justifies opinions and ideas 1.3 uses appropriate features of language in a variety of contexts
2. express ideas through the production of original texts in Japanese	2.1 sequences and structures information and ideas 2.2 uses a variety of features to convey meaning 2.3 produces texts appropriate to context, purpose and audience 2.4 produces texts which are persuasive, creative and discursive

<p>3. analyse, evaluate and respond to a range of texts that are in Japanese</p>	<p>3.1 identifies main points and detailed items of specific information</p> <p>3.2 summarises and interprets information and ideas</p> <p>3.3 infers points of view, values, attitudes and emotions from features of language in texts</p> <p>3.4 compares and contrasts aspects of texts</p> <p>3.5 presents information in a different form and/or for a different audience</p> <p>3.6 explains the influence of context in conveying meaning</p> <p>3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts</p> <p>3.8 responds to texts personally and critically</p>
<p>4. understand aspects of the language and culture of Japanese-speaking communities</p>	<p>4.1 examines and discusses sociocultural elements in texts</p> <p>4.2 recognises and employs language appropriate to different sociocultural contexts</p> <p>4.3 compares and contrasts Australian and Japanese communities</p>

## 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 necessary for further education, work and everyday life.

Key competencies are embedded in the Japanese Background Speakers 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 classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, students will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards students' development of the key competency ***solving problems***.

## 8 Content

The content will be described through themes and contemporary issues, texts and text types, tasks and grammar. Both the Preliminary and HSC courses will focus on the study of language and ideas through themes. The prescribed themes will be studied through a range of texts. For the HSC course, texts will be prescribed.

### 8.1 Themes

Themes provide a context and organisational focus within which students will develop their knowledge of Japanese.

The study of themes, presented through a range of texts, will enable students to reflect on and respond to aspects of the language and culture of Japanese-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions and ideas.

#### 8.1.1 Prescribed Themes & Contemporary Issues

There are four prescribed themes:

- the individual and the community
- youth culture
- national identity
- global issues.

Each theme has a number of contemporary issues with which students will engage in their study of Japanese. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

The theme, *the individual and the community*, enables students to examine the relationship between individuals and groups. This theme will explore changing attitudes towards family and gender groups.

The theme, *youth culture*, examines the role of young people in society, and takes into account social and educational perspectives.

The theme, *national identity*, examines the ways in which Japanese culture has changed. It will also enable students to compare Japanese and other cultures.

The theme, *global issues*, allows students to explore issues which are relevant to the global community, such as the human experience, the environment and technology.

The following themes and contemporary issues are prescribed for both the Preliminary and HSC courses.

<b>Themes</b>	<b>Contemporary Issues</b>
<ul style="list-style-type: none"> <li>• the individual and the community</li> </ul>	<ul style="list-style-type: none"> <li>• the family in contemporary society</li> <li>• the impact of a changing society on the individual</li> <li>• gender roles in today's society</li> </ul>
<ul style="list-style-type: none"> <li>• youth culture</li> </ul>	<ul style="list-style-type: none"> <li>• pressures on young people today</li> <li>• the place of education in young people's lives</li> <li>• the role of leisure in the young person's world</li> </ul>
<ul style="list-style-type: none"> <li>• national identity</li> </ul>	<ul style="list-style-type: none"> <li>• reconciling traditional and contemporary Japanese culture</li> <li>• Japan and the international community</li> </ul>
<ul style="list-style-type: none"> <li>• global issues</li> </ul>	<ul style="list-style-type: none"> <li>• the universality of human experience</li> <li>• preserving the environment</li> <li>• the impact of technology</li> </ul>

### 8.1.2 Texts and text types

The term ‘text’ refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as ‘text types’. For example, texts such as a letter, or an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students will read, listen to and view a range of texts and text types in Japanese relevant to the prescribed themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students will be expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students will analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students will analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students will examine the ways different text types use different devices to convey meaning.

Students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Japanese and English and/or other languages.

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination. However, teachers will introduce students to a wider range of text types in the course of their teaching and learning programs.

advertisements	interviews	recounts
announcements	journal entries	reports
articles	letters	reviews
descriptions	narrative accounts	speeches/talks (scripted)
essays	personal profiles	

Through wide reading, listening and viewing of texts, students will gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective. Close analysis of the prescribed texts for the HSC course will complement students’ understanding of the themes and afford an in-depth understanding of the contemporary issues which arise from them. Prescribed texts will be linked to a theme and at least one contemporary issue within the theme.

## 8.2 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge or study of Japanese.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Japanese for Background Speakers are expected to recognise and use.

口語文法

文章- それだけで一つの完結した意味のまとまりを表す、最も大きなことばの単位である。

段落- 文章の中での、まとまった内容を表す一区切りのことである。

文 - まとまった内容を表して言い終える一続きのことば。終わりに句点（。）をつける。

文の種類

単文	主語と述語の関係が1回だけのもの
重文	主語と述語の関係が2回以上のもの
複文	連文節の中に主語と述語の関係を含むもの

文節- それ以上小さく区切ると、意味がわかりにくくなる一区切りのことば。文を組み立てる単位である。

文節には文中での働きがあり、これを「文の成分」という。主語・述語・修飾語・

接続語・独立語がある。

基本文型

(主語)	(述語)
1. 何（だれ）が、	どうする
2. 何（だれ）が、	どんなだ
3. 何（だれ）が、	何だ
4. 何（だれ）が、	ある（いる・ない）

単語- これ以上分けることのできない、いちばん小さいことばの単位。

(品詞 - 文法上の性質によって分類した単語のグループ)

品詞分類表						
単語	自立語	活用する	述語になる (用言)	動作・作用・存在を表す	ウ段で終わる	動詞
				性質・状態を表す	「い」で終わる	形容詞
					「だ」で終わる	形容動詞
		活用しない	主語になる (体言)	物事を表す		名詞
				物事を指し示す		代名詞
			修飾語になる	主として用言を修飾する		副詞
				体言を修飾する		連体詞
			接続語になる	主として文と文をつなぐ		接続詞
			独立語になる	感動・呼びかけ・応答を表す		感動詞
	付属語	活用する	意味を付け加えたり、話し手の判断を表したりする			助動詞
		活用しない	語と語との関係を示したり、意味を付け加えたりする			助詞

There is no prescribed character list for this syllabus. However, students will be expected to read and write *kyoiku kanji* and recognise *joyo kanji* in texts.

### 8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in the structuring of a program that allows students to work towards meeting the objectives and learning outcomes. Tasks provide opportunities for using language in a meaningful context. They should be designed to challenge students at increasingly complex levels.

Tasks can be described as having four 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, 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 in students' overall cognitive development).

### 8.4 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

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 Background Speakers Stage 6*.

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues and texts are prescribed for study.

### **9.1 HSC Course Prescriptions**

There are prescribed texts required for study in the Japanese for Background Speakers Stage 6 HSC course. These are published on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). As the prescribed texts are reviewed, the amendments will be notified on the Board of Studies website.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

## **10 Post-school Opportunities**

The study of Japanese 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 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.

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Japanese Background Speakers syllabus is contained in *Assessment and Reporting in Japanese Background Speakers 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 Background Speakers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)