

Japanese in Context

Stage 6 Syllabus (2023)

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Introduction

Stage 6 curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to the:
 - application of knowledge, understanding, skills, values and attitudes in the fields of study they choose
 - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
 - capacity to work collaboratively with others
 - respect for the cultural diversity of Australian society
 - desire for lifelong learning in formal or informal settings
- provide a flexible structure within which students can meet the challenges of and prepare for:
 - further academic study, vocational training and employment
 - evolving work practice and rapid technological change
 - full and active participation as global citizens
 - provide formal assessment and certification of students' achievements
 - promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the *Australian Core Skills Framework*.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

Japanese in Context Stage 6 Syllabus

The language

The language to be studied and assessed is Modern Standard 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.

The learners

Japanese in Context language learners are typically those who have been brought up using the Japanese language outside the classroom, and who have a connection to Japanese culture. They have varying degrees of knowledge and understanding 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 the Japanese in Context 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 to courses in Japanese. See [Eligibility for Stage 6 Languages courses](#) on the NESA website.

Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with disability, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with disability

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with disability. [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with disability can access outcomes and content from Stage 6 syllabuses in a range of ways. Students may engage with:

- Stage 6 syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected Stage 6 Life Skills outcomes and content from one or more Stage 6 Life Skills syllabuses.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Languages](#)
- [Special Education](#).

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an additional language or dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of

English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

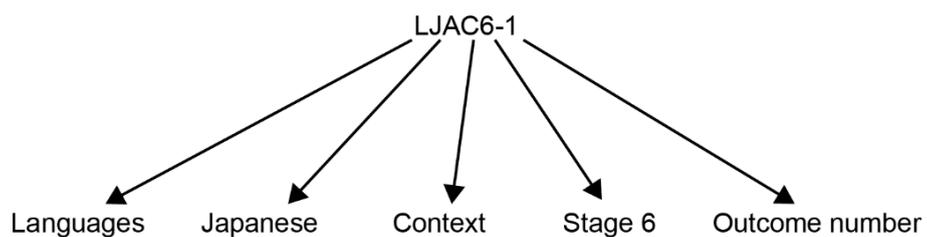
The [ESL scales](#) and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

Japanese in Context Key

The following codes and icons are used in the *Japanese in Context Stage 6 Syllabus*.

Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage and outcome number. For example:



Outcome code	Interpretation
LJAC6-1	Languages, Japanese, in Context, Stage 6 – Outcome number 1

Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

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 promotes understanding and appreciation of the diverse values and attitudes within the wider Australian community and beyond, in recognition that multilingualism and multiculturalism are integral parts of Australian society.

The Japanese in Context course enables students to strengthen personal connections to their heritage, through the development of a mature and positive appreciation of their language and culture. Through their learning, the development of their bilingual and bicultural identity can be enhanced.

Students studying the Japanese in Context course bring to their language learning prior knowledge and experience in both Japanese and English. The provision of a course for these learners provides them with enhanced opportunities to develop communication skills beyond community and national boundaries in an increasingly interconnected world.

Japanese is the standard language of Japan, one of Australia's neighbours in Asia. Japan is one of Australia's largest trading partners, with ongoing exchange in security, diplomacy and education.

Australia has an increasing number of residents who identify with Japanese heritage. Japan is a popular holiday destination for Australians and is one of Australia's important inbound markets for tourism.

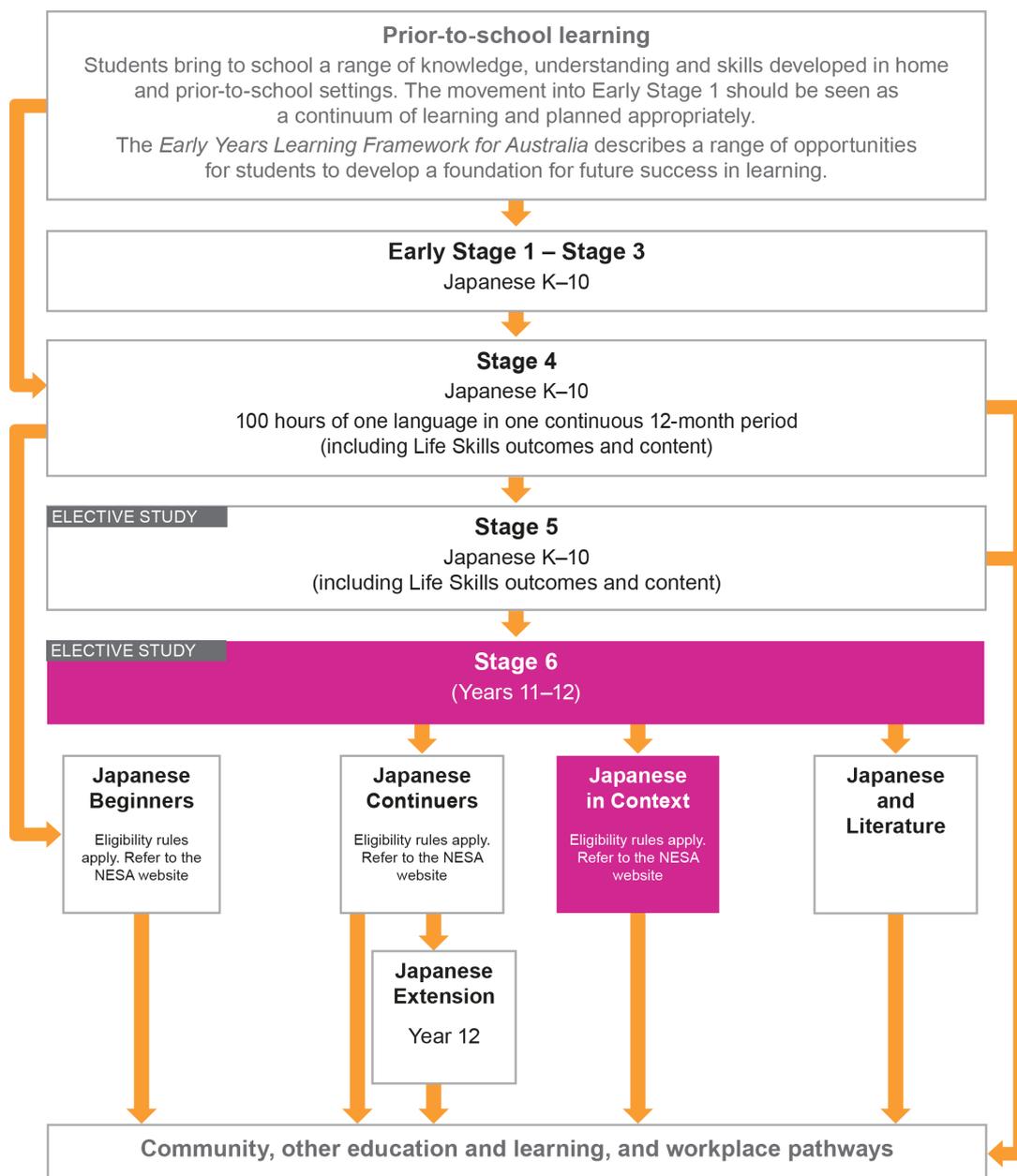
Japanese is an important language for young learners in Australia, as Australia progresses towards a future of increased trade, investment, educational exchange, research and development in science and technology, and engagement with Asia. Students develop an appreciation for Japan and the place of Australia within Asia, including the interconnections of languages and cultures, peoples and communities, histories and economies.

Students studying the Japanese in Context course will be provided with the opportunity to explore their identity and the values and traditions of Japan and Australia. Students explore how they can contribute to society as a bilingual/bicultural or multilingual/multicultural individual.

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

Place of the Japanese in Context Stage 6 Syllabus in the K–12 Curriculum



Aim

The study of Japanese in Context in Stage 6 enables students to use Japanese to communicate in a range of contexts and understand language as a system. They strengthen their appreciation of Japanese linguistic and cultural heritage, and make connections between Japanese and English and/or other languages. Students develop an understanding of how culture and identity are created and expressed through language and the importance of Japanese in a diverse and increasingly interconnected world.

Objectives

Knowledge, understanding and skills

Interacting

Students:

- interact in spoken Japanese through the exchange of information, ideas and opinions, applying knowledge and understanding of the relationships between language, culture and identity

Processing and responding

Students:

- process and respond in English or Japanese to texts in Japanese and reflect on the relationships between language, culture and identity

Composing

Students:

- compose spoken, written, digital and/or multimodal Japanese texts, demonstrating knowledge and understanding of the relationships between language, culture and identity

Values and attitudes

Students value and appreciate:

- the importance of Japanese as a world language
- the power of language to explore and portray the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts.

Outcomes

Table of objectives and outcomes – continuum of learning

Knowledge, understanding and skills

Interacting

Students interact in spoken Japanese through the exchange of information, ideas and opinions, applying knowledge and understanding of the relationships between language, culture and identity.

Stage 6 course outcomes

A student:

LJAC6-1 exchanges information, justifies and reflects on opinions and ideas in Japanese

LJAC6-2 uses features of spoken Japanese for a variety of purposes appropriate to different audiences and cultural contexts

Processing and responding

Students process and respond in English or Japanese to texts in Japanese and reflect on the relationships between language, culture and identity.

Stage 6 course outcomes

A student:

LJAC6-3 identifies gist, main points and specific information in texts

LJAC6-4 synthesises information and ideas from texts

LJAC6-5 analyses features of language in texts **LJAC6-**

6 responds to texts personally and critically

LJAC6-7 analyses the way in which values, beliefs, culture and identity are expressed in texts

Composing

Students compose spoken, written and digital and/or multimodal Japanese texts, demonstrating knowledge and understanding of the relationships between language, culture and identity.

Stage 6 course outcomes

A student:

LJAC6-8 uses knowledge and skills to compose a variety of texts in Japanese for a range of contexts, purposes and audiences

LJAC6-9 applies knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Japanese

Speaking, listening, reading and writing skills are integral for students who are developing their learning of Japanese. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Japanese in Context Stage 6 syllabus*.

Stage 6 course structure and requirements

The Stage 6 course is intended to provide students with the opportunities to develop their communication skills, knowledge and understanding of Japanese language, culture and identity through six modules and related texts. Each module, with the exception of the sixth module, Personal Investigation, relates to a single issue. Note that study of the sixth module may not commence until the beginning of the Year 12 course.

Modules

Each module in the Stage 6 course relates to an issue or in the case of the Personal Investigation module can relate to any of the issues. The study of the issues is undertaken through a range of texts viewed from personal, community and international perspectives.

In each module students have opportunities to engage with learning tasks involving the skills of listening, speaking, reading and writing in isolation or in combination*. In the Personal Investigation module, students explore an area of interest related to one of the issues. This study may not commence before the beginning of Year 12.

* Some students with disability may require adjustments to access these learning tasks, or may need to access an alternative task.

Stage 6 course (240 hours)

Modules	Indicative hours
Young people and their relationships	40
Traditions and values in contemporary society	40
The nature of work	40
The individual as a global citizen	40
Australian identity	40
Personal Investigation (Year 12 only)	40

Young people and their relationships

Issue: Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

Traditions and values in contemporary society

Issue: Students consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society.

The nature of work

Issue: Students consider the opportunities afforded bilingual students in Australian and Japanese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

The individual as a global citizen

Issue: Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.

Australian identity

Issue: Students consider the changing nature of Australian identity, from the viewpoints of a range of groups such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.

Students explore how identity and culture are expressed in a range of texts in both Japanese and English, including texts relating to:

- Aboriginal and/or Torres Strait Islander histories and cultures composed or endorsed by Aboriginal and/or Torres Strait Islander People(s),
- Australian/Japanese composers working in Japanese or English
- Japanese composers in Japanese-speaking countries.

They also investigate how ideas concerning identity have changed over time, and how these changes are reflected in contemporary and/or historical texts. The texts should reflect an appropriate level of linguistic difficulty for students and could include short stories, films, songs, poetry, digital texts and excerpts from longer works.

Personal Investigation

The Personal Investigation allows students to reflect on their own learning and their personal and cultural identity in Japanese.

For in-depth analysis, students choose an area of investigation relating to one of the course issues. Students develop both a critical and a personal response to the area of investigation. In an extended written response in Japanese, they investigate the context and development of the area of study, how attitudes to the area of study have varied over time, how attitudes towards the area of study may vary in different parts of the world, and how the area of study is reflected and explored in a range of texts selected by the student to complement the research.

Texts are an integral component of the Personal Investigation and the investigation must include reference to at least two texts, ie one from each of the fiction and nonfiction genres and at least one of which must be

in Japanese. The number of texts is dependent on the nature of texts selected.

However, the number of texts must allow students to explore their chosen area of investigation in sufficient depth.

Research into their chosen area of study 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.

Content

Content defines what students are expected to know and do as they work towards syllabus outcomes.

It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in HSC examinations.

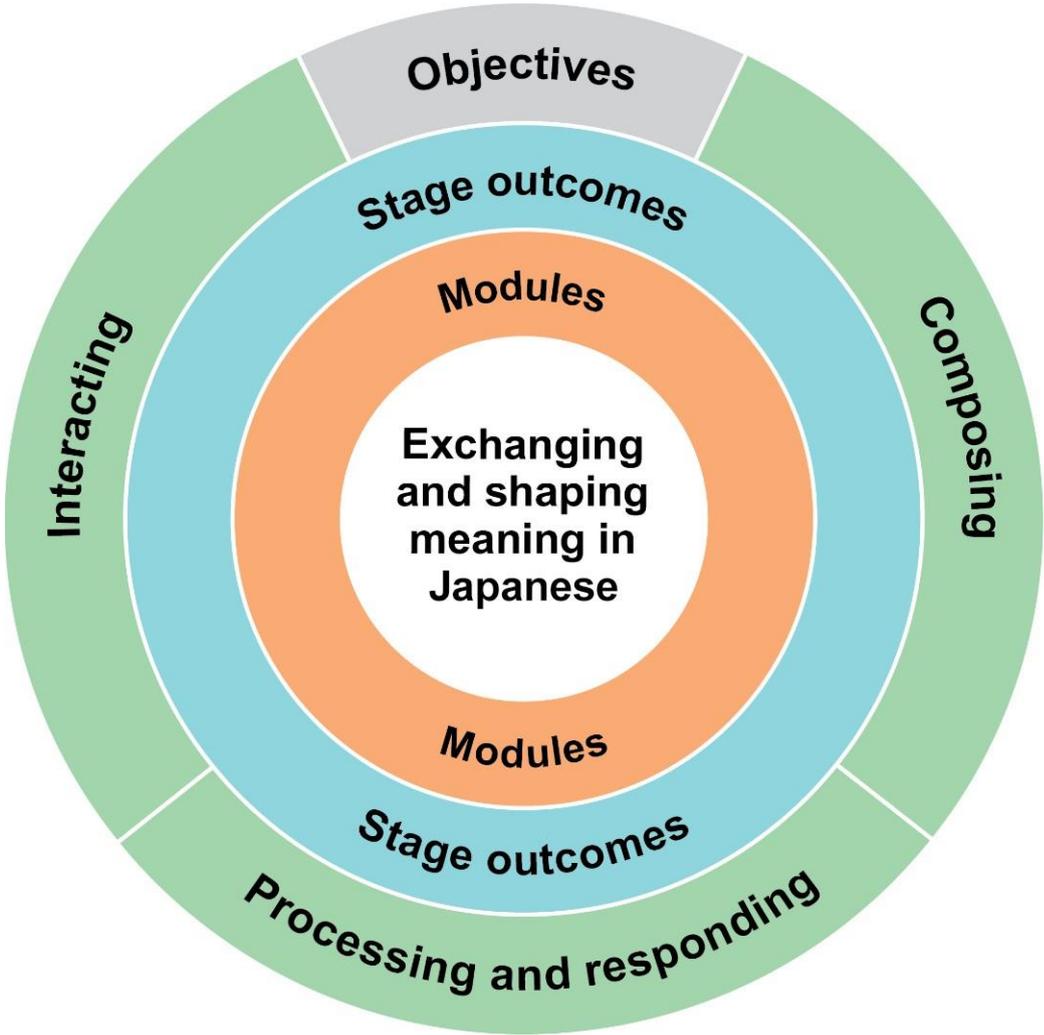
Content including knowledge and understanding of linguistic structures and vocabulary and *kanji* should be taught in an integrated way by providing meaningful learning experiences for students through relevant and appropriate exercises, activities and tasks.

In general, the examples of content are learning tasks (see glossary) that involve the purposeful use of language and the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.

The course objectives express knowledge, understanding and skills that are demonstrated through outcomes and content. Across Stage 6 these are applied within the context of modules, the study of issues, and a range of texts.



Learning across the curriculum

NSW syllabuses provide a context within which to develop core knowledge, understanding and skills considered essential for the acquisition of effective, higher-order thinking skills. These skills will underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, and information and communication technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the

Japanese in Context Stage 6 Syllabus in the following ways:

Aboriginal and Torres Strait Islander histories and cultures 🇺🇸

The study of Japanese provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages and cultures, and to develop their understanding of concepts related to the diverse linguistic and cultural landscape of Australia.

Through the study of a range of texts in a variety of media, and through discussion and research, students are provided with opportunities to develop their understanding and appreciation of the cultural expression of

Aboriginal Peoples as the most sustained in the world. Texts include those about Aboriginal and Torres Strait Islander histories and cultures and/or by Aboriginal and Torres Strait Islander authors that reflect this priority in English or in translation.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for students to engage with Asia and recognise the contribution of Asian Australians to Australian society and heritage. Studying texts from Japanese-speaking countries can assist students to develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students explore the impact on Japanese language of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture from other Asian countries. They are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability

Learning in the Japanese in Context course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Japan, in Japanese-speaking communities in Australia and the world. They engage with a range of texts, and analyse their historical and sociocultural contexts to interpret and present information, ideas and opinions on concepts such as environmental and social sustainability, climate, conservation, linguistic and cultural ecologies. Through communication with others, negotiating meaning and mutual understanding, and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

Critical and creative thinking

The study of Japanese provides opportunities for students to analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. They analyse and manipulate the relationship between language and meaning when translating a text. Students experiment with text structures and language features as they transform or adapt texts for different contexts, purposes and audiences. Students use critical thinking when they use their knowledge of Japanese to analyse a range of texts in relation to their context, purpose, audience, and structural and language features.

They justify their personal interpretations when responding to texts, and understand the difference between personal and critical perspectives.

Ethical understanding

Through the study of Japanese, students begin to develop an increased understanding of complex contemporary issues and the questions surrounding rights and responsibilities and how these apply to our modern world. Students are provided with opportunities to develop greater empathy for the attitudes and opinions of others by interacting with a range of texts. Ethical understanding is explored through the

selection of texts for study, for example when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. They are provided with opportunities to develop effective and ethical research strategies and practices, and to become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability

Information and communication technology (ICT) is an integral part of the study of the Japanese in Context course. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others. They explore, analyse and compose digital and multimodal texts, and evaluate the quality of information and ideas presented in multimodal texts. They can develop skills in reading, viewing and responding to digital and multimodal texts, and in analysing the effects of the use of different media on meaning and interpretation, including in new and emerging textual forms.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students studying the Japanese in Context course are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Japanese and English, and making comparisons with other languages and cultures. They examine differences in language use, traditions and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants.

Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences.

Literacy

Literacy is embedded in the Japanese in Context course. Students who are studying the Japanese in Context course are provided with opportunities to continue their literacy development. Improving competency in their first language or language of their cultural heritage supports and enhances the development of literacy in English.

Students examine grammatical concepts that serve particular functions and represent part of the system of language. They explore information and ideas that are communicated in the texts and consider the ways in which the content, form and language of the texts have been composed and assembled.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts,

explaining and evaluating textual features and structure and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose a range of texts in different modes for a range of contexts, purposes and audiences, applying their knowledge of grammatical structures, word order and sentence construction. Students translate texts using resources for the school and wider community, making comparisons between Japanese and English textual features, and linguistic and cultural elements. They apply knowledge and understanding of literary devices and language concepts to express ideas in texts or convey the sense of texts in new or different contexts.

Numeracy

Students use numeracy skills when they create and interpret sequences and spatial information, consider timing and sequence in texts, draw conclusions from statistical information, or use quantitative data as evidence in analytical texts. They construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Students develop personal and social capability as they interact in Japanese in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. Communication is enhanced through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others.

Close and critical study of texts assists students to understand different personal and social experiences, perspectives, challenges and emotions. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. Students work collaboratively and also independently as part of their learning and research endeavours.

Through formal study of the language, students learn to understand themselves, their personal and social relationships as well as their cultural identity. As students examine the issues, they are provided with opportunities to understand values and attitudes, and their roles in society, including the human experience.

Civics and citizenship

As students engage with the Japanese in Context course they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens. In their study of Japanese, students have opportunities to respond imaginatively and critically to a range of literary and other texts drawn from a range of contexts, including social contexts. They continue to consider how civic and social issues relevant to their lives are represented. Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within Japanese-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences such as media, technology, globalisation and popular culture. They develop an appreciation for the richness of the Japanese language and culture, and the significant social, economic and cultural contributions of Japanese-speaking communities to Australian society and the world.

Difference and diversity

Difference and diversity comprises gender, ethnicity, ability and socioeconomic circumstances.

Through the study of Japanese in Context, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in Japanese-speaking communities, as well as characteristics that are common to their own and other communities. They have the opportunity to study ways in which issues related to such differences and diversity are represented in literary texts, and in texts of other types.

The study of Japanese in Context fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity. The investigation of complex ideas and emotions in texts encourages the development of thoughtfulness and informed views, and an understanding of the features of a fair and just society that values difference and diversity.

Work and enterprise ★

Students should be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. The knowledge, understanding and skills developed in Japanese in Context provide opportunities to further develop many of the key skills required for effective participation in work and higher-learning environments, for working collaboratively and individually, and for acquiring, processing, assessing and communicating information in a variety of textual forms. Students consider the opportunities afforded bilingual students in the Australian and Japanese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment. They learn about the living and working conditions of Japanese-speaking communities, and are provided with opportunities to understand the impact of social and economic developments.

Through their learning, such as their Personal Investigation, students develop skills in communication, collaboration, negotiation and problem-solving in a range of undertakings. These skills can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in Japanese and English broadens future employment opportunities for students in an increasingly globalised world. The study of a range of texts also provides students with an empathetic understanding of the worlds of work and enterprise.

Japanese in Context Stage 6 Course Content

Interacting

Outcomes

A student:

- exchanges information, justifies and reflects on ideas and opinions in Japanese LJAC6-1
- uses features of spoken Japanese for a variety of purposes appropriate to different audiences and cultural contexts LJAC6-2

Content (Years 11 and 12)

Students:

- exchange information and experiences relating to an issue by, for exam. 🌐 🗺️ 🌏 🗳️ 🗳️ 🗳️ 🗳️
- sustaining interactions by asking for and providing details on a variety of significant events, milestones and special occasions, eg 🗳️ 🗳️ 🌐 🗳️

A: この前日本で一番大きい行事は何かって聞いたけど、日本ではお正月だよ。オーストラリアでは、クリスマスなんだってね。

B: 日本では、どうしてお正月の方が大事なの？

- describing how a Japanese cultural tradition is celebrated in Australia, eg 🌐 🗺️ 🌏 🗳️ 🗳️ 🗳️

日本では七五三のお祝いに神社に行くよね。でもオーストラリアに住んでいる日本の家族もきれいな着物や洋服を着て、写真を撮ってお祝いするみたいだよ。写真を撮る

- contributing information to a Japanese youth blog about NAIDOC Week, eg 🗳️ 🗳️ 🗳️ 🗳️ 🗳️

日本の歴史は約二千年だから、長いと思っていたけど、アボリジニの歴史は約十二万年だそうだよ！

- presenting information to the class on a popular youth culture phenomenon, eg 🌐 🗺️ 🌏 🗳️ 🗳️ 🗳️

食品業界が行った調査によると、最近若者は行きたい店を選ぶ時に、友達のプログやソーシャルメディアにのっているレビューや写真で、店選びをする傾向にあるようです。

- conducting an interview with a migrant from a Japanese-speaking community on their experiences of living in Australia, eg 🗣️🌐📺📺📺📺

日本からオーストラリアに移住してから今日でちょうど一年になりましたね。この一年で何に一番苦労しましたか。今までの経験がどのようにご自身を変えたと思いますか。

- express personal views, and justify and reflect on ideas and opinions relating to an issue by, for example 🗣️🌐📺📺📺📺
- reflecting on opinions and ideas in a text relating to an issue from a radio broadcast, eg



最近働きすぎによる過労死の問題について知った。日本では長時間労働が深刻な問題になっているらしい。次のラジオ放送で、日本における雇用問題について取り上げよう。

- collecting newspaper and internet articles on an issue over a period of time and justifying their inclusion in a database, eg 🗣️🌐📺📺📺📺

最近日本が取り組んでいる環境問題対策に関する記事を、新聞やインターネットから集めてみた。インターネット上では、日本の取り組みは世界の中でも進んでいると述べられているけど、大都市の事についてはかなり及んでいる。でも、日本全体を考えると、新聞記事にあるように、田舎での取り組みについても、もっと議論されるべきだ。新聞とインターネットでは違う見解を述べている場合があるから、資料に両方の記事の載せることが大切だ。

- presenting a review of a text written by an Aboriginal and/or Torres Strait Islander person relating to an issue, and responding to teacher and student questions, eg 🗣️🌐📺📺📺📺

アボリジニやトレス海峡諸島民にとって大切な NAIDOC や記念日について、クラスで考えてみましたね。そのことについて、アボリジニの教育者が NAIDOC のウェブサイトの記事でも議論しています。アボリジニが自己決定をするためには...

- participating in a debate on national identity and racism, eg 🗣️🌐📺📺📺📺

討論の議題：多文化主義の政策が移民への差別を無くすのに役立つという意見には賛成だ。

- communicate in a range of contexts for specific purposes and audiences by, for example 🗣️🌐📺📺📺📺



- applying knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations, eg 🗣️🌐📺📺📺📺

敬語：多くのオーストラリア人がスキーをしに北海道に行くことをご存じですか。

丁寧語：多くのオーストラリア人がスキーをしに北海道に行くことを知っていますか。

話し言葉：多くのオーストラリア人がスキーをしに北海道に行くこと知ってる？

- interacting in a forum to discuss the treatment of an issue in two texts, eg 🌐📺📱📺📱📱

国際団体が決めた環境問題対策のレポートと、日本のニュースで放送されている対策決定事項には、いくつかの相違点があります。それをこのプレゼンテーションで説明します。その後で、どうしてこのような見解の違いが生じたのかについて議論しましょう。

- debating a topic relating to one of the issues from a youth podcast, eg 🌐📺📱📱📱

中高生のみなさん、最近国際人になるために、小さいころからの英語教育の重視がさわがれていますが、英語が話せても、まずは自分の文化や自分の言語を理解して、コミュニケーション能力を養う方が大事だと思いますよ。その理由は...

- discussing an issue with younger audiences, eg 🌐📺📱📱📱

小学六年生のみなさん、今日は私達の学校のプレゼンテーション・デーへようこそ。今日は、ロボットが私たちの生活でどのように役に立っているのかについて議論します。みんなで一緒にこのことについて考えてみましょう

Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:



- responding in either Japanese or English to questions relating to their Personal Investigation, eg 🌐📺📱📱📱

私のパーソナルインベスティゲーションのトピックですが、伝統的な着物が新しいファッションに変化していることについて調べました。「現代社会における伝統と価値観」に関連したトピックです。

- explaining their Personal Investigation to different audiences, eg 🌐📺📱📱📱

私はパーソナルインベスティゲーションで、若者の人間関係、特に日本の学校の先輩と後輩の関係について調べました。これはオーストラリアの学校ではあまり見られません。今日は、日本の先輩後輩という価値観が生徒に及ぼす良い影響と悪い影響、そしてどのようにしたら教育の場でこの先輩後輩関係を効果的に築ていけるかについて、日本の教育者の方と議論したいと思います。

- reflecting on how their perspective has changed as a result of their Personal Investigation, eg



私はレジリエンスの概念を振り返ってみたとき、アボリジニやトレス海峡諸島民の人々の生きてきた経験体験がより理解できるようになった気がする。

Processing and responding

Outcomes

A student:

- identifies gist, main points and specific information in texts LJAC6-3
- synthesises information and ideas from texts LJAC6-4
- analyses features of language in texts LJAC6-5
- responds to texts personally and critically LJAC6-6
- analyses the way in which values, beliefs, culture and identity are expressed in texts LJAC6-7

Content (Years 11 and 12)

Students:

- identify information in texts by, for example  
- summarising key ideas in a text, eg   

少子化のニュースで一番印象に残ったことは...

- presenting a general overview of the ideas in a text, eg   

生徒会のレポートによると、一番成功した慈善募金のイベントは...

- responding to questions relating to the content of a text, eg    

市がまとめた移民労働者に関する報告書に対して、市民の皆様から寄せられたご質問にお答えします。

まずお伝えしたい点は...

- apply their linguistic knowledge and understanding to locate information in a range of texts by, for example:  
- applying a range of strategies including the use of dictionaries to determine the meaning of unknown words/*kanji*, eg  

漢字辞書を使って、三通りの調べ方ができる。その漢字の読みが一つでも分かっている時に使える音訓さくいん、部首が分かっている時に使う部首さくいん、漢字の読みも部首も分からない時に画数を数えて調べる総画さくいん。

- using textual cues and the understanding of text structure to interpret meaning, eg  

日本の文化には本音と建前があり、日本人は誘いを断る時でも、あいまいな表現を使うことが多い。会話でも、文頭に「ちょっと」や「いやー」がついた場合には、相手が実は断ろうとしていることに気付いて交渉をすすめることが大切だ。

- explaining visual representations of information, including graphs and charts, eg    

最近の小学生から大学生までが一日にコンピューターを使う時間を示したグラフです。これによると、

高校生は一日に平均六時間使っていることが分かりますが、こちらの円グラフによると、そのうちの三時間はソーシャルメディアやゲームに使っているようです。

- reorganise key information in arguments and texts by, for example: 🌀👉
- summarising information from articles relating to one of the issues, eg 🌐🌀👉📄

この記事の主な点は、運動会に参加する日本の学生の数が減少しているということと、伝統の形が変化しているということである。

- identifying the main points in an argument for the purposes of rebuttal, eg 🌀👉📄👉📄

グローバル化によって日本の文化が失われる危機にある、と言われましたが、私はグローバル化によって、その逆のことが起こると思います。なぜなら…

- comparing and contrasting aspects of texts on similar topics and integrating these ideas into a cohesive response, eg 🌀🌐👉📄👉📄

日本語学校で、日本人とオーストラリア人のハーフの高校生達が発表したアイデンティティーを題材にしたプレゼンテーションによると、日本に行った時に自分のアイデンティティーについてよく考えるというのが、全員の一致した意見でした。このことから、オーストラリアにいる時はオーストラリアが多文化の国なので、自分がハーフであることを意識しないが、日本に行くと、ハーフと呼ばれることもあり、自分のアイデンティティーを意識することが多くなるようだとなりました。

- use information and ideas from texts to create new textual forms by, for example: 🌀📄👉
- synthesising information from multiple sources to compose meaningful and purposeful texts, eg

🌀🌐👉
日本で開かれる大きな国際イベントを前に、連日海外メディアで、日本人のおもてなしの心に関する報道がされている。これらの情報をもとに、「海外旅行客おもてなしマニュアル」を作った。

- responding to information in a range of stimulus texts to complete a task, address an issue or solve a problem, eg 🌀👉📄👉📄

働かない若者が増えているというニュースや、引きこもりの学生の増加という記事から、現代の多数の若者が無気力になっているということが分かる。これらの問題を減らすためには…

- identify ideas, tone, points of view, values, attitudes and emotions from features of language in texts by, for example: 🌀👉
- identifying how a text relates to one or more of the issues, eg 🌀👉📄🌐👉📄👉📄
- explaining how language devices are used in a text to evoke emotions, eg 🌀🌐👉

日本語において、感情をより効果的に表現するために、よく倒置法が使われます。例えば、「絶対にあきらめない、良い結果を出すまでは！」と表現すると、絶対にやりとげるという気持ちが伝わってきます。

- identifying the tone of a text and explaining how this is achieved, eg 🌐👉📄

環境保護団体のスピーチでは、よく「今すぐ」という言葉が使われる。これにより、環境問題対策が早急

に行われるよう、聞き手に訴えていることが分かる。さらに、聞き手に話しかけるような「-ましよう」や、説得力のある「べきだ」のような表現が使われた場合にも、話し手が政府や市民に強く呼びかけていることが分かる。

- comparing the way in which ideas and values are represented in texts, eg 🌐🌍🗣️

テレビの番組インタビューによると、日本に住んでいる日本人は、マンガが日本の代表的な文化だということに違和感を持つ人が多いようだ。しかし、オーストラリアで出版されている日本人向けの情報誌には、今やマンガは海外にも通用する立派な日本の文化だと記載されている。

- respond personally or critically to texts or groups of texts by, for example 🗣️👤📖
- responding personally to an Aboriginal and/or Torres Strait Islander cultural narrative, eg



アボリジニやトレス海峡諸島民の文化であるストーリーテリングについて習っている。すべて口頭で伝えられ、正確に語りつがれていることは興味深い。日本にもこのような伝統がある。古いものでは、北海道のアイヌ民族によるもの、それに沖縄の琉球民族によるものだ。

- selecting appropriate and relevant resources in order to investigate an issue, eg 🌐📖🗣️📱📺

日本の学校で障がいがある子どもとそうでない子どもがいっしょに勉強することについて、ネットでリサーチしたり学校のウェブサイトを見たりして調べた。

- undertaking research to explore, justify or represent a point of view, eg 🌐📖🗣️📱📺🌟

将来、のびていく職業は何か興味があるので、コミュニケーションテクノロジーのいい点と問題点について調べ始めた。

- expressing and justifying a point of view when responding to texts, eg 🗣️👤📖

マスコミによると日本の皇室は国民に人気があるようだ。私の意見では…

- preparing a presentation for the class on the sociocultural context of a text using ICT, eg



日本の行事についてのウェブサイトによると、ひな祭りは地域によって祝い方が違う。このことは知らなかったので、オンラインプレゼンテーションに地域ごとの歴史を入れようと思う。

- preparing a selection of articles on an issue with a personal introduction, eg 🌐🗣️🌍🗣️📖

自分でも地震を体験した後で、自然災害が人々に与える影響について興味を持った。私が選んだ三つの記事は、それぞれ違う観点から議論している。

- creating a text to analyse the impact of a variety of features in a text, eg 🗣️📌📄📖

もっとも重要なメッセージを伝えるために、作者は多くの比喩表現を使っている。例えば...

- evaluating three texts from both a personal and a critical point of view to determine an order of success and justifying the decision, eg 🗣️📌📄📖

日本で頻繁に起こる自然災害に、どうやって備えたほうがいいのだろうか。視点が少しずつ違う三つの資料を調べてみた。ひとつは体験した人の記録、それにメディアレポート、もうひとつは人間の発展によってもたらされた環境への影響をリサーチしたものだ。私の意見では...

- understand the ways in which diverse texts can represent aspects of culture and notions of identity by, for example: 🗣️📌📄📖
- identifying cultural references or bias in texts, eg 🗣️📌📄📖

日本では西暦の代わりに「元号」が使われている。天皇が変わるたびに元号も変わる。だから西暦を使うほうが便利だと思っている人も多い。

- analysing the ways in which language and texts reflect and influence values and attitudes, eg 🗣️📌📄📖

人気が高いマンガは、若い人に大きな影響を与える。時には若者たちのコミュニケーションの方法まで変えてしまって、まるでマンガの世界に住んでいるようにふるまう人もいる。こういう現象は「中二病」と呼ばれ、そのふるまいは、しばらくすると自然になくなるらしい。とても興味深いことだ。

- comparing and contrasting diverse cultural perspectives as expressed in texts, eg



アボリジニとトレス海峡諸島民、日本人がどのように自分たちの文化を保持し、伝えていったのかを比較検討してみよう。

- reflect on own and others' values, beliefs, practices and ideas expressed in texts by, for example:



- understanding the use of authentic language, such as idioms and colloquialisms, eg 🗣️📌📄📖



日本では贈り物をする時に、「つまらないものですが」と伝えますが、この表現を言葉通りにとって、「じゃいらないよ」とは思わないでください。

- reflecting on and discussing diverse ideas, viewpoints and practices to deepen understanding of self and others, eg 🗣️📌📄📖

パーソナルインベスティゲーションをすることによって、どんな行動をとるときに自分が日本人と感じるか、よく考

えるようになった。例えば、自分の意見を堂々と表現せず、かわりにほほえんでしまう時、ああ、日本人らしいな、と思う。

Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:

- engaging in wide reading about the area of interest, eg        

危機に瀕しているアジア諸国の言語と、ニューサウスウェールズ州のアボリジニの言語の活性化について調査している。

- selecting appropriate and relevant resources in order to investigate an issue, eg



パーソナルインベスティゲーションで、オーストラリアと日本の移民について調べている。リサーチにはいろいろな資料を使っている。新聞記事や、政府が発行している文献、テレビ番組、小説や詩などだ。そのほかにも私の両親のような移民の体験談も参考にしている。

- undertaking research to explore, justify or represent a point of view, eg      

近年、日本の学校でのいじめは、たいへん深刻な社会問題だ。この問題について私の学校の先生と親たちにアンケートをとって、その調査結果を評価することにしました。

- obtaining information from a range of sources and evaluating their relevance, eg



日本とオーストラリアで働き方が変化していることについて、パーソナルインベスティゲーションをしている。データを見つけるために、インターネットで検索したり、インタビューをしたり、アンケートをとったりして調べた。これらの文献から自分が興味がある箇所に焦点をあて、...と思った点をリストにした。

- synthesising relevant material      
- reflecting on their chosen area of interest and the way in which it has been investigated in texts, eg   

私のパーソナルインベスティゲーションは食文化の伝統に関することだ。その中で箸の使い方について調査した。箸の使い方日本の歴史とどう関係があるか考えてみよう。

- considering the area of interest from a number of perspectives, eg    

パーソナルインベスティゲーションで日本の学校生活について調べている。給食については賛否両論ある...

Composing

Outcomes

A student:

- uses knowledge and skills to compose a variety of texts in Japanese for a range of contexts, purposes and audiences LJAC6-8
- applies knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Japanese LJAC6-9

Content (Years 11 and 12)

Students:

- manipulate Japanese to communicate effectively by, for example   
- using resources to build vocabulary and check grammar, eg  
- applying a range of vocabulary and grammatical structures, eg  
- applying knowledge of the conventions of the writing system, eg  
- using sequencing strategies to develop ideas coherently and logically, eg  

若者がボランティア活動に参加するのは大切なことです。まず、…次に、…最後に、。このように…

- adapting linguistic features to compose an effective persuasive text, eg  

日系オーストラリア人が直面するプレッシャーについて考えたことがありますか。オーストラリアと日本から継承するもの、両方のバランスをうまくとりながら生きていくのは、難しいことだと思いますか。私の考えでは…

- understand how texts are structured by, for example  
- applying the principles of text structure when composing coherent and logical texts, eg  

最初に、伝統的な文化を守ることの重要性を説きたい。それに続く例は、現代社会で伝統文化をいかに伝えていくかの説明となるだろう。。。結論としては、日常生活に伝統文化を取り入れることは大切な事であるということだ。

- analysing the structure of a text, eg  

この記事では、オーストラリアと日本でのフォーマルな手紙の書き方が紹介されている。例えば、日本の手紙は必ず季節のあいさつから始まる。違うところと似ているところを書きだしてみよう。

- understanding how context and audience affect language choice, eg  

オーストラリアの学校での体験について、日本の高校生の前でプレゼンをしなければならなくなった。以前、校長先生や先生たちの前でしたものを元に、フォーマルなことばをカジュアルなことばに少し変えて作りなおそう。

- compose texts for different contexts, purposes and audiences by, for example  
- varying the structure and format of texts for different contexts, purposes and audiences, eg 



例えば、もらった贈り物おくりものに感謝を示すには、友達：ありがとう。上司：ありがとうございます。

- composing a formal speech arguing for or against a topic relating to one of the issues, eg 🌐



海外でお寿司を流行らせるために、日本の代表的な食文化であるお寿司を、現地の人好む味に変えることに賛成です。このスピーチで、私の意見とその理由について述べたいと思います。

- adapting a fairytale or myth for a chosen audience and commenting on the nature of any shift in the values represented, eg 🌐 📖 🌟

日本の昔話では、怠け者は罰せられることが多い。例えば、七夕の彦星と乙姫は働かなかったの
で、一年に一回しかお互いに会えなくなってしまう。でも最近の若者にとって、勤勉さはそんなに大事ではないようだ。だから小学生のために作っている現代のおとぎ話では、そういう価値観を強調しようと思う。

- structuring a set of ideas to create an effective argument 🌟 🗨️
- reworking an article for a primary school audience, eg 🌟 🗨️

日本とオーストラリアのリサイクルに関するレポートを作った。リサイクルに関するレポートを小学生でもわかるように漫画に変えた。

- using ICT to adapt a text 🌟 🖥️ 🗨️

Content (Year 12 only)

Students:

- manipulate Japanese to communicate their Personal Investigation effectively, including 🌟 🗨️
- using resources to build vocabulary and check grammar, eg 🌟 🗨️

ニュースを読むのに役に立つ言葉リストをオンラインで見つけたので、覚えようと思う。最近ではコンピューターが私の文法の間違ひも教えてくれるから便利だ。

- understanding the principles of sequencing to develop ideas coherently and logically 🌟 🗨️ 📄
- applying the principles of text structure when composing 🌟 🗨️
- editing drafts 🌟 🗨️

The Study of Japanese

Grammar

Grammar has been referred to as a way of describing language. In terms of this syllabus, grammar is the system and structure of a language. It consists of syntax, morphology and phonology.

Students may already have acquired an 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.

Japanese grammatical content

Plain forms

Verbs	Adjectives	The verb 'to be'
～る：食べる ～く：書	～い：赤い ～な：しずかな	～だ：本だ
～ない：食べない 書かない	～くない：赤くない ～では（じゃ）ない：しずかでは（じゃ）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：しずかでは（じゃ）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 ～こう：書こう	～いだろう：赤いだろう ～だろう：しずかだろう	～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 ~です：しずかです	~です：本です
~ました：	~かったです：赤かったです	~でした：本でした
食べました 書きました	~でした：しずかでした	
~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： しずかでは（じゃ）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）なかったです： しずかでは（じゃ）なかったです ~では（じゃ）ありませんでした： しずかでは（じゃ）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 ~でしょう：しずかでしょう	~でしょう：本でしょう

Keigo forms

Honorific form	Example
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 召し ^あ 上がってください もうすぐ先生がいらっしゃいます

Humble form	Example
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 母が先生の家にかがいます ^{まい} 私 が 参ります

～て form

Form	Function/Use	Example
～て	linking ideas	町に行って ^{えいが} 映画 を見ます せがなくて ^{あたま} 頭 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 are trying to do	日本語で話してみます

Form	Function/Use	Example
～て+しまいます	<ul style="list-style-type: none"> expressing that you do something completely expressing that you do something undesirable, unexpectedly or regrettably 	おかしを食べてしまいました しゅくだい わす 宿題を忘れてしまいました
～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	<ul style="list-style-type: none"> sequencing events expressing when you do something (after) 	いつも勉強をしてからテレビを見ます

～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	祖父が日本から本を送 ^{おく} 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

～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	<ul style="list-style-type: none"> sequencing events 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	分からなかったら聞いてください おいしくなかったら食べなくてもいいです

Finite form

Form	Function/Use	Example
Finite form + そうです	reporting what someone else said	田中さんは日本へ帰るそうです ピアノが上手だそうです
Finite form + つもりです	expressing what you intend to do	来週行くつもりです
Finite form + 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...
Finite form + より	making a comparison	テレビを見るより本を読むほうが楽しいです

Finite form + かもしれません	indicating possibility	田中さんも行くかもしれません
Finite form + でしょう	indicating probability	雪になるでしょう
Finite form + はず	describing an expectation	田中さんはマンガが大好きだから これをもう読んだはずですよ
Finite form + べき	indicating an obligation	リサイクルするべきです
Finite form + と言います	quoting what someone said	田中さんは日曜日に来ると言いました
Finite form + と思います	expressing what one thinks	楽しいと思います
Finite form + と思っています	expressing what someone else thinks	楽しいと思っています
Finite form + ため	indicating purpose (occurs after a volitional verb)	大学に入るために一生けんめい勉強します
Finite form + ように	<ul style="list-style-type: none"> indicating consequence or result (occurs after a non-volitional verb) conveying indirect speech 	かぜをひかないように薬 <small>くすり</small> を飲みました 私に電話するように言ってください
Finite form + し	linking statements or reasons	山田さんはやさしいし頭 <small>あたま</small> もいいです
Finite form + noun	describing using a clause	田中さんが読んだ本... きのう兄 <small>えい</small> が見た映画...
Finite form + の／んです	<ul style="list-style-type: none"> explaining clarifying justifying persuading 	頭 <small>あたま</small> がいたいんです
Finite form + うち	expressing when you do something (while)	雨がふらないうちに帰りましょう
Finite form + のに	linking ideas (even though)	日本に行ったことがないのに日本語が上手です

Finite form + なら	expressing a condition (contextual)	みんなが行くなら私も行きます
Finite form + らしい Noun + らしい Adjective + らしい	expressing how something appears (subjective judgement)	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
Finite form + みたい Noun + みたい	expressing how something appears (objective and colloquial)	雪になるみたいです りんごみたいなくだものです
Finite form + ようです Noun のようです	expressing how something appears (objective)	今日は休みのようです

～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 (subjective impression)	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	音楽が聞きたいです
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	友達に会いに行きます

Form	Function/Use	Example
Base + ながら	indicating actions done simultaneously	音楽を聞きながら勉強します
Base + すぎます	indicating that something is excessive	食べすぎて、おなかがいたいです このコンピューターは高すぎます
Base + 始める	indicating that you begin to do something	本を読み始めました
Base + 終わる	indicating that you finish doing something	本を読み終わりました

～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 + しないで	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

～ば Conditional form

Form	Function/Use	Example
(もし) ～えば／～れば	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

～える／～られる Potential form

Form	Function/Use	Example
～える／～られる	indicating that you can do something	漢字で書けます さしみが食べられます

～おう／よう Volitional form

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

～あれる／～られる Passive forms

Form	Function/Use	Example
<ul style="list-style-type: none"> ～あれる／られる 	<ul style="list-style-type: none"> general adversative spontaneous 	<p>この神社は千年前にたてられました</p> <p>大事なものをこわされました</p> <p><small>むかし</small> 昔のことが思い出されます</p>

～あせる／～させる Causative forms

Form	Function/Use	Example
～あせる／させる	general	母親は子どもに水を飲ませました
～あせて／させてください	asking permission	行かせてください
～あせて／させてもらう	receiving permission	行かせてもらいました

～あせられる／～させられる Passive/Causative form

Form	Function/Use	Example
～あせられる／させられる	expressing something you were made to do	子どもは母親に水を飲まさせられました

Imperative forms

Form	Function/Use	Example
～え／ろ	command	早く行け！ 食べる！
Finite form + な	prohibition	そんなことするな！

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	explanatory negative	私達だけがやるものではありません
～わけではない/～とはかぎらない	denying a logical conclusion	私は ^{はんたい} 反対しているわけではありません 成功するとはかぎりません
^{かなら} 必ずしも～ない	partial negative	^{かなら} 必ずしも ^{はんたい} 反対ではありません
～なく(は/も)ない ～ないこと(は/も)ない ～ないわけには/もいかない ～ないわけでは/もない	double negative (hesitant positive with reservation)	^わ 分からなくもないです その ^{かんが} 考えが ^わ 分からないことはない 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が できないわけではないが、時間がかかります
～までもない	not necessary to do	それは言うまでもないです
～わけがない	no reason for/to	そんなことがあるわけがありません
～はずがない	not supposed to	田中さんが ^{さんせい} 賛成するはずがありません
～わけには/もいかない	no way to/cannot do	今日は行くわけにはいきません

Particles

Particle	Function/Use	Example
は	topic marker	私は高校生です
は	contrast	CDはありますが、本はありません
が	subject	父がそう言いました
が	subject in subordinate clause	田中さんが来た時...
が	focused subject	だれが来ますか 田中さんがきます
が	object of stative predicate (verb or adjective)	りんごが好きです 日本語ができますか 本が読めます 英語がとくいです 水が飲みたいです お金が要ります
の	possessive (of, 's)	私の本です
の	possessive pronoun	それはあの人のです
の	adjectival	日本の車です 東京大学の川口です
の	locational	つくえの上にあります
の	optional alternative to が in adjectival clauses	本田さんの書いた手紙を読み ました

に	place of existence (in, at, on)	ここに電話があります
に	destination (to, into, onto)	町に行きます
に	indirect object	先生にわたしてください
に	point of time	三時半に行きましょう
に	purpose	えいが 映画を見に行きます
へ	direction (to)	右へまがってください
を	direct object	コーラを飲みます
を	span of motion (along, through)	この道をまっすぐ行きます
で	place of action	学校で <small>なら</small> 習いました
で	by means of	おはしで食べます
と	linking nouns (and)	本とノートを買いました
や	linking nouns (and etc.)	本やノートを買いました
か	stating alternatives (or)	土曜日か日曜日に行きましょう
か	with interrogative nouns	だれか来ましたか
も	too, also	私も行きます
も	both	クリケットも <small>やきゅう</small> 野球も好きです
も	with negative 'neither ... nor'	先生も生徒もいません

も	with negative 'not even ...'	その ^{へや} 部屋には、いすもありません でした
も	with interrogative nouns	何 ^{かい} 回も行きました
も	with quantitative words	少しもありません
も	with interrogative + negative	だれも来ません

Words indicating extent

Word	Function/Use	Example
から	since (a point of time)	三時から四時までです
から	from (a place)	イタリアから来ました
まで	until (a point of time)	夜八時まで働きます
まで	to, as far as (a place)	駅まで歩きます
までに	by (a point of time)	十時までに帰ります
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 子供しかいません

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 そばよりすしの方が安いです
一番／ ^{もっと} 最も	superlative (the most)	これが一番好きです ^{もっと} 最も人口が ^{おお} 多い ^{とし} 都市は東京です
ほど	(not as) ~ as~ to the extent of	私は田中くんほど早く走れません 東京ほどにぎやかな ^{とし} 都市はありません
ばかり	extent (nothing but)	あまいものばかり食べてはいけません あまいものを食べてばかりいてはいけません
ところ	just about to do something	今出かけるところです
ところ	be in the middle of doing something	今ご飯を食べているところです
ところ	have just done something	今 ^{しゅくだい} 宿題 ^お 終わったわったところです
こそ	emphasising noun	これこそ本当の ^{げんいん} 原因です
さえ	adding emphasis (even)	小学生 ^{さんか} さえ参加しています

Compound particles

Word	Function/Use	Example
^{かん} に関して にかかわる ^{たい} に対して	indicating target/theme	^{かんきょうもんだい} ^{かん} 環境問題 に関して／かかわる 色々な ^{ちようさ} 調査 をしました ^{かんきょうもんだい} ^{たい} 環境問題 に対して興味があります
の中で	classifying	多くの問題の中で...
によって ^{つう} を通じて によると にもとづいて	indicating means/cause/ base	みんなの ^{いけん} 意見 によって ^き 決まりました 先生を ^{つう} 通じて知り合いました
をもとに		ニュースによると、中国地方で ^{じしん} 地震 がありました このデータにもとづいて／ ^き もとに 決 めました
のおかげで	cause (positive)	テクノロジーのおかげで ^{せいかつ} 生活が ^{らく} 楽 になりました
のせいで	cause (negative)	ぼくのミス ^{しあい} のせいで 試合 にまけました

<p>において <small>おう</small> に応じて 次第で <small>と</small> を問わず にかかわらず なしに（なくし て）なしで</p>	<p>indicating situation/ circumstances indicating context</p>	<p><small>げんたい</small> <small>しゃかい</small> において、いじめは<small>おお</small>き な <small>もんだい</small> 問題 です じょうきょうに <small>おう</small> 応じて <small>き</small> 決めましょう <small>しだい</small> 次第 <small>しだい</small> お金 次第 で行くかどうか <small>き</small> 決めます 男女を<small>と</small>問わず、もうしこんでください 年 <small>れい</small> 齢 にかかわらず <small>さんか</small> 参加 してくだ さい 先生のきよかなしに／なくして入 っはいけません おこづかいなしで、一ヶ月くらすのは <small>たいへん</small> 大変 でした</p>
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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	reasoning (because, since)	つかれたからもうねます
ので	reasoning (because, since)	雨がふったので行きませんでした
と	conditional (when, if)	雨がふるとずしくなります
と	quoting	「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

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

Sentence final particles

Particle	Function/Use	Example
ね/ねえ	confirming/seeking agreement	いいお天気ですね
よ	assuring/giving information	おもしろいゲームですよ
よ	gently persuading	いっしょにゲームをしようよ
か	question marker	だれですか
の	soft question marker	どこへ行くの？
の	soft sentence ending	田中さんは来ないの
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

Affixes

Form	Function/Use	Example
suffix 的 てき	changing nouns to adjectives	でんとうてき ぎょうじ たいせつ 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分 かりにくいです
suffix 化 か	changing nouns to verbs	これはもう 一般化 しています
suffix 化 (+する) か	making compound nouns	こくさいか すすむ 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 / 反 ふ / ひ / み / む / はん	changing words to the negative	ふまんぞく / ひじょうしき / みかいはつ 不満足 / 非常識 / 未開発 / むせきにん / はんせいふ 無責任 / 反政府

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*) will be used only if it is expected that students may not be familiar with them.

Texts and types of texts

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'types of text'. For example, texts such as a letter, 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 type of text has defining characteristics of which students should be made aware.

Students read, listen to and view a range of texts and types of texts in Japanese relevant to the 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 issues being explored. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students 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 analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students examine the ways different types of text use different devices to convey meaning.

Students develop skills in listening, speaking, reading and writing. They 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 will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

Some students with disability may require adjustments to access texts and/or to communicate across the modes of listening, speaking, reading and writing. In some cases, alternative texts may be required.

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.

A list of suitable editions of dictionaries will be provided on the NESA website. Students may use monolingual and/or bilingual print dictionaries in the external written examination. Students are also allowed to use print character dictionaries in the external written examination.

Information regarding the use of dictionaries in the HSC examination will be found in *Assessment and Reporting in Japanese in Context Stage 6*.

Assessment and Reporting

Information about assessment in relation to the Japanese in Context syllabus is contained in the *[Language] in Context Stage 6 Framework*. It outlines requirements regarding:

- Year 11 and Year 12 school-based assessment requirements
- Year 11 and Year 12 mandatory components and weightings
- external assessment requirements, including HSC examination specifications.

This information should be read in conjunction with requirements on the [Assessment Certification Examination \(ACE\)](#) website.

Additional advice is available in the [Principles of Effective Assessment](#).

The key purpose of assessment is to gather valid and useful information about student learning in order to monitor student achievement in relation to outcomes, guide future teaching and learning opportunities and to provide ongoing feedback to students to improve learning. School-based assessment is best used to evaluate outcomes that are not as effectively measured in the final examination.

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement, and the importance of assessment for, as and of learning as essential components of quality teaching and learning. These approaches are used individually or together, formally or informally, and over time to collect evidence of student achievement against specified standards. This provides opportunities for teachers to facilitate and monitor students' progress using syllabus outcomes to improve learning.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
Activity	A game or other teaching strategy that is used to rehearse learned language. Playing a game of Bingo, singing a song, or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.
Adjective	A word that modifies or describes a noun or pronoun, eg <i>astonishing</i> in <i>an astonishing discovery</i> .
Adverb	A word class that may modify or qualify a verb, an adjective or another adverb, eg <i>beautifully</i> in <i>she sings beautifully</i> ; <i>really</i> in <i>he is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>she walks very slowly</i> .
Adverbial	A word or group of words that functions as an adverb, eg <i>at the speed of light</i> .
Aesthetic	Relates to a sense of beauty or appreciation of artistic expression.
Audience	Intended readers, listeners or viewers.
Authentic (texts/materials)	Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.
Author	A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography.

Glossary term	Definition
bias	In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.
bilingualism	An ability to use two languages.
characters	(i) graphic symbols used in writing in some languages (ii) assumed roles in dramatic performance
character components	Individual elements of a written character which have a separate linguistic identity.
clause	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
cohesion	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example <i>study/laze about, ugly/beautiful</i>), repetition (for example <i>work, work, work – that’s all we do!</i>) and collocation (for example <i>friend and pal</i> in <i>My friend did me a big favour last week. She’s been a real pal.</i>)
communication	A mutual and reciprocal exchange of meaning.
complex sentence	A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: <i>I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</i>
composing	A process of producing spoken, written, graphic, visual or multimodal texts in oral, print, visual or digital forms.
conjunction	A part of speech that signals relationships between people, things, events, ideas, eg <i>Sophie and her mother might come and visit, or they might stay at home.</i> The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative options.
context	An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Glossary term	Definition
Country	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
create	Develop and/or produce spoken, written, graphic, visual or multimodal texts in oral, print, visual, or digital forms.
culture	<p>In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.</p> <p>Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:</p> <ul style="list-style-type: none"> • see, think and interpret the world • make assumptions about self and others • understand and represent individual and community identity. <p>Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.</p>
de-centre	A capacity to step outside familiar frames of reference to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour
dialect	A variant of a language that is characteristic of a region or social group.
digital media	Various platforms via which people communicate electronically.
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.
directionality	A direction in which writing/script occurs, eg from left to right, right to left.

Glossary term	Definition
ellipsis	<p>Ellipsis is the omission of words where:</p> <ul style="list-style-type: none"> • words repeat what has gone before and these terms are simply understood, eg <i>The project will be innovative. To be involved [in the project] will be exciting.</i> • a word like 'one' is substituted for a noun or group, as in <i>There are lots of apples in the bowl. Can I have one?</i> • a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg [Do you] <i>Want a drink?/Thanks.</i> [I would like a drink] • three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an onscreen menu • the points of ellipsis take the place of sections of text when quoting from a source.
exercise	A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.
fiction	Fiction refers to literature created from imagination. It include novels, traditional tales, poetry, plays and multimodal texts such as film or stories. (See genre).
form-focused language activities	Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.
formulaic language	Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).
forum	A meeting or medium where ideas and views on a particular issue can be exchanged.

Glossary term	Definition
genre	<p>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. The two main genres of literature are fiction and nonfiction.</p> <ul style="list-style-type: none"> • Genres of fiction include novels, traditional tales, poetry, plays, multimodal texts such as film or stories. • Genres of nonfiction include advertising, articles, biographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites. <p>In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text (see text types).</p>
gist	The general meaning or most important piece of information in a text.
identity	A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.
idiomatic expressions	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <i>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth.</i>
Indigenous Cultural and Intellectual Property (ICIP)	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular indigenous group or indigenous people as a whole or their territory.
Indigenous Peoples	Internationally recognised term for the first people of a land. In NSW the term Aboriginal person/People(s) is preferred (see Aboriginal and Torres Strait Islander Peoples).

Glossary term	Definition
intercultural capability	<p>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours.</p> <p>Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.</p>
intercultural language teaching and learning	<p>An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).</p>
interpret	<p>In the context of second or additional language learning, interpret refers to two distinct processes:</p> <ul style="list-style-type: none"> • the act of translation from one language to another • the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
intonation	<p>A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.</p>

Glossary term	Definition
language	<p>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</p> <p>Language is described and employed:</p> <ul style="list-style-type: none"> • as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems • as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways • as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations • as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.
language features	<p>Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</p>
language patterns	<p>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</p>
language systems	<p>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</p>

Glossary term	Definition
learning task	<p>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.</p> <p>The learning task may be authentic, eg to conduct a Japanese-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a Japanese-speaking friend or read a friend's blog.</p> <p>Learning tasks provide the organising structure and context for meaning-focused language learning.</p>
macro skills	Four major language skills of listening, speaking, reading and writing.
media texts	Spoken, print, graphic or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.
metalanguage	A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <i>sentence</i> , <i>clause</i> , <i>conjunction</i> ; or about the social and cultural nature of language, such as <i>face</i> , <i>reciprocating</i> , <i>register</i>).
metaphor	A resemblance between one thing and another is declared by suggesting that one thing is another, eg <i>My fingers are ice</i> . Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.
mode	Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
monolingual	Using only one language.
multilingual/ plurilingual	An ability to use several languages.

Glossary term	Definition
multimodal text	A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.
narrative	A story of events or experiences, real or imagined.
nonfiction	Nonfiction refers to literature based on fact. It includes advertising, articles, biographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites. (See genre).
noun	A part of speech that includes all words denoting physical objects such as <i>man, woman, boy, girl, car, window</i> . These are concrete nouns. Abstract nouns express intangibles, such as <i>democracy, courage, success, idea</i> .
off-Country	Taking place away from Aboriginal land or Country of origin.
on-Country	Taking place on Aboriginal land or Country of origin.
orthography	Writing words with correct letters or characters according to common usage.
pragmatics	A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.
prefix	A meaningful element (morpheme) added before the main part of a word to change its meaning, eg 'un' in <i>unhappy</i> .
preposition	<p>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> • space/direction (<i>below, in, on, to, under</i> – for example <i>she sat on the table</i>) • time (<i>after, before, since</i> – for example <i>I will go to the beach after lunch</i>) • those that do not relate to space or time (<i>of, besides, except, despite</i> – for example <i>he ate all the beans except the purple ones</i>). <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <i>in the office, besides these two articles</i>.</p>
processing	In the context of Language syllabuses, 'processing' refers to accessing, using and/or transforming information.

Glossary term	Definition
productive language	One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.
pronoun	A part of speech that refers to nouns, or substituting for them, within and across sentences, eg <i>Ahmad chose a chocolate cake. He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).
pronunciation	A manner in which a syllable is uttered.
question	<p>A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:</p> <ul style="list-style-type: none"> closed questions are questions for which there are predictable answers, eg <i>What time is it?</i> These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development. open questions are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg <i>How do you feel about that? What do you think might happen next?</i> They are used as stimulus for discussion, reflection and investigation. <p>Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.</p>
receptive language	One of two aspects of communication through language (see productive language): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.
register	A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i> , eg informal register or academic register.
script	A writing system in which characters or symbols represent components of language (letters, syllables, words).

Glossary term	Definition
speak	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.
stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
stress	An emphasis in pronunciation that is placed on a particular syllable of a word, eg <i>she will conduct the orchestra; her conduct is exemplary.</i>
suffix	A meaningful element added after the root of a word to change its meaning, eg to show its tense: <i>-ed</i> in 'passed'. Common suffixes in English include <i>-ing, -ed, -ness, -less, -able</i> .
sustained interaction	An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.
texts	Communications of meaning produced in any media that incorporates Japanese. Text types and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal text).
text structure	Ways in which information is organised in different texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

Glossary term	Definition
text types	<p>Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be informative, imaginative, evaluative, persuasive or reflective; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts.</p> <ul style="list-style-type: none"> • <i>Informative texts</i> – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. • <i>Imaginative texts</i> – texts that represent ideas, feelings and mental images in words or visual images. Imaginative texts are characterised by originality, freshness and insight. • <i>Evaluative texts</i> – texts that use positive or negative language that judges the worth of something. The language used in these texts provide a particular perspective (for example judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text. • <i>Persuasive texts</i> – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. • <i>Reflective texts</i> – texts that represent personal thought processes. These processes are drawn from an understanding and appreciation of ones’s own learning from experiences, situations, events and new information. Reflective texts use descriptive, emotive, evaluative and analytical language.
textual features/conventions	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).
translation	A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.
verb	<p>A part of speech which expresses existence, action, state or occurrence, eg they watch football; she is exhausted; the day finally came.</p> <p>Auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example they will go, I did eat lunch, she might fail the exam.</p>

Glossary term	Definition
viewing	Observing and comprehending a visual text, for example diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.
word borrowing	A practice of incorporating words from one language into another, eg the use of Chinese words such as <i>yum cha</i> , <i>tai chi</i> in English and the use of ICT terms in many languages. The increasing frequency of borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

Link to NESA [Glossary of Key words](#)