SAMPLE COURSE OUTLINE

JAPANESE: BACKGROUND LANGUAGE
ATAR YEAR 12
## Sample course outline

### Japanese: Background Language – ATAR Year 12

#### Semester 1

<table>
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<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 1–6  | **Issue:** Young people and their relationships  
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.  
**Perspectives**  
- **Personal:** individual identity  
- **Community:** connections with Japanese-speaking communities locally, regionally and worldwide  
- **International:** connections with the world as a global citizen  
**Contexts and texts**  
- **Social and community settings**  
- **Contemporary literature and the Arts**  
- **Media**  
**Linguistic resources**  
- **Grammar**  
  - grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)  
  - character list (refer to Appendix 4 in the syllabus)  
- **Intercultural understandings**  
  - the role of family and friends in the Japanese-speaking communities and in the wider Australian community  
  - individual identity within the family and friendship groups  
  - the nature of language and culture and identity  
**Language learning and communication strategies**  
- inferring, guessing meaning from key words, structures, visual cues, context using known information  
- sequence and structure information and ideas  
- use a range of vocabulary and grammatical structures  
- express personal opinions and give reasons  
- manipulate Japanese to communicate ideas and information effectively  
- summarise and synthesise information from texts  
**Dictionaries**  
- use monolingual and/or bilingual print dictionaries and/or character dictionaries  
**Task 1: Responding to texts: Written** – Read Japanese texts and respond in Japanese or English, as specified.  
**Task 2: Oral communication** – Interview with teacher based on choice of three topics (approximately 10 minutes) |
| 7–12 | **Issue:** Traditions and values in a contemporary society  
Students will consider how the traditions and values of Japanese-speaking communities are maintained in multicultural environments and in a changing society.  
**Perspectives**  
- **Personal:** individual identity  
- **Community:** connections with Japanese-speaking communities locally, regionally and worldwide  
- **International:** connections with the world as a global citizen |
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| 13–15  | **Contexts and texts**  
|        | • Social and community settings  
|        | • Contemporary literature and the Arts  
|        | • Media  
|        | **Linguistic resources**  
|        | **Grammar**  
|        | • grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)  
|        | • character list (refer to Appendix 4 in the syllabus)  
|        | **Intercultural understandings**  
|        | • understand the nature of culture and identity in interpersonal interactions  
|        | • reflect on and discuss ideas, viewpoints and practices to deepen understanding of self and others  
|        | • discuss own and others’ values, beliefs and practices  
|        | **Language learning and communication strategies**  
|        | • use strategies to maintain conversation  
|        | • organise spoken discourse  
|        | • monitoring comprehension, seeking clarification of spoken texts  
|        | • inferring, guessing meaning from key words, structures, visual cues, context using known information  
|        | **Dictionaries**  
|        | • use monolingual and/or bilingual print dictionaries and/or character dictionaries  
|        | **Task 3: Oral communication** – Speech – Part 1: topic (3 minutes), Part 2: discussion (7 minutes)  
|        | **Task 4: Responding to texts: spoken** – Listen to Japanese texts and respond in Japanese or English, as specified.  
|        | **Issue:** The changing nature of work  
|        | Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.  
|        | **Perspectives**  
|        | • Personal: individual identity  
|        | • International: connections with the world as a global citizen  
|        | **Contexts and texts**  
|        | • Social and community settings  
|        | • Contemporary literature and the Arts  
|        | • Media  
|        | **Linguistic resources**  
|        | **Grammar**  
|        | • grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)  
|        | • character list (refer to Appendix 4 in the syllabus)  
|        | **Intercultural understandings**  
|        | • discuss the role of technology in education and in the workforce  
|        | • discuss how changes in expectations and aspirations affect future study and employment  
|        | **Language learning and communication strategies**  
|        | • summarise and synthesise information from texts  
|        | • use textual cues and understanding of text structure to interpret meaning  
|        | **Dictionaries**  
|        | • use monolingual and/or bilingual print dictionaries and/or character dictionaries
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<tr>
<td>16</td>
<td>Examination week</td>
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<td></td>
<td><strong>Task 5: Semester 1 practical (oral) examination</strong> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief</td>
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<td><strong>Task 6: Semester 1 written examination</strong> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief</td>
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### Issue: The changing nature of work

Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

**Perspectives**
- Personal: individual identity
- International: connections with the world as a global citizen

**Contexts and texts**
- Social and community settings
- Contemporary literature and the Arts
- Media

**Linguistic resources**
- Grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)
- Character list (refer to Appendix 4 in the syllabus)

**Intercultural understandings**
- Discuss the role of technology in education and in the workforce
- Discuss how changes in expectations and aspirations affect future study and employment

**Language learning and communication strategies**
- Use strategies to maintain conversation
- Organise spoken discourse
- Monitoring comprehension, seeking clarification of spoken texts
- Infer meaning, guessing meaning from key words, structures, visual cues, context using known information

**Dictionaries**
- Use monolingual and/or bilingual print dictionaries and/or character dictionaries

**Task 7: Oral communication** – Interview with teacher based on choice of three topics (approximately 10 minutes)

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### Issue: The individual as a global citizen

Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.

**Perspectives**
- Personal: individual identity
- Community: connections with Japanese-speaking communities locally, regionally and worldwide
- International: connections with the world as a global citizen

**Contexts and texts**
- Social and community settings
- Contemporary literature and the Arts
- Media

**Linguistic resources**
- Grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)
- Character list (refer to Appendix 4 in the syllabus)

**Intercultural understandings**
- Discuss Japanese identity in the context of globalisation
- Discuss the impact of globalisation on Japanese-speaking communities and their environment
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<tbody>
<tr>
<td>5</td>
<td><strong>Language learning and communication strategies</strong>&lt;br&gt;• use strategies to maintain communication i.e. ask for clarification&lt;br&gt;• organise spoken discourse&lt;br&gt;• monitoring comprehension, seeking clarification of spoken texts&lt;br&gt;• inferring, guessing meaning from key words, structures, visual cues, context using known information&lt;br&gt;• summarise and synthesise information and ideas from texts&lt;br&gt;<strong>Dictionaries</strong>&lt;br&gt;• use monolingual and/or bilingual print dictionaries and/or character dictionaries&lt;br&gt;<strong>Task 8: Semester 2 practical (oral) examination</strong> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief&lt;br&gt;<strong>Task 9: Responding to texts: spoken</strong> – Listen to Japanese texts and respond in Japanese or English, as specified.&lt;br&gt;<strong>Task 10: Creating texts in Japanese</strong> – Write an article of approximately 500 ji in Japanese.</td>
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<tr>
<td>10–15</td>
<td><strong>Issue: Japanese identity in the international context</strong>&lt;br&gt;Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally.&lt;br&gt;<strong>Perspectives</strong>&lt;br&gt;• <em>Personal</em>: individual identity&lt;br&gt;• <em>Community</em>: connections with Japanese-speaking communities locally, regionally and worldwide&lt;br&gt;• <em>International</em>: connections with the world as a global citizen&lt;br&gt;<strong>Contexts and texts</strong>&lt;br&gt;• <em>Social and community settings</em>&lt;br&gt;• <em>Contemporary literature and the Arts</em>&lt;br&gt;• <em>Media</em>&lt;br&gt;<strong>Linguistic resources</strong>&lt;br&gt;<strong>Grammar</strong>&lt;br&gt;• grammar appropriate to the issues and perspectives (refer to Appendix 3 in the syllabus)&lt;br&gt;• character list (refer to Appendix 4 in the syllabus)&lt;br&gt;<strong>Intercultural understandings</strong>&lt;br&gt;• their place in the community as Australians of Japanese origin&lt;br&gt;• the nature of language, culture and identity in the context of migration&lt;br&gt;<strong>Language learning and communication strategies</strong>&lt;br&gt;• sequence and structure information and ideas&lt;br&gt;• summarise and synthesise information from a variety of texts&lt;br&gt;• manipulate Japanese to communicate effectively&lt;br&gt;• use culturally appropriate language when creating and presenting texts&lt;br&gt;<strong>Dictionaries</strong>&lt;br&gt;• use monolingual and/or bilingual print dictionaries and/or character dictionaries&lt;br&gt;<strong>Task 11: Responding to texts: written</strong> – Read Japanese texts and respond in Japanese or English, as specified.&lt;br&gt;<strong>Task 12: Creating texts in Japanese</strong> – Write an essay of approximately 500 ji in Japanese.</td>
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<td>16</td>
<td><strong>Examination week</strong>&lt;br&gt;<strong>Task 13: Semester 2 written examination</strong> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief</td>
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