SAMPLE COURSE OUTLINE

JAPANESE: BACKGROUND LANGUAGE
ATAR YEAR 11
### Sample course outline

**Japanese: Background Language – ATAR Year 11**

#### Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 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)  
- refer to character list (Appendix 4)  
**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**  
- 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 a monolingual and/or a bilingual print dictionaries and/or character dictionaries  
| 7–12 | **Task 1: Oral communication**  
**Task 2: Responding to texts: Spoken**  
**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  
**Contexts and texts**  
- *Social and community settings*  
- *Contemporary literature and the Arts*  
- *Media* |
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<td><strong>Intercultural understandings</strong></td>
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<tr>
<td>• understand the nature of culture and identity in interpersonal interactions</td>
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<tr>
<td>• reflect on and discuss ideas, viewpoints and practices to deepen understanding of self and others</td>
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<tr>
<td>• discuss own and others’ values, beliefs and practices</td>
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<td><strong>Language learning and communication strategies</strong></td>
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<td>• sequence and structure information and ideas</td>
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<tr>
<td>• use a range of vocabulary and grammatical structures</td>
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<tr>
<td>• express personal opinions and give reasons</td>
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<tr>
<td>• manipulate Japanese to communicate ideas and information effectively</td>
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<td><strong>Dictionaries</strong></td>
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<td>• use a monolingual and/or a bilingual print dictionaries and/or character dictionaries</td>
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<tr>
<td><strong>Task 3:</strong> Responding to texts: Written</td>
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<tr>
<td><strong>Task 4:</strong> Creating texts in Japanese (write approximately 450 ji in Japanese)</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 | |
| • grammar appropriate to the issues and perspectives (refer to Appendix 3) | |
| • refer to character list (Appendix 4) | |

**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 a monolingual and/or a bilingual print dictionaries and/or character dictionaries | |

**Task 5:** Creating texts in Japanese (write approximately 450 ji in Japanese) 

**Examination week**

| Task 6: Semester 1 practical (oral) examination | A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief. |
| Task 7: Semester 1 written examination | A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief. |

Note – for Appendix 3 and Appendix 4 refer to the ATAR Year 11 and Year 12 syllabus
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<th>Week</th>
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| 1–3  | **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)  
- refer to character list (Appendix 4)  
**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 a monolingual and/or a bilingual print dictionaries and/or character dictionaries  
**Task 8: Responding to texts: Spoken** |
| 4–9  | **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**  
- grammar appropriate to the issues and perspectives (refer to Appendix 3)  
- refer to character list (Appendix 4)  
**Intercultural understandings**  
- discuss Japanese identity in the context of globalisation  
- discuss the impact of globalisation on Japanese-speaking communities and their environment  
**Language learning and communication strategies**  
- use resources to build vocabulary and check spelling and grammar  
- use strategies to maintain communication i.e. ask for clarification  
- manipulate Japanese to communicate effectively in a range of contexts  
- analyse the way culture and identity are expressed through language  
- summarise and synthesise information and ideas from texts |
Week 10–15

Key teaching points

**Dictionaries**
- use a monolingual and/or a bilingual print dictionaries and/or character dictionaries

**Task 9: Oral communication**

**Task 10: Responding to texts: written**

**Issue: Japanese identity in the international context**
Students will consider the place of Japanese-speaking communities in the world, including migration experiences both locally and internationally.

**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)
- refer to character list (Appendix 4)

**Intercultural understandings**
- their place in the community as Australians of Japanese origin
- the nature of language, culture and identity in the context of migration

**Language learning and communication strategies**
- sequence and structure information and ideas
- summarise and synthesise information from a variety of texts
- manipulate Japanese to communicate effectively
- use culturally appropriate language when creating and presenting texts

**Dictionaries**
- use a monolingual and/or a bilingual print dictionaries and/or character dictionaries

**Task 11: Creating texts in Japanese** (write approximately 450 *ji* in Japanese)

**Task 12: Oral communication**

**Examination week**

**Task 13: Semester 2 practical (oral) examination** – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.

**Task 14: Semester 2 written examination** – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.

Note – for Appendix 3 and Appendix 4 refer to the ATAR Year 11 and Year 12 syllabus