

Victorian Certificate of Education 

JAPANESE FIRST LANGUAGE

STUDY DESIGN



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COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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41a St Andrews Place, East Melbourne, Victoria 3002

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Edited by Ruth Learner
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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2021

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is taught widely in Australian schools and its popularity recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

AIMS

The aims of the study design are to develop students’:

- ability to use Japanese to communicate with others;
- understanding and appreciation of their own and other cultures;
- understanding of language as a system;
- potential to apply Japanese to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Japanese First Language is designed for students who will, typically, have spent some time as a resident and/or have had significant experience of studying Japanese in a country in which Japanese is a major language of communication.

The study of Japanese is offered at two levels in the VCE (Japanese First Language and Japanese Second Language). Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the *VCE and VCAL Administrative Handbook*.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Japanese First Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The 'Advice for teachers' section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The ‘Advice for teachers’ section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Japanese First Language the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Japanese First Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 10 per cent
written component } 40 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for Japanese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- Self and others
- Tradition and change in the Japanese-speaking communities
- Global issues

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

Self and others	Tradition and change in the Japanese-speaking communities	Global issues
<ul style="list-style-type: none"> • Personal world <i>For example, personal details and qualities, relationships with family and friends, aspirations, expectations, and self-identity.</i> • Personal beliefs and ideals <i>For example, personal priorities, student's view of an ideal world and views on an issue.</i> • Contributing to the community <i>For example, volunteer work, caring for the environment, committees, sport and social groups, plans for contributing to the community in the future.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, changing lifestyles, family life, rural and urban life, patterns of leisure activities, the role of women in society and the workforce, the aged.</i> • People and events <i>For example, the impact of famous individuals on the arts/literature/science, natural disasters, significant events in Japanese history.</i> • Education <i>For example, changing attitudes to the value of education, access to education, impact of the tertiary entrance selection system on the younger generation today.</i> 	<ul style="list-style-type: none"> • The environment <i>For example, the impact of scientific and technological developments, pollution, wildlife protection, conservation of natural resources, impact of tourism and the changing composition of the population.</i> • Human rights in the world today <i>For example, universal human rights, privacy, minority groups, the disabled, racism, rights to life.</i> • The nature and future of work <i>For example, modern technology and its impact, the nature and causes of unemployment, urbanisation, work ethics.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the 'Advice for teachers' section.)

Advertisement	Editorial	Questionnaire/survey
Autobiography	Essay (informative, evaluative, persuasive)	Report
Biography	Formal correspondence (including business letters)	Résumé/Curriculum vitae
Brochure	Interview	Review
Commentary	Journal entry	Script (radio/television/film)
Critique/review	Newspaper/magazine article	Speech
Data chart	Novel/short story	Summary/precis
Debate	Poem	Technical instructions
Documentary (film/television)		Website
Drama		

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the 'Advice for teachers' section.)

VOCABULARY AND REGISTER

It is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should also be taught to use register appropriate to context, purpose and audience. They should know, for example, that colloquialisms are appropriate, but only in certain contexts (e.g. a story involving a dialogue between two young people). Information on the use of dictionaries in the end-of-year written examination is provided on page 30, and published annually in the *VCE and VCAL Administrative Handbook*.

KANJI

It is expected that the student is able to recognise commonly used *jooyoo kanji* and produce 1006 *kyoouiku kanji*.

GRAMMAR

The list below is not intended to be exhaustive. It focuses instead on items which students who have a background in Japanese may not be familiar with, and which may therefore require a particular

teaching and learning emphasis.

Verb

passive	e.g. 飲まれる 食べられる させられる 来られる
causative	e.g. 飲ませる 食べさせる させる 来させる
passive causative	e.g. 飲ませられる 食べさせられる させられる 来させられる
potential form	e.g. 飲める 食べられる (食べれる) できる 来られる (来れる) 見られる (見れる) NOTE: 食べれる、来れる、見れる are accepted only in oral use. In written work these may be used in quoting part of a conversation.
Verbs of giving and receiving	e.g. て - Form あげる / やる て - Form くださる / くれる て - Form いただく / もらう

- Adjectives, present and past tenses e.g. 大きい → 大きかった → おおきかったです
しずか → しずかだった → しずかでした
- Honorifics/humble forms e.g. いる → いらっしゃる、おる
言う → おっしゃる、もうす
見る → ごらんになる、はいけんする

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, persuading and commenting on issues both real and imaginary;
- use a range of vocabulary and expressions, for example, to add emphasis;
- link and sequence ideas and information in written or spoken texts;
- initiate, maintain and close an exchange;
- use appropriate intonation and stress;
- use correct script and punctuation;
- use *genkooyooshi*;
- rephrase to maintain communication;
- build upon cues provided;
- deal with misunderstanding, for example, by apologising and asking for clarification;
- communicate in a range of text types, for example, letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication.

Outcome 2

On completion of this unit the student should be able to listen to, read, and reorganise information and ideas from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- respond appropriately for the context, audience and purpose described;
- recognise and use a range of vocabulary, structures and content related to topics studied;
- use context and grammatical markers to infer meaning of unfamiliar words or phrases;
- extract and reorganise information from one text type to another;
- identify main points and supporting ideas;
- link items from various parts of the text;
- establish and confirm meaning through re-reading, and referring to dictionaries;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a fictional text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- provide personal comment/perspective on aspects of the text;
- respond appropriately for the context, purpose and audience described;
- use structures related to describing, comparing and commenting;
- compare and comment on experiences, opinions, ideas, feelings and reactions;
- support views with evidence;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- discussion

or

- personal letter/fax/email.

Outcome 2:

- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type

and

- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Japanese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Japanese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to informing, explaining, persuading, negotiating, agreeing and disagreeing;
- use a range of vocabulary and expressions appropriate to the topic areas;
- use fillers, affirming phrases, formulaic expressions and exclamations related to persuasion;
- come to agreement, reach decisions and conclude a case;
- link and sequence ideas to add weight to argument;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- initiate and respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of vocabulary, structures and content related to topics studied;
- recognise stylistic features such as contrast, repetition and understatement;
- infer meaning from linguistic and contextual features;
- summarise, explain and compare ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas;
- appreciate cultural aspects critical to understanding the texts;
- link items from various parts of the texts.

Outcome 3

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, journal entry, story or spoken personal account;
- use structures related to describing, recounting and narrating;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as imagery, repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- respond appropriately for the audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play.

Outcome 2:

- listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Japanese

and

- read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Japanese.

Outcome 3:

- journal entry

or

- spoken personal account

or

- short story.

It is expected that the texts used are in Japanese and that the student responds in Japanese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Japanese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: language and culture through Literature and the Arts; language and culture through VET.

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in Sections 1 and 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. All assessment task(s) for the detailed study should be designed to assess the student's understanding and appreciation of aspects of language and culture and should be drawn from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 27 and 28). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through Literature and the Arts

This detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Japanese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author's/director's/composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the

audience. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example, a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

Language and culture through VET

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- write from a first- or third-person perspective;
- use structures related to describing, recounting and narrating;
- use a range of relevant text types and vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use stylistic techniques such as repetition, rhetorical questions, imagery or changes in tone, and speed of delivery.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- summarise and synthesise ideas and information from a range of sources;
- recognise speakers' intention/attitude;
- convey meaning accurately;
- use knowledge of the structure of the language to establish and confirm meaning;
- show knowledge of and distinguish between different registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- participate in interviews, debates or discussions on known and unknown topics;
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas;
- ask questions, respond in some depth and build upon ideas of others;
- record key points and ideas raised during the course of an exchange;
- use the generally accepted conventions of a range of formal and informal text types;
- use registers for familiar and unfamiliar audiences;
- link, sequence and show relationship of ideas/factual information;
- use a range of vocabulary, including some specialist terminology;
- use and understand a variety of complex structures to imply meaning, indicate mood, depth of intent or degree of willingness.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Japanese to all assessment tasks.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 1400–1600 ji imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions or instructions, analysing and using information requested.	20
Outcome 3 Exchange information, opinions and experiences.	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.	10
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise and synthesise information from texts;
- accurately convey meaning;
- show knowledge of a range of text types and some technical vocabulary;
- show knowledge of stylistic features such as repetition, contrast and imagery;
- infer meaning from cognates, grammatical markers and common patterns of word formation.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify, compare and evaluate values, attitudes and beliefs expressed in a range of texts or procedures related to topics or a special area;
- produce a text to present a particular stance on an issue;
- understand the notion of ‘appropriateness’ and its relationship to purpose, audience and context;

- analyse information and ideas to find similarities, differences and evidence of bias;
- recognise a writer's or presenter's intention/attitude in a text;
- analyse and compare themes, experiences and the creation of effect in imaginative and persuasive texts;
- recognise the extent to which texts can be interpreted differently by different readers;
- read or view, and review a text;
- select and make use of relevant reference materials;
- organise and make effective use of evidence gathered.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Japanese to all assessment tasks.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions or instructions, analysing and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture.	A 1400–1600 ji persuasive or evaluative written response, for example, report, essay, article or review.	20
	and A four- to five-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 10 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Japanese.

Specifications

The oral examination has two sections.

Section 1: Presentation (approximately 5 minutes)

The student will be asked to indicate to the assessors the option selected for detailed study (language and culture through Literature and the Arts, or language and culture through VET) and the sub-topic chosen. The student will then, in no more than one minute, briefly outline the issue selected for their presentation. The student should also alert assessors to any objects and/or cue cards brought to support their presentation.

The student will then begin their presentation, which should last no longer than four minutes. The presentation should embody a clear stance on the issue selected, relate clearly to the sub-topic chosen for detailed study, and be supported by evidence.

The student will be expected to refer to texts studied if they have followed the language and culture through Literature and the Arts option. Teachers should refer to the VCAA LOTE VET supplement for details if they have followed the language and culture through the VET option.

The student may support the presentation with objects such as photographs, diagrams, maps, and brief speaker's notes. These should be in point form and on a small (no more than 20 cm x 12.5 cm) card.

Section 2: Discussion (approximately 5 minutes)

Following the presentation the student will discuss aspects of the nominated issue with the assessor(s) and should be prepared to clarify points presented. The student should also expect the discussion to range beyond the issue selected. It might include reflection on experiences, speculation on further developments, or discussion of possibly unfamiliar issues. Assessors may also expect the student to answer general questions on the detailed study.

Written examination (2 hours plus 15 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding**Purpose**

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will listen to a recorded passage and respond to a range of questions requiring responses in Japanese. The student will be expected to demonstrate understanding of underlying ideas as well as the general sense and specific details of the text.

Specifications

The text in Section 1 of the written examination will be related to one of the prescribed themes, and be drawn from any one of a range of sources such as news items, reviews, interviews, lectures, discussions and current affairs broadcasts.

The student will hear a text in Japanese of approximately 3 to 4 minutes' duration which focuses on an issue related to one or more of the prescribed themes. The text will be read twice with a pause of 5 minutes between the first and second readings in which students may take notes. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. The student will have approximately 17 minutes after the second reading to complete the responses.

The student will be required to answer in Japanese a number of questions in Japanese, some of which will require answers in paragraphs. Questions will focus on the ideas underlying the text, as well as specific items of information. The student will be given an indication of the length of the responses required.

Section 2: Reading and responding**Purpose**

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts.

The student will be required to use Japanese to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Japanese.

Specifications

The texts will be related in theme but may be different in style and purpose. The theme will be drawn from one of the three prescribed themes. The texts will be largely authentic texts of up to 2000 *ji* in total.

The student will be required to read the two texts and write a response of between 900–1100 *ji* in Japanese to a task requiring the identification and synthesis of relevant information and ideas from the two texts. The task will specify a purpose, context and audience and a text type. The text type will be different from those in the texts provided.

Section 3: Writing in Japanese**Purpose**

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Japanese.

Specifications

The student will be required to write either an imaginative or evaluative text of between 1000–1200 *ji*. There will be a choice of five tasks. The tasks will be related to the prescribed themes.

The imaginative writing tasks may include a text in Japanese, a visual, or a combination of text and visual.

The evaluative writing tasks will involve the organisation of arguments and ideas in a structured consideration of a given issue.

All tasks will specify a purpose, audience, context and text type.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to an issue of interest or concern.	Discussion. or Personal letter/fax/email.	1 Participate in a spoken or written exchange focusing on the resolution of an issue.	Formal letter, or fax, or email. or Role-play.
2 Listen to, read and reorganise information and ideas from spoken and written texts.	(a) Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type. and (b) Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.	2 Listen to, read, extract and compare information and ideas from spoken and written texts.	(a) Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Japanese. and (b) Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Japanese.
3 Produce a personal response to a fictional text.	Oral presentation. or Review. or Article.	3 Produce an imaginative piece in spoken or written form.	Journal entry. or Spoken personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 1400–1600 ji imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions or instructions, analysing and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions or instructions, analysing and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of language and culture.	(a) A 1400–1600 ji persuasive or evaluative written response, for example, report, essay, article or review. and (b) A four- to five-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
A 1400–1600 ji imaginative written piece.	10	Presentation	5
Response to spoken texts.	10	Discussion	5
A four- to five-minute oral presentation.	5		
Unit 4		Written examination	
Response to written texts.	10	Listening and responding	12.5
A 1400–1600 ji persuasive or evaluative written piece.	10	Reading and responding	15
Four- to five-minute interview.	5	Writing	12.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	20
Responding to spoken texts	22.5
Responding to written texts	25
Writing	32.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers should develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy in order for the teacher to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities as can a text type, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Japanese First Language, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;

- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Imaginative written piece	Communication, planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Evaluative oral presentation	Communication, problem solving, initiative and enterprise
Analysis and response to written texts	Communication, problem solving, planning and organising
Persuasive or evaluative written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Sample assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
Tradition and change in the Japanese-speaking communities	<p><i>Listening</i></p> <p>view <i>となりのトトロ</i> and make notes of lifestyles you do not find today</p>
Topic	
Lifestyles	<p><i>Speaking</i></p> <p>discuss changes in lifestyles in Japan comparing those you find in <i>サザエさん</i> with <i>となりのトト</i></p>
Sub-topic	
Changing lifestyles	<p>make an oral report explaining why you think <i>サザエさん</i> was a popular cartoon series in a daily newspaper for many years</p>
Text type	
Animated story / biography / cartoon / discussion / documentary-essay / list / note / oral report / synopsis / website	<p><i>Reading</i></p> <p>compare an earlier edition <i>サザエさん</i> with a later edition and list changes you notice in living styles, clothing, customs and language</p> <p> search the Internet for information about <i>サザエさん</i> and its author <i>長谷川町子</i></p> <p>read <i>庭に来る鳥</i> and note the changes that took place over ten years</p> <p>read <i>ムツゴロウの無人島記</i> and <i>続ムツゴロウの無人島記</i> in preparation for your assessment task</p> <p><i>Writing</i></p> <p>write a 800–1000 <i>ji</i> synopsis of <i>となりのトトロ</i></p> <p> compose and word process a short biography of <i>長谷川町子</i></p> <p>practise conventions for writing a synopsis and a biography</p> <p>revise how to use <i>genkoo yooshi</i> correctly</p> <p>practise using set exercises functions of paragraphing and punctuation</p>

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to an issue of interest or concern.

Assessment task: Discussion.

Details of task: After having read *ムツゴロウの無人島記* and *続ムツゴロウの無人島記* in preparation for the assessment task, participate in a discussion giving your opinion about the Hata Family's move to an uninhabited island, their lifestyle there, and their decision to move back to urban life.

Examples of texts

長谷川町子	サザエさん (1-45)	朝日新聞社
畑正徳	ムツゴロウの無人島記	文春文庫
畑正徳	続ムツゴロウの無人島記	文春文庫
朝永振一郎	庭に来る鳥	高校生のための文章読本より引用 筑摩書房

Videos

宮崎駿	となりのトトロ
長谷川町子	サザエさん

Unit 1**Theme**

Tradition and change in the Japanese-speaking communities

Topic

People and events

Sub-topic

Impact of natural disasters

Text types

Article / diary entry / discussion / documentary / eye-witness account / illustration / instruction / journal entry / map / novel / photo / proverb / short story / speech / table / website

Examples of learning activities*Listening*

invite a guest speaker who experienced an earthquake that caused considerable damage and/or casualties (e.g. Hanshin Earthquake in Japan, and Newcastle earthquake in Australia) to speak to the students in Japanese and answer questions about the event

Speaking

analyse the data collected (refer to Reading) and in groups discuss major issues that you observed from the data

Reading

search the Internet for information about major earthquakes that occurred in Japan in the 20th and 21st centuries

read a novel / short story / article / eye-witness account of an earthquake and note the main points that impressed the writer

Writing

mark earthquake prone areas on a map of Japan

make a reference table listing the magnitude, casualties and any associated major problems that were caused by the earthquakes (e.g. tsunami, disruption of water, electricity and food supplies, rescue operations, etc.)

revise the *Jooyoo Kanji* that have frequently appeared in the texts studied

write a journal or diary entry using conventions

examine the functions of punctuation in a written text

Example assessment task

Outcome 2: Listen to, read and reorganise information and ideas from spoken and written texts.

Assessment task 2(a): Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type.

Assessment task 2(b): Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

Details of task Outcome 2(a): Write a journal entry about a broadcast outlining one person's experiences of a significant earthquake, including your reaction to it.

Details of task Outcome 2(b): Read an eye-witness account or a volunteer worker's account of a major earthquake and its aftermath and write, in point form, how you will prepare for earthquakes.

Examples of texts

小松左京	日本沈没 (part)		
ヴルウエー著/渡辺秀訳	ポンペイ最後の日	ユニヴァーサル文庫	
小学国語読本から	「いなむらの火」	国際学友会 3	日本語読本 より引用
東京都北区防災会館	地震が起こったら	(kit, video もあり)	
文芸春秋	「地震予知の信用度を	(2003 年 6 月号 p. 280-284)	
目撃者・ヴォランテ	計測する」		
イアの手記			

Videos

東京都北区防災会館 地震が起こったら
地震についてのドキュメンタリー・フィルム

Unit 1

Theme	Examples of learning activities
Self and others	<i>Listening</i> watch the video Spirited Away (千と千尋の神隠し) and discuss the human relationships portrayed in the film
Topic Personal world	<i>Speaking</i> discuss the importance of a stable family relationship in childhood
Sub-topic Relationships with family and friends	<i>Reading</i> read a short story with the theme of relationships with family and/or friends and write a summary read 太郎物語 in preparation for writing a review revise the Jooyoo Kanji that have frequently appeared in the texts studied
Text types Animation / chat room / discussion / documentary / film / Internet / magazine article / poem / review / story / summary / video	<i>Writing</i>  use a targeted audience chat room to discuss, with friends in Japan, family relationships in Australia and in Japan; write an article for a student magazine in Japan about your findings review the film 遠き落日 from the point of view of the mother-and-son relationship it portrays revise how to use genkoo yooshi correctly write a review practising conventions

Example assessment task

Outcome 3: Produce a personal response to a fictional text.

Assessment task: Review.

Details of task: Write a review of 太郎物語 focusing on the relationship between Taroo and his parents.

Examples of texts

なだ いなだ	エッセイ集	親子って何だろう	角川文庫
三浦綾子	あさっての風	角川文庫	(p. 37-40) お互いを認めよう、 (p. 106-109) せっかちになるな)
曾野綾子	太郎物語—高校編		
灰谷健次郎	少女の器	新潮文庫	
乃南アヤ	ドラマチック・チルドレン	新潮文庫	
栗良平	栗良平作品集 2	「一杯のかけそば」	栗っ子の会
与謝野晶子	詩：「君死にたもうことなかれ」		
石川啄木	短歌：「たわむれに母を背負いてそのあまり軽きに泣きて三歩あゆまず」 「親と子とはなればなれの心もて静かに対ふ気まずきや何ぞ」		

Videos

NHK	そのとき歴史が動いた	「与謝野晶子」
NHK	ヒーローズ・ヒーロー	「伊達政宗」
宮崎駿	千と千尋の神隠し 遠き落日	(野口英世と母の物語)

Unit 2**Theme**

Tradition and change in the Japanese-speaking communities

Topic

Education

Sub-topic

Education as preparation for future careers

Text types

Autobiography / conversation / discussion / journal entry / note / oral report / story / summary / synopsis / website

Examples of learning activities

take turns to jot on the board point form notes during the discussion of the curriculum of Tomoe Gakuen (see Speaking tasks below); discuss the importance of the points and make your own notes from these

Speaking

discuss in class the effects of the unique curriculum of Tomoe Gakuen on its pupils and their future

make an oral report in class about the educational background, career and lifestyle of one of the people featured in 青春漂流, including your views

Reading

read 窓際のトットちゃん and summarise in point form the unique features of Tomoe Gakuen

 search for a story online with the theme of secondary school classroom scenes and write a synopsis, e.g. ぼくらの悪魔教師)

practise reading and writing relevant Jooyoo Kanji

Writing

write a journal entry about your personal response to 「なぜ子供は学校に行かねばならないのか」

Example assessment task

Outcome 1: Participate in a spoken or written exchange focusing on the resolution of an issue.

Assessment task: Role-play.

Details of task: You are being consulted by a secondary student who wants to leave school early and get into the workforce. Based on the experiences of one of the main characters from *ドラマチック・チルドレン* 5 years after they left *ピースフルハウス・はぐれ雲*, discuss the issues involved and give him/her advice.

Examples of texts

立花隆	青春漂流	講談社文庫
東京大学教養学部・	二十歳のころ	新潮社
立花ゼミ共同作品		
大江健三郎	自分の木下で「なぜ子供は学校に行かねばならないのか」	朝日新聞社
乃南アサ	ドラマチック・チルドレン	新潮文庫
黒柳徹子	窓際のトットちゃん	講談社青い鳥文庫
武内洋	学歴貴族の栄光と挫折	中央公論新社
毛利衛	果てしない宇宙の中で思うこと	数研出版
三浦綾子	明後日の風	角川文庫

Video

日本テレビ	伝説の教師 学校	(夜間中学のドラマ)
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Unit 2

Theme	Examples of learning activities
Global issues	<i>Listening</i>
Topic	listen to a broadcast/interview/news item on an animal conservation issue or on an endangered animal; note information that could be used to develop a letter to a conservation group to express your views on the issue
The environment	
Sub-topic	<i>Speaking</i>
Wild animal conservation	read 天然記念物の動物たち and discuss the contents in class
Text types	<i>Reading</i>
Broadcast / captions / chart / debate / essay / graph / interview / magazine article / news item / newspaper article / official letter / report / speech script / talk / website	 search the Internet for animal conservation groups in Japan and note information about them, and how they can be contacted

 search the Internet for information on the domestic and global effect of urbanisation, tourism and the explosion of population on the natural habitat of animals, and present your findings in a graph or chart

make a folder of recent news on animal conservation issues, using headings and captions to organise your information

Writing

use a Japanese encyclopaedia to research current items related to animal conservation and write a brief report of your findings

write an official letter using conventions

practise further relevant *Jooyoo Kanji*

Example assessment task

Outcome 2: Listen to, read, extract and compare information and ideas from spoken and written texts.

Assessment task 2(a): Listen to two or more spoken texts (e.g. interviews, discussion, debate) and compare information and ideas obtained in a given format in Japanese.

Assessment task 2(b): Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Japanese.

Details of the task 2(a): Listen to two or more taped debates/interviews/talks presenting two opposing views on whaling. Based on the information, write a formal letter to an organisation expressing your views on the issue.

Note: Videoed debates, interviews or news/current affairs programs can be used instead of taped texts.

Details of the task 2(a): Read two or more magazine/newspaper articles on issues of coexisting with wild animals and birds in urbanised regions (e.g. crows in Tokyo), and write the script of a speech you have been asked to deliver at a local community meeting on this issue.

Examples of texts

畑正憲 天然記念物の動物たち 角川文庫
畑正憲 われら動物みな兄弟 角川文庫

新聞・雑誌からの関連記事

辞典類： 知恵蔵 朝日新聞社
imidas 集英社

現代用語の基礎知識 (電子ブック、CD-ROM あり)

Videos

ドキュメンタリー・フィルム

テレビ・ラジオのニュース・ニュース解説・討論会・インタビューなど

Unit 2

Theme	Examples of learning activities
Self and others	<i>Listening</i> watch a film featuring a person with a disability and note issues from the carer's point of view
Topic Contributing to the community	<i>Speaking</i> discuss in class different kinds of disabilities
Sub-topic Caring for persons with disabilities	 gather information about various voluntary activities in Japan through websites and a Japanese encyclopaedia of current topics
Text types Autobiography / chat room discussion / discussion / encyclopaedia / essay / film / list / note / personal account / story / web page	read twenty-one 世紀のボランティア and make a list of different kinds of voluntary work available in Japan read 介護する女に言わせてほしい and list their advice to carers based on their experiences <i>Writing</i>  conduct an interview through a targeted audience chat room, gaining information from the person about his/her experiences as a volunteer worker read critically 五体不満足 and discuss the issues raised with the class; write a 1200 ji essay analysing how he overcame his physical disability

Example assessment task

Outcome 3: Produce an imaginative piece in spoken or written form.

Assessment task: Short story.

Details of the task: Imagine you are a carer providing voluntary home help for an elderly person or a young person with a disability in Japan. Write an account of a day spent with such a person, focusing on the value of the care both for yourself and the person you looked after.

Examples of texts

乙武洋匡	五体不満足	講談社
乙武洋匡	続五体不満足	講談社
	21世紀のボランティア	現代用語の基礎知識2001別冊付録
	高齢社会・介護	現代用語の基礎知識 ー社会と暮らし
宇野淑子・米原	介護する女に言	文芸春秋 2003・1 pp214-21
万里・藍川由美	わせてほしい	
中村聡樹	全国介護施設ベスト14	文芸春秋 2003・1 pp170-176

Videos

妻よ	(交通事故による後遺症で痴呆になった妻を介護する夫のドラマ)	
有吉佐和子原作	映画	恍惚の人
テレビ東京	ドキュメンタリー人間劇場	
TBS	ビューティフル・ライフ	

Unit 3**Theme**

Self and others

Topic

Personal beliefs and ideals

Sub-topic

Love

Text types

Ballet / discussion / drama /
essay / musical / novel extract /
opera / personal letter / poem /
review / story

Examples of learning activities*Listening*

view a theatrical production (drama/opera/ballet/musical) with a love theme and take notes in preparation for writing a review for an arts magazine

Speaking

discuss different kinds of love (romantic love, philanthropic love, religious love, parental love, patriotic love, etc.) in class

discuss love as portrayed in a short story by Tolstoy which has been translated into Japanese

Reading

read a literary work (story/novel extract/poem) with the theme of love and note language and structural elements that contribute to the effectiveness of the writing

Writing

from your notes on the theatrical production (see Listening tasks above), write a 1000-1200 *ji* review for an art magazine

write a poem (haiku, tanka) on the theme of love

write a personal letter to an older relative/friend expressing your ideas on what love means

revise conventions for letter writing: personal and official

practise relevant Jooyoo kanji

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: Write a 1400–1600 ji imaginative written piece.

Details of the task: Imagine that you have been travelling in Japan and you are lost and alone. You meet a young, attractive stranger who offers to help you, but a disaster strikes! Write a fiction story you wish to enter for a young writer's competition following this theme.

Examples of texts

白川 芳史 ななせ 木下 昌 日本作協 トルストイ ショータスゴブ サン・ラダジューベリ 元良 平	「嵐のキック」 生シタ記念「 Y&Y」 まあちゃん、あなたがちほ 「大はなんで生きるか」 コメカとゴロリキッド おへの牛紙・若き日の牛紙 栗良平作局長「杯の おはなは	東京書院 (ラジカマ)	改定版「以迄 トルストイ反論集より「岩波文庫 いしや書房 栗の了の云
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Videos

木下昌二作・可也 映屋作曲 チャップリンの CD	「おの夕鶴」 「ブレ」 「自身の制」 片板の上のバイオリン弾き	ミュージカル（日本語）
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Unit 3

Theme

Tradition and change in the Japanese-speaking communities

Topic

Education

Sub-topic

Changing attitudes of young people in Japan towards school education

Text types

Commentary / discussion / encyclopaedia / film / interview / letter to the editor / magazine article / news item / news report / panel discussion / review / speech script / statistics / story / website

Examples of learning activities

Listening

view a television news item, a commentary and/or a discussion panel on the problems in primary and secondary schools in Japan (e.g. bullying, disruptive behaviour in class, refusing to attend school, and hikikomori); discuss the causes and various solutions

Speaking

analyse statistical data on bullying and other problems at schools in Japan, and give an oral presentation of your findings

Reading



search the Internet for information / data on problems in schools in Japan, for example on www.opendoors.asahi.np.co.jp/span/wadai/chie2001.htm and www.imidas.shuisha.co.jp

read [『いじめ防止対策推進法』](#) or [『いじめ防止対策推進法』](#) and write a review of the book focusing on your response to the measures taken by the teachers in the story

Writing

read magazine articles and newspaper reports on bullying, and use the information in a letter to the editor of a newspaper to argue for better measures to address the problem

write a script for a speech that you have been asked to deliver at a community meeting on problems at school and changing attitudes of young people towards education

write a letter-to-the-editor using appropriate conventions

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions or instructions, analysing and using information requested.

Details of the task: Use information from an interview and news report to write a magazine article analysing the causes behind bullying incidents. Suggest ways of improving the situation.

Examples of texts

奥田 幸子	「本巻友朋の学びの場から」	論座 2003 • 3 pp157-159
高田 正樹	「マンガ文化の発展」	新編文庫
宗田 理	「ぼくらの忠告教団」	読者のオンライン図書館
imidas	青年と社会	pp620- 集英社
	河原 隆	毎日新聞
	日本社会の諸問題	社会思想社
	現代日本の基礎知識	

Videos

名人先生
 学校 (後述中学のマンガ)
 このため、教育現場での問題についての討論会・ワークショップ 解説など

Unit 3

Theme

Examples of learning activities

Tradition and change in the Japanese-speaking communities

Listening
 view two or three animated stories by the same author and analyse changes in style and theme over time; discuss the changes in class

Topic

Speaking

Lifestyles

 conduct a survey or questionnaire on a targeted audience chat room or by interviewing Japanese speakers about which comic books are popular among Japanese secondary students living in Australia; compare the results with the situation in Japan and orally report your findings to the class

Sub-topic

Manga culture

interview students from other countries where Japanese manga are popular (e.g. China, Korea and Taiwan) to find out why

Text types

Reading

Animation / cartoon / chat room / comic book / discussion / encyclopaedia / interview / list / oral presentation / oral report / questionnaire / report / statistics / survey / website

 use the Internet and a Japanese encyclopaedia to research statistical data about the number of manga that are published, the different genres of cartoons and animated films, the types of readers each genre is popular with, and which are the most popular genres

Writing

write a report of your survey results (see Speaking tasks above)

compare Japanese animation with animated films produced in other countries, e.g. USA, and make a comparative list of the different features

 search the Internet for information on the latest technological developments; note items of interest and the reference sites

read articles about astronauts' experiences after they have returned to the earth, and write a short essay for your school magazine

Writing

write an imaginative story on the idea that you are suddenly spirited away to the world of fifty years ago where there was no television, Internet, computers, fax machines, jet planes or mobile phones

Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions or instructions, analysing and using information requested.

Details of the task: Read two texts with opposing points of view about technology and its impact on the workplace and on employment for the younger generation. Use the information to write an evaluative review for a youth magazine proposing ways to derive benefits from technological developments and improve the employment situation.

Examples of texts

立花隆 飛来編	宇宙からの生還 果てしない宇宙のなかで思う 未来のこと	日本文学 級研出版
立花隆 山崎寛人 止らぬ心 辞典編	「ロボット天国 日本の冒険」 環境破壊はとめられなか 任大業は子供の福を奪われたのか 御史蔵、日本を知る辞典、時事用語の共読辞典、imidas など	文芸春秋 2003 • 5 pp144-159 ポプラ社 文芸春秋 2003 • 5 pp194-197

Videos

NHK 報道特撮 映画	そのとき歴史が動いた The ジンダ、グローバルマスター、ジンダ、コロンブスなど 「タイムマシン」(2001)
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Unit 4

Theme

Global issues

Topic

Human rights in the world today

Sub-topic

Legacy of Hiroshima

Text types

Discussion / email / essay / facsimile / film / interview / message / note / report / review / statistics / story / summary / website

Examples of learning activities

Listening

listen to and read 原爆の記憶, a short story written by Mimei Ogawa soon after World War II ended; What was the message the author wished to pass on to posterity?; write an essay on this topic

Speaking

 find historical facts about atomic bombs in the 1940s from both Japanese and the US sources; discuss what you have found out with the class and compare your information; take notes and write a brief report

Reading

 using online libraries and websites, research statistical data about the effects of the atomic bombs dropped on Hiroshima and Nagasaki

Writing

 What are the positive messages you find in 原爆の記憶 and 原爆の記憶's Story?; write a summary of about 400 ji of your views, and send it to your teacher by facsimile or email

music is a universal language; discuss this statement in a review of the story of 原爆の記憶's Story

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture.

Assessment task 2(a): A 1400–1600 ji persuasive or evaluative written response, for example, report, essay, article or review.

Assessment task 2(b): A four- to five-minute interview on an issue related to the texts studied.

Details of the task 2(a): History repeats itself. Discuss this statement in an essay of 1400–1600 ji referring to one or more of the stories/films you have studied.

Details of the task 2(b): Participate in a four- to five-minute interview on the legacy of Hiroshima, referring to information and the experiences of eye witnesses that you have examined in the texts studied.

Examples of texts

宮田武衛	父が子に教える昭和史 25 のなぜ?	文芸春秋 2003 • 10 pp262-325
上村龍	東條トモ——失われた昭和史	セイヤル中絶会
野坂明如	二十国の瞳 講談社 青い鳥文庫	(内容未定)
小川大和	火垂るの墓 新潮文庫	
佐川由起	耳はら	
部典雄	ヒルナの響	(映画あり)
	河合肇、日本を知る辞典、現代日本の基礎知識、imidas など	

Videos

宮崎駿	禎子's Story 1999 • 8 • 11
	火垂るの墓
	思い出

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: Self and others

Topic: Personal world

- Sub-topic Self identity for naturalised Japanese (from Korea, China etc.) as seen in literature and the arts.

Topic: Personal beliefs and ideals

- Sub-topic Will removing territorial boundaries between countries ensure world peace?
- Sub-topic Do films, plays and stories usually depict an ideal world?

Theme: Tradition and change in Japanese-speaking communities

Topic: Lifestyles

- Sub-topic Comparing the influence of the extended family on an individual with that of the nuclear family as portrayed in literature and the arts.
- Sub-topic The changing role of the family as seen in drama/novels/film.
- Sub-topic How has Japan embraced technological advances in the arts?
- Sub-topic How has Western influence affected the art/dance/film/literature of Japan?

Topic: People and events

- Sub-topic The Meiji Restoration and changes in the life of ordinary Japanese as portrayed in literature and art.
- Sub-topic The influence of the past on the present as reflected in the arts and literature.
- Sub-topic The changing role of women as portrayed in Japanese theatre and/or literature.

Topic: Education

- Sub-topic An analysis of the value of formal information versus lessons from life based on a selection of novels/poems/songs/television dramas.
- Sub-topic The impact of education as seen in novels and short stories.

Theme: Global issues

Topic: The environment

- Sub-topic The impact of Miyazaki animations on attitudes to environmental issues and human greed.
- Sub-topic How are life issues and environmental concerns underpinned by Miyazaki's animated feature films or by poetry?

Topic: Human rights in the world today

- Sub-topic What influence have films in other languages had on promoting multicultural issues?
- Sub-topic How is the freedom of the individual portrayed in drama and poetry?
- Sub-topic 'Conflict and resolution' as portrayed in traditional and/or modern drama and film.

Topic: The nature and future of work

- Sub-topic The exploration of Mars as a possible human habitat as seen in literary works.
- Sub-topic The changing expectations for employment of young Japanese people from the past to the present, as seen through film, television or literature.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Article	Title; by-line (optional); author (optional); content; register; style; layout.
Biography	Title; author (fictional); structure (introduction, body, conclusion); content (factual); register; style; layout.
Brochure/leaflet	Topic; heading/sub-headings; register; content (factual and persuasive information); style; layout.
Essay (Kansoobun/Zuihitsu)	Topic; author (fictional name); structure; content in response to topic (informative/evaluative/reflective); conclusion (optional); register; style; layout.
Extended caption	Heading; content paragraph (informative); register; style; layout (non-indented paragraph/positioning).
Fax	Addressee; date; contact number; sender; number of pages; content; farewell; register; style; standard fax form layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry/diary entry	Date, day of week, weather; structure (related to sequence of thought, events or importance); content (information/reflection/evaluation); register; style; layout.
Letter (personal): Family, friend, acquaintance	Salutation; greeting; body (content); farewell; date; name of sender (fictional name); name of addressee; register; style; layout; observe Tate gaki/Yoko gaki conventions.
Letter (formal): For example to the editor	Date; publisher/company addressee; salutation; structure (introduction, body, conclusion); content; signing off; sender's name (fictional); register; style; layout.
Message/email	Addressee; topic; content; farewell (email); sender's name (fictional); register; style; layout (standard layout – email).
Personal account	Title/topic; author (fictional); structure; content; conclusion; register; style; layout.
Personal profile (Rirekisho)	Title/heading; personal details (including address); content (factual information including education, employment history, personal interests – shumi); headings/sub-headings; register; style; standard form layout.
Report (Repooto)	Title; by-line; name (fictional); structure; content; register; style; layout.
Report (factual – Hookokusho)	Topic; author (fictional name); structure (introduction, body, conclusion); content; register; style; layout.
Review/critique	Topic; author (fictional name); structure; content (evaluative); register; style; layout.
Story/short story	Title/topic; author (fictional name); structure; content; conclusion; register; style; layout.
Script (speech)	Title/topic; brief introduction to topic; structure; content; conclusion; salutation; register; style; layout.
Summary	Topic; author (fictional name); structure (introduction, body, conclusion); content (informative); graphical material (optional); statistical information (optional); register; style (point form optional); layout.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

There are no published course books for the VCE Japanese First Language. The following list provides samples of textbooks that are published in Japan and approved by the Ministry of Education and Science for use at secondary schools, and may be useful to teachers when devising a course that will meet the Study Design requirements.

高等学校国語表現 市川幸輝, 第一学習社
表現の手法、表現の実際、表現の研習の各部門に分かれている。実践編(一)は、小説、表現技法文、説明文、レポート、英語等の例外的基を構成、挿話の作りか、原稿用紙の作りかを分かりやすく説明してある。

国語表現 櫻町辰三 三省堂
文章の書き方、基本語彙法、上下な読み方、読み方、加筆・挿入、記述・表出、読美文、説文・手紙・小説文に分かれ、その上での練習問題も豊富である。原稿用紙の作りか、名義の作りかあり、「読者のポイント」で、読み仮名の作りか、書き仮名の作りか、漢字の読み仮名、書き仮名の作りか、読み仮名・書き仮名の作りかを学んでいる。

現代語 三省堂
現代語としての日本語を考察するテキスト。ことばをたく、ことばを築める、ことばをたたくことばを元にする、ことばの働き、ことばの成りかはどのように分かれている。「おのれ」を以て、野元家祥の「世界の目の日本語」が入っている。

現代語 東京書籍
七かな言葉、支那の言葉、思考の言葉、何をどう書くか、何をどう読むか、言葉は、明治から現代にかけての小説家・詩人、評論家、言語学者など20名の名作を載している。付録として日語対訳表、常用漢字表、人名用漢字・外字の表が載っている。

高等学校国語表現 市川幸輝
国語表現の手法、表現の実際、表現の研習の各部門に分かれている。実践編(一)は、小説、表現技法文、説明文、レポート、英語等の例外的基を構成、挿話の作りか、原稿用紙の作りかを分かりやすく説明してある。

市川幸輝 高等学校国語表現 第一学習社
実践編(一)は、小説、表現技法文、説明文、レポート、英語等の例外的基を構成、挿話の作りか、原稿用紙の作りかを分かりやすく説明してある。実践編(二)「読者のポイント」で、読み仮名の作りか、書き仮名の作りか、漢字の読み仮名、書き仮名の作りか、読み仮名・書き仮名の作りかを学んでいる。

高校生のための文章読本 筑摩書房
This book contains 70 short articles, essays and poems, as well as a Japanese translation of short literary works originally written in other languages.

Grammar

For general reference:

吉川尚江 日本語文法入門、ブルク
大友根昌利 新・日本語文法入門 三省堂

Dictionaries

A wide range of Japanese dictionaries is available. Any dictionary published by a reputable publisher will meet students' needs.

広辞苑、広辞林、漢和英辞典、漢和中華辞典、
国語辞典、現代国語辞典

Comprehensive Japanese Dictionaries

A notable scholar on Japanese language, Dr. Sadaki Hagino recommends the following in his article 'A good dictionary, a bad dictionary' (Henshuu Kaigi pp 58-63, May 2003):

CDs:

角川国語大辞典 (初版 1982)
 小倉：新編国語辞典 (既刊数第 1 刷 1974)
 広辞苑 (初版 1955)
 広辞苑 (第 2 版 1993)
 大辞泉 (初版 1995)
 大辞泉 (2 刷版 1986)

Kanji/Kana spelling

新編国語学辞典 (初版 1982) 表記 (国語学辞典)
 新編国語学辞典 (初版 1982) 表記 (国語学辞典)
 新編国語学辞典 (初版 1982) 表記 (国語学辞典)
 新編国語学辞典 (初版 1982) 表記 (国語学辞典)

Loan words

五文字辞典 (初版 1982) 表記 (国語学辞典)
 五文字辞典 (初版 1982) 表記 (国語学辞典)

Accents/intonation

平山研一郎 全同音異字同音異調辞典 (初版 1982)
 NHK 録音日本音発音アクセント辞典 (初版 1982)
 NHK 録音日本音発音アクセント辞典 (初版 1982)

General reference

Japanese literature

山形浩一 日本国語学辞典 (初版 1982)
 山形浩一 日本国語学辞典 (初版 1982)
 山形浩一 日本国語学辞典 (初版 1982)

Current topics, terminology

現代国語の基礎知識 (初版 1982)
 現代国語の基礎知識 (初版 1982)
 現代国語の基礎知識 (初版 1982)
 imidas (初版 1982)
 imidas (初版 1982)
 imidas (初版 1982)

Proverbs/classic literary expressions

三省堂 ことわざの辞典 (初版 1982)
 三省堂 ことわざの辞典 (初版 1982)
 三省堂 ことわざの辞典 (初版 1982)

Others

三省堂 ことわざの辞典 (初版 1982)
 三省堂 ことわざの辞典 (初版 1982)

JOURNALS AND PERIODICALS

ことわざの辞典 (初版 1982)
 ことわざの辞典 (初版 1982)
 ことわざの辞典 (初版 1982)
<http://jin.jcic.or.jp/nipponia/>

三省堂 ことわざの辞典 (初版 1982)
 CD マガジン
 三省堂 ことわざの辞典 (初版 1982)
 三省堂 ことわざの辞典 (初版 1982)
 (ホームページ www.sendenkaigi.com)

総合文芸雑誌

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WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page.

Hiroshima Peace Site

www.pcf.city.hiroshima.jp/peacesite/indexE.html

Japan Centre for Asian Historical Records (JACAR)-National Archives of Japan

www.jacar.go.jp/index.e.html

Japan Factbook

www.odci.gov/cia/publications/factbook/ja/html

Japan Information Network (Jin) Homepage

<http://jin.jcic.or.jp/>

Japan Insight – A View from Within

www.jin-japan.org/insight

Japan Performing Arts Network

www2.infoweb.or.jp/PAJA/

Japanese Pop Culture

www.yahoo.com/Entertainment/Comics and Animation/Animation/Anime/

JIN-The Virtual Museum of Traditional Japanese Art

www.jin.jcic.or.jp/museum

Nippon Culture

www.yk.rim.or.jp/~planet/

Statistics

Latest statistics on various areas of Japanese society
www.jin.jcic.or.jp/stat/

Information on publications

Aozora Bunko (Blue Sky Collection)

www.aozora.gr.jp/main.html

A collection of approx. 2000 items of classic through to contemporary literary work.

Book Portal

www.thebookportal.com

Information available on the latest publications and libraries in Japan.

Hon o Sagasu

www.lib.duke.edu/ias/eac/pubcatalog.htm

Information is available on the latest publication registered at Nihon Shoseki Shuppan.

Ibook

www.apple.com/ibook/

Internet bookshop with over 2 million items including books, music CDs, game soft, etc.

Japanese National Library

www.ndl.go.jp/

Japanese National Library – Digital Collection

www.DL.ulis.ac.jp/

Japanese National Library – New Collection

www.voyager.co.jp/aozora/

Japan Book Plaza

Email: schooldept@japanbookplaza.com.au

Books, Magazines, Video, DVD.

Japan Factbook

www.odci.gov/cia/publications/actbook/ia.html

Koodansha

www.kodansha.co.jp/index.e.html

Manga Pac

(use search engine www.google.com for multiple portals)

Specialising in comic books

Nihon Shoseki Shuppan Kyookai

www.jbpa.or.jp

(the Japan Book Publishing Association)

Libraries

La Trobe University

www.lib.latrobe.edu.au

Monash University

www.lib.monash.edu.au

Swinburne University

www.swin.edu.au/lib

University of Melbourne

www.lib.unimelb.edu.au

ORGANISATIONS

Japan Information and Cultural Centre (JICC)

Tel: (03) 9639 3277

Fax: (03) 9639 3829

Consulate-General of Japan-Melbourne

45th floor

Melbourne Central Building

360 Elizabeth Street

Melbourne Vic 3000

Email: Melbourne@japan.org.au

Website: www.japan.org.au/melbourne

Japanese Language Teachers' Association of Victoria (JLTAV)

PO Box 195

Mount Waverley Vic 3149

Tel/fax: (03) 9802 1874

Email: jltav@bigpond.net.au

Website: www.japaneselinx.lotelinx.vic.edu.au/index.html

Japan Foundation Sydney Language Centre

Levels 11–12

201 Miller Street

North Sydney NSW 2060

Tel: (02) 9957 5322, 9957 6495

Fax: (02) 9957 6789

Email: slcgrant@jpf.org.au

Japanese Studies Centre

PO Box 11A

Monash University

Clayton Vic 3168

Tel: (03) 9905 2313

Fax: (03) 9905 3874

Melbourne Centre for Japanese Language Education

c/- Japanese Studies Centre

PO Box 11A

Monash University

Clayton Vic 3168

Tel: (03) 9905 2313

Fax: (03) 9905 3874

Website: www.arts.monash.edu.au/affiliates/mcjl/

Ministry of Education, Culture, Sports, Science & Technology

(文部科学省)

www.mext.go.jp/

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