

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Japanese Continuers**

## **Stage 6 Syllabus**

**Original published version updated:**

Updated July 2008 – BOS 31/08, Vol 17 No3

June 2009 – Assessment and Reporting information updated

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Published by  
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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

## 2 Introduction to Japanese in the Stage 6 Curriculum

### 2.1 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. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

### 2.2 Description of Target Group

The *Japanese Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Japanese for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

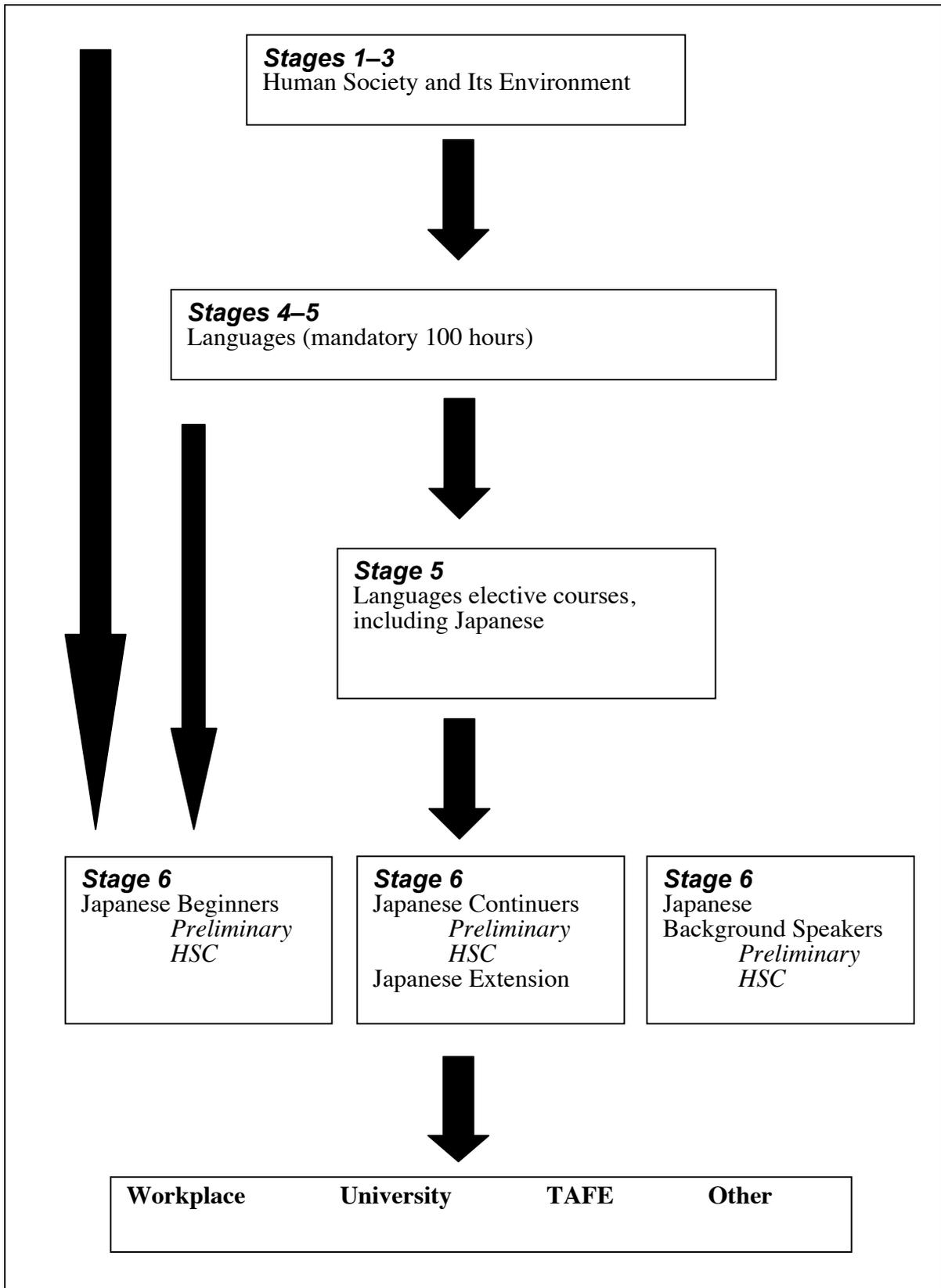
The study of Japanese language is of particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students can gain access to both the language and the rich cultural traditions of Japan, as well as an understanding of different attitudes and values within the wider Australian community and beyond.

Many schools have sister-school relationships with Japan and there are also sister-city and sister-state links with Nagoya and Tokyo. These schemes provide students with opportunities to come into direct contact with Japanese students by visiting Japan and studying there. There are many scholarship opportunities provided by governments, universities and exchange agencies for students to study in Japan, both at high school and tertiary levels. Significant numbers of universities and other institutions provide opportunities for further study of Japanese, including the opportunity to study in Japan.

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

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



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

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

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

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

## 4 Aims

The aims of the syllabus are to develop students’:

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

## 5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Japanese

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

Objective 3 – analyse, process and respond to texts that are in Japanese

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

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

## **6 Course Structure**

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

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.

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

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

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

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Japanese	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Japanese	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Japanese	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Japanese-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken texts created by students incorporating their own ideas

## 7.2 Key Competencies

Japanese Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Japanese Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

## 8 Content of Japanese Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Japanese-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Japanese. 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 are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Japanese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Japanese-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal world, eg:                             <ul style="list-style-type: none"> <li>– personal information</li> <li>– home and neighbourhood</li> <li>– family/friends</li> <li>– places of interest in Australia</li> </ul> </li> <li>• daily life, eg:                             <ul style="list-style-type: none"> <li>– routine</li> <li>– school life</li> </ul> </li> <li>• leisure, eg:                             <ul style="list-style-type: none"> <li>– interests</li> <li>– sport</li> <li>– healthy lifestyle</li> <li>– holidays/travel</li> </ul> </li> <li>• future plans, eg:                             <ul style="list-style-type: none"> <li>– education</li> <li>– careers</li> <li>– lifestyle</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• travelling in Japan, eg:                             <ul style="list-style-type: none"> <li>– transport/directions</li> <li>– tickets/reservations</li> <li>– accommodation</li> <li>– places of interest in Japan</li> </ul> </li> <li>• living in Japan, eg:                             <ul style="list-style-type: none"> <li>– meeting/visiting people</li> <li>– shopping/eating</li> <li>– customs/etiquette</li> </ul> </li> <li>• cultural life, eg:                             <ul style="list-style-type: none"> <li>– traditional culture †</li> <li>– contemporary culture †</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• the world of work, eg:                             <ul style="list-style-type: none"> <li>– casual work</li> <li>– careers using Japanese</li> </ul> </li> <li>• current issues, eg:                             <ul style="list-style-type: none"> <li>– technology †</li> <li>– youth issues †</li> <li>– social issues †</li> </ul> </li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process, and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Japanese-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Japanese in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Japanese or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to embed modules endorsed within the Australian Qualifications Framework (AQF) into their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see page 28.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Japanese.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

### 8.4 Vocabulary

A character list and a vocabulary list comprising basic vocabulary relevant to the themes and topics will be provided in a separate document.

#### 8.4.1 Dictionaries

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

Suitable editions are published with the Resources on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Japanese Continuers Stage 6*.

### 8.5 Grammar

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

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

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

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

The following grammatical structures are those that students studying Japanese in a Continuers course are expected to recognise and use.

## 1 Summary of forms of verbs and adjectives

### Finite forms – plain forms

Verbs	Adjectives	The verb 'to be'
～る：食べる ～う：書く	～い：赤い な：しずかな所	～だ：本だ
～た：食べた 書いた	～かった：赤かった	～だった：本だった
～ない：食べない 書かない	～くない：赤くない	～では（じゃ）ない： 本では（じゃ）ない
～なかった： 食べなかった 書かなかった	～くなかった： 赤くなかった	～では（じゃ）なかった： 本では（じゃ）なかった
～よう：食べよう ～おう：書こう	～いだろう： 赤いだろう	～だろう：本だろう

### Finite forms – polite forms

Verbs	Adjectives	The verb 'to be'
～ます：食べます 書きます	～いです：赤いです ～な：しずかな所です	～です：本です
～ました： 食べました 書きました	～かったです： 赤かったです ～な：しずかでした	～でした：本でした
～ません： 食べません 書きません	～くないです： 赤くないです ～くありません： 赤くありません	～では（じゃ）ありません： 本では（じゃ）ありません
～ませんでした： 食べませんでした 書きませんでした	～くありませんでした： 赤くありませんでした ～くありませんでした： 赤くありませんでした	～では（じゃ）ありません でした： 本では（じゃ）ありませんで した
～ましょう： 食べましょう 書きましょう	～いでしょう： おもしろいでしょう しずかでしょう	～でしょう： 本でしょう

**2 ～て form**

Form	Function/Use	Example
～て	linking ideas	町に行ってえいがを見ます せがなくてあたまがいいです
～て+ください	requesting	早く帰ってください
～て+います	expressing what you are doing	テレビを見ています
～て+みます	expressing what you try to do	日本語を話してみます
～て+しまいます	expressing that you do something completely, or finish doing something	おかしを食べてしまいました しゅくだいをわすれてしまいました
～て+はいけません	forbidding	まだ帰ってはいけません
～て+もいいです	giving permission	もう帰ってもいいです
～て+も	expressing a condition (even if)	たくさんねてもまだねむい です 高くても買います
～て+から	expressing when you do something (after)	いつも勉強をしてからテレビ を見ます

**3 ～て form and verbs of giving and receiving**

Form	Function/Use	Example
～て+くださいます	expressing that a superior does you a favour	先生が教えてくださいました
～て+くれます	expressing that someone does you a favour	日本から本をおくってくれました
～て+あげます	expressing that you do a favour for someone	買ってあげましょうか
～て+もらいます	expressing that you receive a favour from someone	友だちに作ってもらいました
～て+いただきます	expressing that you receive a favour from a superior	先生にかしていただきました

#### 4 ~た、~たら、~たり forms

Form	Function/Use	Example
~た+ほうがいいです	offering advice	勉強したほうがいいです
~た+ことがあります	relating your experience	京都に行ったことがありますか
~た+後 (で)	expressing when you do something (after)	食事をした後 (で) テレビを見ました
~たり ~たり	expressing that you do various activities or that conditions alternate	日曜日には家でテレビを見たり、本を読んだりします  あつかったり、さむかったり、たいへんです
~たら	expressing a condition	わからなかったら聞いてください  おいしくなかったら食べなくてもいいです

#### 5 Finite form

Form	Function/Use	Example
FF+そうです	reporting what someone else said	かれは日本へ帰るそうです  ピアノがじょうずだそうです
FF+つもりです	expressing what you intend to do	あした行くつもりです
FF+時／ 間／前	expressing when you do something (when, while, before)	私が行った時、... 日本にいる間、... 出かける前、...
FF+より	comparing	テレビを見るより本を読むほうがたのしいです
FF+かもしれません	indicating possibility	あした行くかもしれません
FF+でしょう	indicating probability	雪になるでしょう

## Finite form (continued)

Form	Function/Use	Example
FF+と	quoting what someone said	かれはあした来ると言いました
FF+ため	indicating purpose	大学に入るためにいっしょうけんめい勉強します
FF+ように	indicating purpose, result or requesting	かぜをひかないようにくすりを飲みました  私に電話するように言ってください
FF+し	linking statements or reasons	山田さんはやさしいしあたまもいいです
FF+NOUN	describing using a clause	田中さんが読んだ本... あした見るえいが...
FF+の/んです	explaining, clarifying	おなかがいたいんです
FF+うち†	expressing when you do something (while)	雨がふらないうちに帰りましょう
FF+のに†	linking ideas (even though)	わかいのによく仕事ができます
FF+らしい† NOUN +らしい† ADJECTIVE+らしい†	expressing how something appears	だれかがここでキャンプをしていたらしいです あの店は安いらしいです
FF+みたい† NOUN +みたい†	expressing how something appears	雪になるみたいですね りんごみたいなくだものです

† receptive use

## 6 ～ます base

Form	Function/Use	Example
BASE+なさい	expressing a command	本を読みなさい
BASE+そうです	expressing how something appears	雨がふりそうです おいしそうですね
BASE+かた	expressing how to do something	ケーキの作りかたを教えてください
BASE+にくいです	saying something is difficult to do	ローマ字は読みにくいです
BASE+やすいです	saying something is easy to do	ひらがなは読みやすいです
BASE+たいです	expressing what you want to do	ラジオを聞きたいです
BASE+に	indicating purpose	えいがを見に行きます
BASE+ながら	indicating actions done simultaneously	ラジオを聞きながら新聞を読みます
BASE+すぎます	indicating that something is excessive	食べすぎて、おなかがいたいです このとけいは高すぎます
BASE+はじめます †	indicating that you begin to do something	そうじをしはじめました

† receptive use

## 7 ~ない base

Form	Function/Use	Example
BASE +なければ なりません	indicating necessity	勉強しなければなりません
BASE +なくても いいです	indicating that you don't have to do something	行かなくてもいいです
BASE +ないで ください	requesting not to do something	英語で話さないでください
BASE +ないで	linking ideas	テレビを見ないで勉強しな さい
BASE +ないほうが いいです	offering advice	お金を持って来ないほうが いいです

## 8 ~ば form

Form	Use	Example
(もし) ~ば †	expressing a condition	早く行けば道はこんでいま せん 安ければ買います

## 9 ~える form

Form	Function/Use	Example
BASE +えます †	indicating that you can do something	漢字で書けます

## 10 ~られる form

Form	Function/Use	Example
BASE +られます †	indicating that you can do something	さしみが食べられます

## 11 ~おう form

Form	Function/Use	Example
BASE +と思います	expressing an intention	日本へ行こうと思います

† receptive use

## 12 Particles

Particle	Function/Use	Example
は	topic marker contrast	私は高校生です 本はありません
が	subject subject in subordinate clause expressing likes, abilities	父がそう言いました かれが来た時、... 日本語ができますか りんごが好きです 本が読めます
の	possessive (of, 's) possessive pronoun adjectival locational optional alternative to が in adjectival clauses	私の本です それはあの人のです 日本の車です つくえの上にあります すずきさんが書いた手紙を読みました
に	place of existence (in, at, on) destination (to, into, onto) indirect object point of time purpose	ここに新聞があります あした町に行きます 先生にわたしてください 三時半に行きましょう えいがを見に行きます
へ	direction (to)	右へまがってください
を	direct object place of motion (along, through)	コーラを飲みます この道をまっすぐ行きます

**Particles (continued)**

<b>Particle</b>	<b>Function/Use</b>	<b>Example</b>
で	place of action by means of	学校でならいました おはしで食べます
と	linking (and)	本とぎっしを買いました
や	linking (and etc.)	本やぎっしを買いました
か	stating alternatives (or) with interrogatives	今日かあしたしましょう だれか来ましたか
も	too, also both neither ... nor with interrogatives with quantitative words with interrogative + negative	私も行きます クリケットもやきゅうも好きです いぬもねこもいません 何かいも行きました 少しもありません だれも来ません

### 13 Words indicating extent

Word	Function/Use	Example
から	since, from (a point of time) since, from (a place)	三時から四時までです イタリアから来ました
まで	until (a point of time) to, as far as (a place)	ひるまで働きます 駅まで歩きます
ごろ	approximate point of time	三時ごろ帰ります
ぐらい／くらい	approximate amount/time/length	五百人ぐらいいます
しか	extent + negative (only)	千円しかありません
だけ	extent (only)	一人だけです
より	comparative (then)	車はバスより早いです
いちばん	superlative (the most)	これが一番好きです

### 14 Conjunctions (follow non-final verbs)

Conjunction	Function/Use	Example
が	linking (but)	ひらがなは知っていますが漢字は知りません
から	cause (because, since)	つかれたからもうねます
ので	cause, reason (so)	雨がふったので行きませんでした
と	conditional (when) quoting	雨がふるとすずしくなります 「わかりません」と言いました
のに†	linking (even though)	雨がふったのに行きました

† receptive use

**15 Nominalisers**

Nominaliser	Function/Use	Example
の	nominalisation (the one)	赤いのをください 食べるのが好きです
こと	nominalisation	行くことができます 行くことがあります 行くことにします 行くことになります

**16 Sentence final particles**

Particle	Function/Use	Example
ね/ねえ	tag question (isn't it?)	いいお天気ですね
よ	assuring gently persuading	いいえいがですよ えいがに行こうよ
か	question marker	だれですか
の	soft question marker soft sentence ending	どこへ行くの? かれはあした来ないの
わ	mild emphasis (feminine)	きれいだわ

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of Japanese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Japanese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Japanese.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Japanese in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Japanese Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Japanese Continuers syllabus is contained in *Assessment and Reporting Japanese Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Japanese Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)