Japanese

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	JPN315114
COURSE SPAN	2019 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use A-Z Courses to find the current version (if available).

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, intercultural understanding and general knowledge

Through studying Japanese, learners gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests. This course builds on Japanese - Foundation and provides a pathway to the study of Japanese at university level.

Course Description

Learners will use Japanese to communicate with others by:

- listening and responding to spoken Japanese
- communicating in spoken Japanese
- reading and responding to written Japanese
- expressing ideas and information in written Japanese.

This is done within a contextual framework of three prescribed themes:

1. The individual
2. Japanese-speaking communities
3. The changing world.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how Japanese and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics may be treated.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the linguistic needs and interests of the learner.

The learner will negotiate **at least one** topic drawn from the themes and their topics/sub-topics for more detailed study.

Rationale

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. It provides access to the culture of Japan and Japanese-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The language to be studied and assessed is the modern standard or official version of Japanese.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. use Japanese to communicate with others by listening and responding to spoken Japanese
2. use Japanese to communicate with others by communicating in spoken Japanese
3. use Japanese to communicate with others by reading and responding to written Japanese
4. use Japanese to communicate with others by expressing ideas and information in written Japanese
5. interpret contemporary Japanese customs and daily life, and the cultural context in which Japanese is used
6. critically reflect on their own culture through the study of Japanese culture
7. use Japanese as a language system
8. make connections between English and another language
9. apply negotiation, planning and organisational skills.

Access

This Level 3 course is designed for learners who have successfully completed Japanese – Foundation Level 2 or its equivalent.

Pathways

Japanese – Foundation Level 2 provides a pathway to this course.

This course provides a pathway to the study of Japanese at tertiary level, and to various vocational education and training (VET) packages that include Japanese components/ units of competency.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Content

THEMES

1. The Individual

The theme 'The Individual' enables the learner to explore aspects of his or her own life, for example, sense of self, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the learner to study topics from the perspective of others.

TOPICS		
Personal World	**Education**	**Daily Life**
Sub-topics studied may include, but are not limited to: • personal identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character) • relationships (family, friends, occupations of parents) • house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals) • personal health and welfare • personal opinions.	Sub-topics studied may include, but are not limited to: • school • personal aspirations/future career • courses/subjects • examinations.	Sub-topics studied may include, but are not limited to: • life at home • daily routine • hobbies and interests/sport • shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures • food and drink • travel to and from places • holidays • invitations and appointments • services (postal, telephone, bank, police, hospital, garage, repairs, petrol station) • weather • emails, SMS.

2. Japanese-Speaking Communities

The theme 'Japanese-speaking Communities' explores topics from the perspective of Japanese-speaking communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Past and Present	**People and Places**	**Arts and Entertainment**
Sub-topics studied may include, but are not limited to: • social customs/traditions and their historical origin • important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads) • historical links with Australia • some important personalities in Japanese contemporary society and/or history • changes in social structures and attitudes (e.g. the family, women's issues, religion).	Sub-topics studied may include, but are not limited to: • city and country life • Japanese influences on Australian culture and society (e.g. food and drink, fashions) • shopping • getting around (transport and directions) • significant geographical and climatic features of Japan.	Sub-topics studied may include, but are not limited to: • media • cinema • music and songs • literature • sport • theatre and performing arts • computer games • art • architecture.

3. The Changing World

The theme 'The Changing World' enables the learner to explore change as it affects aspects of the world such as work, technology, trade and tourism and social issues.

TOPICS		
Social Issues	**Travel and Tourism**	**The World of Work**
Sub-topics studied may include, but are not limited to: • immigration/migration • relationships with neighbouring / regional nations • health • the young and the elderly • the environment.	Sub-topics studied may include, but are not limited to: • tourist attractions in Japan • visiting Japan • entering and leaving Japan, travel document (passport, visa, tickets) • hotels, hostels, camping grounds • hosting Japanese visitors • home stay.	Sub-topics studied may include, but are not limited to: • the effect of technological developments • types of jobs, professions, trades • men and women in the workforce • Australia and Japan as trading partners • attitudes to work.

USE OF ENGLISH

While it is expected that learners will study a range of oral and written texts in Japanese, it may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a learner to respond to a text in English on some occasions.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

TEXT TYPES

The learner will be expected to be familiar with a variety of text types. Text types indicated with an asterisk (*) are those that the learner may be expected to produce in the external examination of this Level 3 course. Teachers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	invitation	presentation
announcement	letter*	profile*
article	list	poem
brochure	map	recipe
chart	menu	report
conversation/interview*	narrative*	review
diary/journal entry*	news item	song
discussion	note/message	speech/talk
editorial	novel/short story	survey
email*	on-line texts	table
film	play	timetable
form (fill in)	postcard	

VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that learners will be familiar with a range of vocabulary and idioms relevant to the themes described in the course. The following vocabulary list identifies typical words relevant to this course's themes.

VOCABULARY LIST

あ		
あいだ（に）	間（に）	while
あう	会う	to meet
あおい	青い	blue
あかい	赤い	red
あかちゃん	赤ちゃん	baby
あがる	上がる	to come up, go up
あき	秋	Autumn
あく		to be open (shop)
あける		to open
あげる		to give
あげる	上げる	to raise, lift
あさ		morning
あさごはん		breakfast
あさって		the day after tomorrow
あし	足	foot, leg
あした		tomorrow
あそこ		over there
あそぶ		to play, have a good time
あたたかい		warm
あたま		head
あたらしい	新しい	new
あちら		that one over
あつい		hot
あとで	後で	afterwards, later
あなた		you
あに		older brother
あね		older sister
あの		that ..... over there
あびる(シャワーを)		to shower
あぶない		dangerous
あまり		not much, not many .....
あめ	雨	rain
あめがふる	雨がふる	to rain
あらう		to wash
ありがとう		thank you
ある		a certain ..... some .....
ある		to have, be
あるく	歩く	to walk
アルバイト		part-time job
あれ		that over there
あんな		that kind of

い		
いい		good
いいえ		no
いう	言う	to say
いえ	家	home, house
いかが		how, what, how about .....
いく	行く	to go
いくつ		how many? how old?
いくら		how much?
いしゃ		doctor
いす		chair
いそがしい		busy
いたい		painful
いただきます		'thank you for this food'
いちばん		No. 1 ..... the most
いつ		when
いっしょけんめい		with effort or endeavour
いっしょに		together
いっぱい		full or 1 cup
いつも		always
いぬ		dog
いま		now
いもうと		little sister
いや（な）		unpleasant, disgusting
いらっしゃいませ		welcome (to this shop)
いりぐち	入口	entrance
いる		to exist
いろ		colour
いろいろ（な）		various

う		
うえ	上	on, above
うし		cow
うしろ	後ろ	behind
うそ		lie, fib
うた		song
うたう		to sing
うち	家	home, house
うま		horse
うまれる	生まれる	to be born
うみ	海	ocean
うる	売る	to sell
うるさい		noisy
うれしい		happy, delighted
うんてんしゅ		driver
うんてんする		to drive
うんてんめんきょ		driver's licence
うんどう		exercise

え		
え		picture
えいご	えい語	English
ええ		yes
えき	駅	station
えん	円	yen
えんぴつ		pencil

お		
おいしい		delicious
おおい		many
おおきい	大きい	big
おかあさん	お母さん	mother
おかし		sweets, lollies
おかしい		strange
おかね	お金	money
おきる		to wake up
おく		to place
おくる		to send
おくれる		to be late
（お）げんきですか。	お元(げん)気ですか。	how are you?
おじいさん		grandfather, old man
おしえる		to teach
おじさん		uncle
（お）しょうがつ	おしょう月	new year
おそい		late/slow
おちゃ		green tea
（お）てら		temple
おと		sound
おとうさん		father
おとうと		little brother
おとこ	男	male
おとこのこ	男の子	boy
おとこのひと	男の人	man
おととい		the day before yesterday

お (*cont.*)		
おなか		stomach
おなかがすく		to be hungry
おなじ		the same
おにいさん		older brother
おねえさん		older sister
おねがいします		please do me a favour
おばあさん		grandmother, old lady
おばさん		aunt
おはよう（ございます）		good morning
おふろ		bath

おふろにはいる	おふろに入る	to take a bath
おべんとう		lunch box
おぼえる		to remember
おみやげ		souvenir (gift)
おめでとう（ございます）		congratulations!
おもい		heavy
おもう	思う	to think
おもしろい		interesting
おやすみなさい		good night
およぐ		to swim
おわる		to finish
おんがく		music
おんせん		hot bath (spring)
おんな	女	female
おんなのこ	女の子	girl
おんなのひと	女の人	woman, lady

か		
がいこく 外国		foreign country
がいこくじん	外国人	foreigner
かいしゃ	会社	company
かいだん		stairs
かいもの	買い物／買物	shopping
かいわ	会話	conversation
かう	買う	buy
かえる	帰る	to return, go home
かお		face
かがく		science
かかる		to take (time)
かぎ		keys
かく	書く	to write
がくせい	学生	student
かける		to hang, wear (glasses)
かす		to lend
かぜ		wind, cold
かぜをひく		catch a cold
かぞく	家ぞく	family

か (*cont.*)		
かつ		to win
がっこう	学校	school
かど		corner
かなしい		sad
かばん		bag/briefcase
かぶる		to wear (on head)
かまいません		it doesn't matter, I don't mind
かみ		paper, hair
かみのけ		hair

かもく		subject
からだ		body
かりる		to borrow
かわ	川	river
かわいい		cute
かわいそう		to feel sorry for, pitiable
かんがえる		to think, ponder
かんたん（な）		easy, simple
がんばる		to strive, to try hard
がんばって		try hard!

き		
き	木	tree, wood
きいろ（い）		yellow
きく	聞く	to listen, hear, ask
きこえる	聞こえる	to be able to hear
きせつ		season
きそく		rules, regulations
きたない		dirty
きっさてん		coffee shop, cafe
きって		stamp
きっと		surely
きっぷ チケット		ticket (train) Commonly used for various kinds of tickets e.g. movie, concert.
きのう		yesterday
きびしい		strict
きもち	気持ち	feelings
きもちがいい		feel good
きょう	今日	today
きょうかい		church
きょうしつ		classroom
きょうだい		brothers and sisters
きょうみがある		to have an interest in
きょねん	きょ年	last year
きらい（な）		dislike
きる		to cut
きる		to wear
きれい（な）		beautiful, pretty
きをつけて	気をつけて	'take care'
ぎんこう		bank

く		
くうこう		airport
くすり		medicine
くすりをのむ	くすりを飲む	to take medicine
ください	下さい	please
くだもの		fruit

くち	口	mouth
くつ		shoes
くに	国	country
くもり		cloudy
ぐらい		about
くらい		dark
くる	来る	come
くるま	車	car
くれる		to give (to me)
くろい		black
くん		suffix for boys' names

け		
けいさつかん		police officer
けさ		this morning
けす		to erase, turn off
けっこん		marriage
けっこんする		to get married
けんか		quarrel, argument
けんかする		to argue, fight
げんかん		the entrance of a house
げんき（な）	元(げん)気（な）	well, healthy

morning

こ		
～ご	～語	~language
こ	子	child
ご.....後）as in 三年後		three years later
こいぬ	子犬	puppy
こうえん		park
こうこう	高校	senior high
こうこうせい	高校生	senior high student
こうちゃ		black tea
こうちょう	校長	principal
こえ		voice
こくご	国語	Japanese (subject)
こくばん		blackboard
ここ		here
ごご	ご 午後	afternoon
ごぜん	ご 午前	
こたえ		answer
こたえる		to answer

ごちそうさまでした		thanks for a delicious meal
こちら		the one of a number of things (formal)
こと		thing (abstract)
ことし	今年	this year
ことば	言ば	word

こ (*cont.*)		
こども	子ども	child, children
こねこ	子ねこ	kitten
この		this
このあいだ		the other day, recently
このごろ		recently
ごはん		rice, meal
こまる		to be in trouble
ごみ		rubbish
ごみばこ		rubbish bin
こむ		to be crowded
ごめんなさい		sorry
これ		this
ごろ		about (time)
こわい		scary, frightening
こわす		to break
こん〜	e.g.今月 今週	this ~ (month) this ~ (week)
こんど	今ど	this time
こんな		this kind of
こんにちは	今日は	hello, good afternoon
こんばん	今ばん	this evening
こんばんは	今ばんは	good evening

さ		
さあ		let me see
さいきん		recently
さいふ		wallet
さがす		to look for
さかな		fish
さくぶん		composition
さくら	さくら	cherry blossom
さけ		rice wine
ざっし		magazine
さとう		sugar
さむい		cold
さようなら		goodbye
さら		plate, saucer, dish
さる		monkey
さん		term used after a person's name
ざんねん（な）		"That's a shame"

さんぽ		walk
さんぽする		to go for a walk

し		
～じ	～時	o'clock
しあい		match
しかたがない		it can't be helped
じかん	時間	hour, time
しけん		test
じこ		accident
じこしょうかい	自こしょうかい	self introduction
しごと		work
じしょ	じ書	dictionary
しずか（な）		peaceful, quiet
した	下	under, below
しつもん（する）		question (to ask)
じてんしゃ	自てん車	bicycle
しぬ		to die
おひさしぶりですね。		it's been a long time
じぶん	自分	oneself
じぶんで	自分で	by oneself
しま	島	island
しまう		to put away
しめる		to close
じゃ		well then.....
しゃしん		photo
じゃまた		see you again
じゅうしょ		address

し (*cont.*)		
しゅうまつ	週まつ	weekend
じゅぎょう		class, lesson
しゅくだい		homework
しゅくだをいする		to do homework
しゅふ		housewife
しゅみ		hobby
しょうかいする		to introduce
しょうがくせい	小学生	primary school student
しょうがっこう	小学校	primary school
じょうず（な）	上手（な）	skillful
じょうだん		joke
じょうだんを言う		to tell a joke
じょうぶ（な）		strong, robust
しょうらい		future
しらせる		to tell, inform
しる		to know
しろい	白い	white
～じん	～人	nationality

しんかんせん		shinkansen
じんこう	人	population
しんせつ（な）		kind
しんぱい		worry
しんぱいする		to worry
しんぶん	新聞	newspaper

す		
すいえい		swimming
すうがく	すう学	mathematics
すき（な）	好き（な）	like, liked, likeable
すぐ		soon, immediately, right now
すくない	少ない	few
すごい		great, fantastic, terrific
すこし	少し	a little
すずしい		cool
すばらしい		wonderful
ズボン		trousers
すみません		I'm sorry, excuse me
すみませんが		excuse me, but.....
すむ		to reside, live
する		to do, play (a sport)
すわる		to sit

せ		
せ		height, back, stature
せいかつ		lifestyle
せいと	生と	student
せいふく		uniform
せかい		world
せがたかい	せが高い	tall (in stature)
せがひくい		short (in stature)
せつめい		explanation
せつめいする		to explain
ぜひ		by all means.....
せまい		small, narrow
せん〜	e.g. 先月	last ~ (month)
せんせい	先生	teacher
ぜんぜん		not at all..... (negative)
せんたく（する）		washing (to wash)
ぜんぶ		all, the whole
ぜんぶで		altogether

そ		
そう		really?
そうじ		cleaning
そうじをする		to clean
そうです		that's right

そうですか。		is that right?
そこ		there
そちら		that one of a number of things (formal)
そつぎょうする		to graduate
そと	外	outside
その		that
そば		beside, nearby
それ		that
そんな		that kind of

た		
たいいく		physical education
だいがく	大学	university
だいがくせい	大学生	university student
だいじょうぶ		OK
だいすき	大好き	love
たいせつ（な）	大せつ （な）	important
たいてい		generally, usually
たいへん	大へん	very..... , that's terrible
たかい	高い	high, expensive
たくさん		many. a lot, plenty
だけ		only
たたみ		rice straw mats
～たち	e.g. 私たち	plural for personal suffix
たつ	立つ	to stand
たとえば		for example
たのしい		happy, enjoyable
たのしみにしている		look forward to
たぶん		maybe, perhaps
たべもの	食べ物	food, things to eat
たべる	食べる	to eat
だめ		useless, no good
だれ		who
たんじょうび	たん生日	birthday
だんだん		gradually, little by little

ち		
ちいさい	小さい	small
ちかい		close, nearby
ちがう		to differ
ちかてつ		underground
ちず		map
ちち	父	father
ちゃいろ		Brown
ちゅうがっこう	中学校	junior high school
ちゅうがくせい	中学生	junior high student
ちゅうごく	中国	China
ちょうど		exactly

ちょっと		a little
ちり		geography

つ		
つかう		to use
つかれる		to tire, get tired
つぎ	月	moon
つき		next
つく		o arrive
つくえ		desk
つくる		to make
つける		to turn on (light or appliance
つとめる		to be employed, work for
つまらない		boring
つめたい		cold
つゆ		wet season/rainy season
つよい		strong
つり		fishing

て		
て	手	hand, arm
でかける	出かける	to go out
てがみ	手がみ	letter
できる		to be able to
でぐち	出口	exit
てつだう	手つだう	to help, assist
でる	出る	to leave, depart
てをあげる	手を上げる	to raise ones hand
てんき	天気	weather
でんき	電気	electricity
でんしゃ	電車	train
でんわ（する）	電話（する）	telephone (to call)
でんわばんごう	電話ばんごう	telephone number

と		
ドイツ		Germany
どう		how, in what way .....
どうしたんですか。		'What happened?'
どうして		Why?
どうぞ		'Please, go ahead.'
どうぶつ（えん）		animal (zoo)
とおい		distant, far away
とおり	通り	road
とおる	通る	to pass by, go along, go through
ときどき	時々	sometimes
とけい	時けい	watch or clock

どこ		where
ところ		place
とし	年	year, age

と (*cont.*)		
としょかん		library
どちら		which (of 2) formal
どっち		which (of 2) informal
とても		very
となり		next to, next door, neighbouring
どの		which (of more than 2)
どのぐらい		about how much (long)
とまる		to stay overnight
とまる		to stop, still
ともだち	友だち	friend
とり		bird
とる		to take
どれ		which (of more than 2)
どんな		what kind of

な		
ない		does not exist, negative
なおす		to fix, repair
なか	中	middle, inside
ながい	長い	long
なくなる		to pass away (polite)
なぜ		Why?
なつ	夏	summer
なつやすみ	夏休み	summer holiday
なく		to cry
なくす		to lose
なくなる		to disappear, to be gone
なん／なに	何	What?
なまえ	名前	name
ならう		to learn
なる		to become

に		
にぎやか（な）		lively
にく		meat
にっき	日っき	diary
にている		to resemble
にほん	日本	Japan
にほんご	日本語	Japanese language
にもつ		luggage
にわ		garden

ぬ		
ぬぐ		to take off

(clothe)

ね		
ねこ		cat
ねだん		price
ねぼうする		to sleep in
ねむい		sleepy
ねる		to go to sleep, sleep, go to bed
～ねんせい	～年生	~grade

の		
のち		later
のど		throat
のどがかわく		to be thirsty
のぼる		to climb, to go up
のみもの	飲み物	drink
のむ	飲む	to drink
のる		to ride

は		
は		tooth/teeth
はい		yes
はいしゃ		dentist
はいる	入る	to enter
はく		to put on (below the waist)
ばか		stupid
はこ		box
はし		bridge
はし		chopsticks
はじまる		to start, begin
はじめる		to start, begin
はじめて		the first time
はじめまして		nice to meet you (the first time)
はしる		to run
はずかしい		shy, embarrassed
はたち	二十	twenty years old
はたらく		to work
はっきり		clearly, precisely
はな		nose

は (*cont.*)		
はな	花	flower
はなし	話し	story, talk
はなす	話す	to talk
はなみ	花見	flower viewing
はなや	花や	flower shop

はは	母	Mother
はやい		fast/early
はらう		to pay
はる	春	Spring
はれ		fine/clear weather
はん	半	half
ばん		evening
～はん	～半	half (past)
～ばん		counter for numbers
パン		bread
ばんぐみ		program
ばんごう		number
はんぶん	半分	half
ばんごはん		dinner, evening meal

ひ		
ひ	日	day, sun
ひ	火	fire
ひく		to play a stringed instrument
ひくい		low
ひこうき		aeroplane
ひさしぶり		'It's been a long time.'
びじゅつかん		art gallery, museum
ひだり	左	left
ひだりがわ	左がわ	left hand side
びっくりする		to surprise, frighten
ひつじ		sheep, lamb
ひつよう（な）		necessity/necessary
ひと	人	person
ひどい		cruel, awful
ひとりで	一人で	alone, by oneself
ひま（な）		free, not busy
びょういん		hospital
びょうき	びょう気	illness, sick
ひるごはん		lunch
ひるやすみ	ひる休み	lunch break
ひろい		wide, spacious

ふ		
ふく		to blow
ふくざつ（な）		complicated
ふつう		normal, usual, ordinary
ふとい		fat, thick
ふとっている		to be fat
ふとる		to get fat
ふとん		futon, Japanese bedding
ふね		ship, boat
ふべん（な）		inconvenient

ふゆ	冬	Winter
ふる		to fall (rain or snow)
ふるい	古い	old
ぶんか		culture

へ		
へた（な）	下手（な）	unskillful
へや		room
へん（な）		crazy, stupid
べんきょう		study
べんきょうする		to study
べんり（な）		convenient

ほ		
ぼうし		hat
ぼく		I (male)
ぼくじょう		pasture farm
ほしい		want or desire
ほそい		thin, slender
ほん	本	book
ほんとう		real, authentic
ほんや	本や	book shop

ま		
まあまあ		not good, not bad
まい〜	毎〜	every
まえ	前	before, in front, ago
まがる		to turn
まける		to lose
まじめ（な）		serious, committed
まずい		awful flavour, yuck!
また		again
まだ		not yet (negative)still (positive)
まち	町	town
まつ	待つ	to wait
まっすぐ		straight
まで		until
まど		window
まんが		comics, cartoons

み		
みえる	見える	to be able to see
みがく		to brush
みぎ	右	right
みぎがわ	右がわ	right hand side
みじかい		short
みず	水	water

みせ		shop
みせる	見せる	to show
みち	道	road
みつける	見つける	to find
みどり		green
みなさん		everyone
みみ	耳	ear(s)
みる	見る	to see, look, watch
みんな		all, everyone
みんなで		altogether

む		
むかし		long ago
むこう		beyond, over there
むずかしい		difficult
むらさき		purple

め		
め	目	eyes
めがね		glasses

も		
もう		already
もう〜	e.g.もう一つ	more ~ (one more)
もしもし		hello (on the phone)
もちろん		of course
もっていく	持っていく	to take
もってくる	持ってくる	to bring
もっと		more
もの		thing (concrete)
もらう		to receive
もんだい		problem

や		
〜や		shop (suffix)
やきゅう		baseball
やさい		vegetables
やさしい		simple, kind, generous
やすい		cheap
やすみ	休み	holiday
やすむ	休む	to have a break/rest
やせている		to be thin
やせる		to lose weight, get thinner
やま	山	mountain
やめる		to quit, stop
やる		to do

ゆ		
ゆうびんきょく		post office
ゆうべ		last night
ゆうめい	有名	famous
ゆき		snow
ゆきがふる		snow fall
ゆっくり		slowly
ゆめ		dream

よ		
よい		good
ようこそ		Welcome (to a place)
ようふく		western clothes
よく		well, often
よぶ		to call
よむ	読む	read
よる		night
よろこぶ		to be delighted
よわい		weak

ら		
らい〜	来〜	next ~

り		
りか		science
りっぱ（な）		magnificent, splendid
りゅうがくする		to be an exchange student
りゅうがくせい		exchange student
りょうしん		parents
りょうり		cooking
りょこう	りょ行	travel
りんご		apple

れ		
れい		example
れい		zero
れきし		history
れんしゅう		practice
れんしゅうする		to practise

わ		
わかい		young
わかる	分かる	to understand
わかれる		to separate (from someone)
わすれる		to forget
わたし	私	I, me

わたる		to cross over
わらう		to laugh
わるい		bad

VOCABULARY LIST ADDITIONAL A: ICT TERMS

1.	コンピュータ	computer
2.	パソコン	(personal) computer (a general name for a computer)
3.	ノートパソコン	laptop computer
4.	メール	1. email 2. SMS
5.	インターネット	internet
6.	ダウンロードする	to download
7.	ホームページ	home page
8.	チャット（を）する	to chat
9.	ネット（を）する	to use the internet
10.	デジカメ	digital camera
11.	DVD （ディー ブィ ディー）	DVD
12.	携帯（電話）(けいたい　でんわ)	mobile phone

VOCABULARY LIST ADDITIONAL B: KATAKANA WORDS

Learners will be comfortable reading and writing the following. This is NOT a definitive list of katakana words, and learners should expect to see a wide range of foreign words in reading.

コーヒー	コンサート	ケーキ	ステーキ	テスト
クラス	プレセント	トイレ	レストラン	テレビ
ゲーム	テキスト	ペン	アイデア	テニス
ビデオ	カード	ホテル	クラブ	スーパー
デパート	ニュース	タクシー	スポーツ	パーティ
ペット	ギター	スプーン	フォーク	ナイフ
バス	バイオリン	ジュース	ピアノ	ＣＤ
パスポート	チョコレート	ゴルフ	オーストラリア	タスマニア

DICTIONARIES

Teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively.

For details regarding the use of dictionaries in the external assessment process see *'What can I take to my exam?'*.

GRAMMAR AND STRUCTURES

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.

In this Level 3 course it is assumed that the learner will already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge or study of Japanese.

Developing the learner's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the learner is expected to recognise and use.

Grammatical Item	Sub-Elements	Example(s)
Adjectives	この、その、あの True adjectives: affirmative and negative (present tense) affirmative and negative (past tense) な　adjectives: affirmative and negative (present tense) affirmative and negative (past tense) この、その、あの cf これ、それ、あれ 日本 cf 日本語 cf 日本人 て　form 〜やすい／にくい Adjective ＋ そうです。	なっとうはおいしいそうです。
Adjectival Clauses	For example: コーヒーをのんでいる人 目が大きいにんぎょう 目がきれいな子ども	
Adverbs	もう　(already, yet) まだ　(not yet) とても、たいへん もうすこし たくさん すこし、ちょっと よく　(well) はやく、おそく ぜんぜん ＋ negative みんな ぜんぶで いくら、ぐらい	

	ここ、そこ、あそこ ひとつ (each) ときどき、いつも く form of adjectives に after な adjectives	

Grammatical Item	Sub-Elements	Example(s)
Counters	えん ドル セント 人 people 円 yen ドル dollars セント cents 年 years 時 clock time 分 minutes 才 age 日 dates ひき animals つ general counter こ、ど、かい、ほん、はい、だい、さつ、まい、ひき、かげつ、しゅうかん、ねん	

Grammatical Item	Sub-Elements	Example(s)
Interrogatives	なん なに だれ いつ どこ なんさい なんにん	

	なんびき なんじ いくら なんねんせい どんな なんがつ なんにち なんようび いくつ どれ どの どの、どれ、どう、どっち、どちら なんさい、なんこ、なんど、なんかい、なんぼんなんばい、なんだい、なんさつ、なんまい、なんびき なんかげつ、なんしゅうかん、なんねん どうして、なぜ	

Grammatical Item	Sub-Elements	Example(s)
Miscellaneous	つもり いちばん ひとつ (each) の／こと がすきです ことがきらい / じょうず / へた / とくい / にがて	
Nouns	As themes dictate	
Numbers	Numbers 1-10,000,000	Telephone numbers

Grammatical Item	Sub-Elements	Example(s)
Particles	の possession に／へ direction は topic marker も also を object marker か question marker	

と and	
with すき and きらい	
に with すんでいます	
ね、よ exclamations	
で place of action/means of/language	
と with	
に with clock time	
や and	
の	
joining 2 nouns	おとこの人
joining 2 time expressions	先週の土曜日
joining noun and prepositional noun	つくえの上
が	
with います and あります	
のど、おなか、いたい、ほしい、じょうず、へた	
with できます、みえます、きこえます	
は in sentences with が	わたしは めがあおいです
に	
with time expressions	
with います／あります	
with purpose	
から from	
まで as far as, until	
を with まつ、やすむ、verbs of motion	
と with いう、おもう、きく、かく、よむ and also in comparisons	
が with わかる、ことがある、ことができる	
に with なる、する、のる、also meaning “for”	**E.g.** これはわたしにはむずかしいです.
か between nouns meaning “or”	
で reason	
の meaning “one” (replacing noun)	
より “than”	
しか “only”	

	Comparative clauses (for recognition only)	

Grammatical Item	Sub-Elements	Example(s)
Phrases	Advice with ほう (for recognition only) 〜んです。 (for recognition only)	勉強したほうがいいです。

Grammatical Item	Sub-Elements	Example(s)
Prepositional Nouns	うえ した なか そば うしろ まえ むこう そと よこ となり、みぎ、ひだり、ちかく ここ、そこ、あそこ	
Pronouns	わたし／ぼく、あなた これ、それ、あれ 〜たち	

Grammatical Item	Sub-Elements	Example(s)
Sentence Connectors	でも、が、けれど（も） そして それから だから から、ので (because) て form of verbs で after nouns and な adjectives から、ので “because” が、けれど（も） まえ（に）あと（で）、とき（に）、 あいだ（に）、ために	

	ため に 〜てから 〜ながら conditional たら (for recognition only)	
Time Words	まいにち よく (often) 〜がつ 〜日 / にち (for giving dates) 〜じ 〜はん	

Grammatical Item	**Sub-Elements**	**Example(s)**
Verbs	〜ます、〜ません 〜ました、〜ませんでした です 〜てください 〜ています 〜ていません 〜ていました 〜ていませんでした 〜てください 〜たいです 〜ましょう（か） 〜てもいいです（か） 〜てはいけません OR だめです 〜たくないです、〜たかったです、〜たくなかったです じゃ／ではないです、じゃ／ではありません あります cf います はきます cf きます and かぶります	
	Dictionary form of verbs	食べる

	ない form (plain negative) なかった form (plain past negative) た form (plain past) 〜ないでください 〜なくてもいい 〜てはいけません／だめです 〜てしまう (for recognition only) 〜くれる／あげる／もらう (for recognition only) 〜てくれる／〜てあげる／〜てもらう (for recognition only) 〜じゃなかったです／ではありませんでした すぎる たり〜たり 〜なくてはいけません 〜てみる	食べない 食べなかった 食べた たべないでください 食べたかったです 食べたくないです／食べなくなか ったです
	Plain form (dictionary form, plain past and negative forms) for recognition at end of sentence (in diaries, casual conversation etc.) and for use before: でしょう かもしれません そうです という、おもう、きく、かく、よむ past tense + ことがある present tense + ことができる	日本へ行ったそうです。

WRITING

HIRAGANA AND KATAKANA

Learners will read and write hiragana and katakana characters. See relevant criteria/standard elements.

PRESCRIBED KANJI 漢字

Set A: for recognition and reproduction

一、二、三、四、五、六、七、八、九、十、百、千、万、何、円、時、間, 年、今、毎、半、生、月、火、水、木、金、土、 週、曜、上、中、下、前、後、左、右、女、男、人、子、父、母、友、私、自、分、目、口、手、足、耳、花、白、赤、青、言、見、思、食、飲、買、休、行、来、犬、電、車、入、出、立、大、小、少、古、高、長、日、本、家、学、校、社、会、町、外、国、山、川、海、田、天、気、雨、名、字、語、先、好、有

Set B: for recognition (only)

春、夏、秋、冬、読、聞、話、書、売、待、持、帰、歩、東、京、新、道、駅、島、物、勉、強、元、病、去、朝、昼、晩、忙、広、着、店、色、通、兄、姉、弟、妹、忘、泳、
族、使、々

Work Requirements

From their study of these themes and related topics/sub-topics learners will undertake **at least one** substantial assessment task (approximately 1000 words or equivalent). The mode of presentation is not prescribed. It may be a written report, an oral report or presentation, or a multimodal* presentation. The task will be assessed internally, and will be a significant source of evidence for the assessment of the Learning Outcomes, 'gain a detailed understanding and appreciation of Japanese customs and traditions, and the cultural context in which Japanese is used' and 'critically reflect on their own culture through the study of Japanese culture' (Criterion 5) and Criterion 6.

While the report/presentation of the assessment task may be in English, Japanese should be used as appropriate (for example, when discussing Japanese concepts, using direct quotations from sources in Japanese, or referring to Japanese terms).

Learners will negotiate the task with their teacher. While not prescribed, the nature of the task will be one that engages the learner in critical reflection and that provides opportunities to present reasoned arguments/points of view and analysis. An issue-based approach is more appropriate than one that is purely descriptive in nature. For example, an activity or topic might be framed as a question such as:

- 'In what ways, and to what extent, has Japanese culture influenced Australian culture?'
- 'Compare and contrast
    - the lyrics and music of a popular Japanese song with the lyrics and music of a popular Australian song.
      or
    - the front page of a Japanese newspaper with the front page of an Australian newspaper.
      or
    - a popular Japanese television show with a popular Australian television show.
      What do these similarities and differences tell us about the two cultures?'
- 'In what ways, and to what extent, have Japanese-speaking communities in Australia contributed to our multicultural society?'
- 'Compare and contrast the role of sport/art/performing arts in Japanese and Australian society. How might the similarities and differences be explained?'
- 'Compare and contrast contemporary daily life in Japanese and Australian society. How might the similarities and differences be explained?'

**Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation).*

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards for achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

External Assessment Requirements

The external assessment requirements for the course Japanese Level 3 consists of:

- an oral examination; and
- a written examination.

The criteria to be externally assessed are 1, 2, 3, and 4.

For details regarding the use of dictionaries in the external assessment process see *'What can I take to my exam?'*.

Note: at its meeting of 3 April 2013 TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

For further information see the TASC's *External Assessment Guidelines* for this course which can be found in the Supporting Documents below.

Criteria

The assessment for Japanese Level 3 will be based on the degree to which the learner can:

1. listen and respond to spoken Japanese*
2. communicate in spoken Japanese*
3. read and respond to written Japanese texts*
4. express ideas and information in written Japanese*
5. demonstrate understanding of Japanese culture
6. apply negotiation, planning and organisational skills

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: listen and respond to spoken Japanese

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner listens to spoken Japanese and responds.*

Rating A	Rating B	Rating C
In spoken conversations the learner listens to speech paced in a normal, conversational manner. Occasionally repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner generally listens to speech paced in an authentic, conversational manner but requires slower pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed. Repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and repetition and/or rephrasing.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of most main points / general aspects of the spoken text. Points of detail, additional information and/or specifics may not be addressed.**

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** Illustrative example:

Given oral text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: 'Explain why Sue goes to the city.'

Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 2: communicate in spoken Japanese

This criterion is both internally and externally assessed.

Rating 'A':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in Japanese is characterised by:

Rating 'B':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in Japanese is characterised by:

Rating 'C':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar contexts***. The learner's oral communication in Japanese is characterised by:

Rating A	Rating B	Rating C
speech with a pace/tempo used in authentic conversation. There may be occasional hesitation	speech with a pace/ tempo generally like that used in authentic conversation. There may be hesitation and/or uneven pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed	fragmentary speech with frequent hesitation

the ability to respond appropriately and spontaneously to changes in the flow/subject of a conversation		
appropriate self-correction	some self-correction	a lack of self-correction
very few errors in pronunciation, stress and/or intonation	some errors in pronunciation, stress and/or intonation	frequent errors in pronunciation, stress and/or intonation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Listeners clearly understand what is said.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said.	a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said.

* As defined by this course's content.

Criterion 3: read and respond to written Japanese texts

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner reads Japanese texts and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during aspects of the reading process	The learner makes frequent use of external references** during the reading process	The learner is dependent on use of external references** during the reading process
The learner reads all hiragana characters	The learner reads all hiragana characters	The learner reads all hiragana characters
The learner reads all katakana characters	The learner reads all katakana characters	The learner reads most katakana characters***
The learner reads most prescribed kanji characters.****	The learner reads a range of prescribed kanji characters.****	The learner reads a limited range of prescribed kanji characters.****
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and/or specifics may not be addressed.†

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

*** ‘Most’ means approximately 90% of the 46 katakana characters.

****Kanji characters - ‘limited range’ means approximately 50% of the prescribed sets of kanji characters (Sets A & B), ‘range’ means approximately 65% of the prescribed sets of kanji characters, and ‘most’ means approximately 90% of the prescribed sets of kanji characters.

†Illustrative example:
Given written text: “Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends.”

Question: ‘Explain why Sue goes to the city.’

Response: “Because she likes to shop there and meets her friends.” (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 4: express ideas and information in written Japanese

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner writes Japanese text. The learner’s written text is characterised by:

Rating A	Rating B	Rating C
appropriate use of both simple and complex sentences, and correct punctuation	use of both simple and complex sentences, and correct use of basic punctuation	use of short, simple sentences, and correct use of basic punctuation
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Readers clearly understand what is written	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, readers understand what is written	a degree of fluency and accuracy. While there are errors, readers generally understand what is written
all hiragana characters are written accurately	all hiragana characters are written accurately	all hiragana characters are written accurately
all katakana characters are written accurately	all katakana characters are written accurately	most** katakana characters are written accurately. There many be some minor errors in the formation of the script
most*** prescribed kanji characters are written accurately. There many be occasional minor errors in the formation of the script.	a range*** of prescribed kanji characters are written. There many be minor errors in the formation of the script.	a limited range*** of prescribed kanji characters are written. There may be errors in the formation of the script.

* As defined by this course’s content.

** Katakana - ‘most’ means approximately 90% of the 46 katakana characters,

*** Kanji - ‘limited range’ means approximately 50% of the prescribed kanji characters for recognition and reproduction (i.e. Set A), ‘range’ means approximately 65% of the prescribed Set A kanji characters, and ‘most’ means approximately 90% of the prescribed Set A kanji characters.

Criterion 5: demonstrate understanding of Japanese culture

The learner:

Rating A	Rating B	Rating C
analyses** a wide range of Japanese contemporary and traditional social customs, and aspects of contemporary daily life	identifies and accurately describes a wide range of Japanese contemporary and traditional social customs, and aspects of contemporary daily life	identifies and describes a range of Japanese contemporary and traditional social customs, and aspects of contemporary daily life
analyses** distinctive characteristics* of Japanese culture	identifies and accurately describes distinctive characteristics* of Japanese culture	identifies and describes some distinctive characteristics* of Japanese culture
critically analyses** differences and similarities between the culture of Japanese-speaking communities and Australian culture, and accurately accounts for these.	identifies, describes and offers logical suggestions to account for differences and similarities between the culture of Japanese-speaking communities and Australian culture.	identifies, describes and offers suggestions to account for differences and similarities between the culture of Japanese-speaking communities and Australian culture.

* 'Distinctive characteristics' are those that might be considered unique or characteristic of Japanese culture, as opposed to those shared with - or common to - other cultures in a region.

** Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

** Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

Criterion 6: apply negotiation, planning and organisational skills

The learner uses negotiation, planning, task and time management strategies, and applied the principles of academic integrity. The learner:

Rating A	Rating B	Rating C
proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy	meets specified/ negotiated timelines and addresses all required task characteristics*	meets specified/negotiated timelines and addresses most aspects of required task characteristics*
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly

creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

* 'required task characteristics' may include: word limits; mode of response; and presentation requirements.

Qualifications Available

Japanese Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 10 ratings (6 from the internal assessment, 4 from the external assessment).

The minimum requirements for an award in Japanese Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
9 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
4 'A' ratings, 4 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
5 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
8 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Accreditation

The accreditation period for this course has been renewed from 1 January 2021 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 - Accredited on 21 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces Japanese (JPN315109) that expired on 31 December 2013.

Version 1.a - minor modifications to kanji lists made 1 July 2014.

Version 1.b - Minor amendments to 'Grammar and Structures'. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2020.

Version 1.c - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).

Version 1.d - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- JPN315114 Japanese TASC Exam Paper 2018.pdf (2018-12-09 09:55am AEDT)
- JPN315114 - Assessment Panel Report 2018.pdf (2019-01-31 03:38pm AEDT)
- JPN315114 Japanese TASC Exam Paper 2019.pdf (2019-11-14 09:55am AEDT)
- JPN315114 Japanese Audio File Exam 2019-Abridged.mp3 (2019-12-08 02:19pm AEDT)
- JPN315114 Assessment Report 2019.pdf (2020-01-24 03:01pm AEDT)
- JPN315144 Exam 2020 audio file.mp3 (2020-11-13 09:39pm AEDT)
- JPN315114 Japanese TASC Exam Paper 2020.pdf (2020-12-09 11:47am AEDT)
- JPN315114 Assessment Report 2020.pdf (2021-01-13 10:36am AEDT)
- JPN315114 Japanese TASC Exam Paper 2021.pdf (2021-11-17 10:18am AEDT)
- JPN315114 Japanese Exam 2021 audio file.mp3 (2021-11-18 04:31pm AEDT)
- JPN315114 Assessment Report 2021.pdf (2022-01-24 03:02pm AEDT)
- JPN315114 Japanese External Assessment Specifications.pdf (2023-03-27 11:15am AEDT)
- JPN315114 Japanese TASC Exam Paper 2022.pdf (2022-11-18 05:35pm AEDT)
- Japanese 22.mp3 (2022-11-18 05:36pm AEDT)
- JPN315114 Assessment Report 2022.pdf (2023-03-02 09:56am AEDT)
- JPN315114 Japanese TASC Exam Paper 2023.pdf (2023-11-10 05:00pm AEDT)
- Japanese 23.mp3 (2023-11-10 05:02pm AEDT)

Tasmanian Government

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