

# Japanese

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

This course was delivered in 2025. 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
<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>personal identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character)</li> <li>relationships (family, friends, occupations of parents)</li> <li>house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals)</li> <li>personal health and welfare</li> <li>personal opinions.</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>school</li> <li>personal aspirations/future career</li> <li>courses/subjects</li> <li>examinations.</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>life at home</li> <li>daily routine</li> <li>hobbies and interests/sport</li> <li>shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures</li> <li>food and drink</li> <li>travel to and from places</li> <li>holidays</li> <li>invitations and appointments</li> <li>services (postal, telephone, bank, police, hospital, garage, repairs, petrol station)</li> <li>weather</li> <li>emails, SMS.</li> </ul>

**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
<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>social customs/traditions and their historical origin</li> <li>important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads)</li> <li>historical links with Australia</li> <li>some important personalities in Japanese contemporary society and/or history</li> <li>changes in social structures and attitudes (e.g. the family, women's issues, religion).</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>city and country life</li> <li>Japanese influences on Australian culture and society (e.g. food and drink, fashions)</li> <li>shopping</li> <li>getting around (transport and directions)</li> <li>significant geographical and climatic features of Japan.</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>media</li> <li>cinema</li> <li>music and songs</li> <li>literature</li> <li>sport</li> <li>theatre and performing arts</li> <li>computer games</li> <li>art</li> <li>architecture.</li> </ul>

**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: <ul style="list-style-type: none"> <li>immigration/migration</li> <li>relationships with neighbouring / regional nations</li> <li>health</li> <li>the young and the elderly</li> <li>the environment.</li> </ul>	Sub-topics studied may include, but are not limited to: <ul style="list-style-type: none"> <li>tourist attractions in Japan</li> <li>visiting Japan</li> <li>entering and leaving Japan, travel document (passport, visa, tickets)</li> <li>hotels, hostels, camping grounds</li> <li>hosting Japanese visitors</li> <li>home stay.</li> </ul>	Sub-topics studied may include, but are not limited to: <ul style="list-style-type: none"> <li>the effect of technological developments</li> <li>types of jobs, professions, trades</li> <li>men and women in the workforce</li> <li>Australia and Japan as trading partners</li> <li>attitudes to work.</li> </ul>

### 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

□		
□□□□□□	□□□□	while
□□	□□	to meet
□□□	□□	blue
□□□	□□	red
□□□□□□	□□□□	baby
□□□	□□□	to come up, go up
□□	□	Autumn
□□		to be open (shop)
□□□		to open
□□□		to give
□□□	□□□	to raise, lift
□□		morning
□□□□□□		breakfast
□□□□□		the day after tomorrow
□□	□	foot, leg
□□□		tomorrow
□□□		over there
□□□		to play, have a good time
□□□□□□		warm
□□□		head
□□□□□□	□□□	new
□□□		that one over
□□□		hot
□□□	□□	afterwards, later
□□□		you
□□		older brother
□□		older sister
□□		that ..... over there
( )		to shower
□□□□		dangerous
□□□		not much, not many .....
□□	□	rain
□□□□□□	□□□□	to rain
□□□		to wash
□□□□□□		thank you
□□		a certain ..... some .....
□□		to have, be
□□□	□□	to walk
□□□□□□		part-time job
□□		that over there
□□□		that kind of

□		
□□		good
□□□		no
□□	□	to say
□□	□	home, house

如何		how, what, how about .....
去	去	to go
多少		how many? how old?
多少		how much?
医生		doctor
椅子		chair
忙碌		busy
疼痛		painful
谢谢		'thank you for this food'
第一		No. 1 ..... the most
何时		when
努力		with effort or endeavour
一起		together
满杯		full or 1 cup
总是		always
狗		dog
现在		now
小妹妹		little sister
不愉快		unpleasant, disgusting
欢迎光临		welcome (to this shop)
入口	入口	entrance
存在		to exist
颜色		colour
各种		various

上		
上	上	on, above
牛		cow
后面	后面	behind
撒谎		lie, fib
歌		song
唱歌		to sing
家	家	home, house
马		horse
出生	出生	to be born
海洋	海洋	ocean
卖	卖	to sell
吵闹		noisy
高兴		happy, delighted
司机		driver
驾驶		to drive
驾照		driver's licence
锻炼		exercise

图		
图		picture
英语	英语	English
是		yes

站	站	station
円	円	yen
鉛筆		pencil

日		
おいしい		delicious
多い		many
大きい	大きい	big
母	母	mother
甘い		sweets, lollies
変		strange
金	金	money
起きる		to wake up
置く		to place
送る		to send
遅い		to be late
どうですか	か ( )	how are you?
祖父		grandfather, old man
教える		to teach
叔父		uncle
新年	新年	new year
遅い/遅		late/slow
緑茶		green tea
寺		temple
音		sound
父		father
弟		little brother
男	男	male
男の子	男の子	boy
男の人	男の人	man
昨日の昨日		the day before yesterday

日 (cont.)		
		stomach
お腹が空いた		to be hungry
同じ		the same
兄		older brother
姉		older sister
お願い		please do me a favour
祖母		grandmother, old lady
おばあちゃん		aunt
おはよう		good morning
風呂		bath
風呂に入る	風呂に入る	to take a bath
弁当		lunch box
覚える		to remember
お土産		souvenir (gift)

おめでとう		congratulations!
重い		heavy
考える	考える	to think
面白い		interesting
おやすみ		good night
泳ぐ		to swim
終わる		to finish
音楽		music
温泉		hot bath (spring)
女性	女性	female
女の子	女の子	girl
女性	女性	woman, lady

外		
外国		foreign country
外国人	外国人	foreigner
会社	会社	company
階段		stairs
買い物	買い物	shopping
会話	会話	conversation
買う	買う	buy
帰る	帰る	to return, go home
顔		face
科学		science
取る		to take (time)
鍵		keys
書く	書く	to write
学生	学生	student
掛ける		to hang, wear (glasses)
貸す		to lend
風		wind, cold
風を引く		catch a cold
家族	家族	family

外 (cont.)		
勝つ		to win
学校	学校	school
角		corner
悲しい		sad
鞆		bag/briefcase
被る		to wear (on head)
気にしない		it doesn't matter, I don't mind
紙		paper, hair
髪		hair
科目		subject
体		body
借りる		to borrow
川	川	river

可爱		cute
可怜		to feel sorry for, pitiable
思考		to think, ponder
简单		easy, simple
努力		to strive, to try hard
尽力		try hard!

木		
木	木	tree, wood
黄色		yellow
听	听	to listen, hear, ask
能听	能听	to be able to hear
季节		season
规则		rules, regulations
脏		dirty
咖啡店		coffee shop, cafe
邮票		stamp
当然		surely
票		ticket (train) Commonly used for various kinds of tickets e.g. movie, concert.
昨天		yesterday
严格		strict
感觉	感觉	feelings
感觉好		feel good
今天	今天	today
教堂		church
教室		classroom
兄弟姐妹		brothers and sisters
感兴趣		to have an interest in
去年	去年	last year
讨厌		dislike
切		to cut
穿		to wear
漂亮		beautiful, pretty
照顾	照顾	'take care'
银行		bank

口		
机场		airport
药		medicine
吃药	吃药	to take medicine
请	请	please
水果		fruit
嘴	嘴	mouth
鞋		shoes
国家	国家	country
多云		cloudy

about		
dark		
come		
car		
to give (to me)		
black		
suffix for boys' names		

□		
police officer		
this morning		
to erase, turn off		
marriage		
to get married		
quarrel, argument		
to argue, fight		
the entrance of a house		
well, healthy	( )	

morning

□		
~language		
child		
three years later		
puppy		
park		
senior high		
senior high student		
black tea		
principal		
voice		
Japanese (subject)		
blackboard		
here		
afternoon		
answer		
to answer		
thanks for a delicious meal		
the one of a number of things (formal)		
thing (abstract)		
this year		

□□□	□□	word
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□ (cont.)		
□□□	□□□	child, children
□□□	□□□	kitten
□□		this
□□□□□		the other day, recently
□□□□		recently
□□□		rice, meal
□□□		to be in trouble
□□		rubbish
□□□□		rubbish bin
□□		to be crowded
□□□□□□		sorry
□□		this
□□		about (time)
□□□		scary, frightening
□□□		to break
□□□	e.g.□□	this ~ (month)
	□□	this ~ (week)
□□□	□□	this time
□□□		this kind of
□□□□□	□□□	hello, good afternoon
□□□□	□□□	this evening
□□□□□	□□□□	good evening

□		
□□		let me see
□□□□		recently
□□□		wallet
□□□		to look for
□□□		fish
□□□□		composition
□□□	□□□	cherry blossom
□□		rice wine
□□□		magazine
□□□		sugar
□□□		cold
□□□□□		goodbye
□□		plate, saucer, dish
□□		monkey
□□		term used after a person's name
□□□□□□□		"That's a shame"
□□□		walk
□□□□□		to go for a walk

□		
□□	□□	o'clock
□□□		match
□□□□□□		it can't be helped
□□□	□□	hour, time
□□□		test
□□		accident
□□□□□□□	□□□□□□□	self introduction
□□□		work
□□□	□□	dictionary
□□□□□□		peaceful, quiet
□□	□	under, below
□□□□□□□□		question (to ask)
□□□□□	□□□□	bicycle
□□		to die
□□□□□□□□□□		it's been a long time
□□□	□□	oneself
□□□□	□□□	by oneself
□□	□	island
□□□		to put away
□□□		to close
□□		well then.....
□□□□		photo
□□□□		see you again
□□□□□		address

□ (cont.)		
□□□□□	□□□	weekend
□□□□□		class, lesson
□□□□□		homework
□□□□□□□□		to do homework
□□□		housewife
□□□		hobby
□□□□□□□		to introduce
□□□□□□□	□□□	primary school student
□□□□□□□	□□□	primary school
□□□□□□□	□□□□□	skillful
□□□□□		joke
□□□□□□□□		to tell a joke
□□□□□□□		strong, robust
□□□□□		future
□□□□		to tell, inform
□□		to know
□□□	□□	white
□□□	□□	nationality
□□□□□□		shinkansen
□□□□	□	population
□□□□□□□		kind
□□□□		worry

担心		to worry
报纸	报	newspaper

□		
游泳		swimming
数学	数	mathematics
喜欢	喜欢	like, liked, likeable
马上		soon, immediately, right now
少数	少	few
好极了		great, fantastic, terrific
一点	一	a little
酷		cool
美妙		wonderful
裤子		trousers
对不起		I'm sorry, excuse me
请原谅		excuse me, but.....
居住		to reside, live
玩		to do, play (a sport)
坐		to sit

□		
身高		height, back, stature
生活方式		lifestyle
学生	学	student
制服		uniform
世界		world
高	高	tall (in stature)
矮		short (in stature)
解释		explanation
解释		to explain
无论如何		by all means.....
小, 窄		small, narrow
最后	e.g. 最后	last ~ (month)
老师	老	teacher
一点也不		not at all..... (negative)
洗衣服		washing (to wash)
全部		all, the whole
一起		altogether

□		
真的		really?
清洁		cleaning
打扫		to clean
对		that's right
对吗		is that right?
那里		there
其中之一		that one of a number of things (formal)

○○○○○○○		to graduate
○○	□	outside
○○		that
○○		beside, nearby
○○		that
○○○		that kind of

□		
○○○○		physical education
○○○○	○○	university
○○○○○○	○○○	university student
○○○○○○		OK
	○○○	love
○○○○○○○	□	important
○○○○		generally, usually
○○○○	○○○	very..... , that's terrible
○○○	○○	high, expensive
○○○○		many. a lot, plenty
○○		only
○○○		rice straw mats
○○○	e.g. ○○○	plural for personal suffix
○○	○○	to stand
○○○○		for example
○○○○		happy, enjoyable
○○○○○○○○○		look forward to
○○○		maybe, perhaps
○○○○	○○○	food, things to eat
○○○	○○○	to eat
○○		useless, no good
○○		who
○○○○○○	○○○○	birthday
○○○○		gradually, little by little

□		
○○○○	○○○	small
○○○		close, nearby
○○○		to differ
○○○○		underground
○○		map
○○	□	father
○○○○		Brown
○○○○○○○	○○○	junior high school
○○○○○○○	○○○	junior high student
○○○○○	○○	China
○○○○		exactly
○○○○		a little
○○		geography

□		
□□□		to use
□□□□		to tire, get tired
□□	□	moon
□□		next
□□		o arrive
□□□		desk
□□□		to make
□□□		to turn on (light or appliance)
□□□□		to be employed, work for
□□□□□		boring
□□□□		cold
□□		wet season/rainy season
□□□		strong
□□		fishing

□		
□	□	hand, arm
□□□□	□□□□	to go out
□□□	□□□	letter
□□□		to be able to
□□□	□□	exit
□□□□	□□□□	to help, assist
□□	□□	to leave, depart
□□□□□	□□□□□	to raise ones hand
□□□	□□	weather
□□□	□□	electricity
□□□□	□□	train
□□□□□□□	□□□□□□	telephone (to call)
□□□□□□□	□□□□□□	telephone number

□		
□□□		Germany
□□		how, in what way .....
□□□□□□□□□		'What happened?'
□□□□		Why?
□□□		'Please, go ahead.'
□□□□□□□□		animal (zoo)
□□□		distant, far away
□□□	□□	road
□□□	□□	to pass by, go along, go through
□□□□	□□	sometimes
□□□	□□□	watch or clock
□□		where
□□□		place
□□	□	year, age

□ (cont.)		
□□□□		library
□□		which (of 2) formal
□□		which (of 2) informal
□□		very
□□		next to, next door, neighbouring
□□		which (of more than 2)
□□□□		about how much (long)
□□		to stay overnight
□□		to stop, still
□□□	□□	friend
□□		bird
□□		to take
□□		which (of more than 2)
□□		what kind of

□		
□□		does not exist, negative
□□□		to fix, repair
□□	□	middle, inside
□□□	□□	long
□□□□		to pass away (polite)
□□		Why?
□□	□	summer
□□□□□	□□□	summer holiday
□□		to cry
□□□		to lose
□□□□		to disappear, to be gone
□□□□□	□	What?
□□□	□□	name
□□□		to learn
□□		to become

□		
□□□□□□□		lively
□□		meat
□□□	□□□	diary
□□□□		to resemble
□□□	□□	Japan
□□□□	□□□	Japanese language
□□□		luggage
□□		garden

□		
□□		to take off

(clothe)

□
---

猫		cat
价格		price
睡觉		to sleep in
困倦		sleepy
睡觉		to go to sleep, sleep, go to bed
几年级	几	~grade

后		
后		later
喉咙		throat
口渴		to be thirsty
爬		to climb, to go up
喝	喝	drink
喝	喝	to drink
骑		to ride

后		
牙		tooth/teeth
是		yes
牙医		dentist
进	进	to enter
穿		to put on (below the waist)
蠢		stupid
盒子		box
桥		bridge
筷子		chopsticks
开始		to start, begin
开始		to start, begin
第一次		the first time
很高兴见到你		nice to meet you (the first time)
跑		to run
害羞, 尴尬		shy, embarrassed
二十岁	二十	twenty years old
工作		to work
清楚地, 精确地		clearly, precisely
鼻子		nose

后 (cont.)		
花	花	flower
故事	故事	story, talk
谈话	谈话	to talk
赏花	赏花	flower viewing
花店	花店	flower shop
母亲	母亲	Mother
快/早		fast/early
付		to pay
春	春	Spring

☐☐		fine/clear weather
☐☐	☐	half
☐☐		evening
		half (past)
☐☐☐		counter for numbers
☐☐		bread
☐☐☐☐		program
☐☐☐☐		number
☐☐☐☐	☐☐	half
☐☐☐☐☐		dinner, evening meal

☐		
☐	☐	day, sun
☐		fire
☐☐		to play a stringed instrument
☐☐☐		low
☐☐☐☐		aeroplane
☐☐☐☐☐		'It's been a long time.'
☐☐☐☐☐☐		art gallery, museum
☐☐☐	☐	left
☐☐☐☐☐	☐☐☐	left hand side
☐☐☐☐☐☐		to surprise, frighten
☐☐☐		sheep, lamb
☐☐☐☐☐☐☐		necessity/necessary
☐☐	☐	person
☐☐☐		cruel, awful
☐☐☐☐	☐☐☐	alone, by oneself
☐☐☐☐☐		free, not busy
☐☐☐☐☐		hospital
☐☐☐☐	☐☐☐☐	illness, sick
☐☐☐☐☐		lunch
☐☐☐☐☐	☐☐☐☐	lunch break
☐☐☐		wide, spacious

☐		
☐☐		to blow
☐☐☐☐☐☐☐		complicated
☐☐☐		normal, usual, ordinary
☐☐☐		fat, thick
☐☐☐☐☐☐		to be fat
☐☐☐		to get fat
☐☐☐		futon, Japanese bedding
☐☐		ship, boat
☐☐☐☐☐☐		inconvenient
☐☐	☐	Winter
☐☐		to fall (rain or snow)
☐☐☐	☐☐	old
☐☐☐		culture

□		
□□□□	□□□□	unskillful
□□		room
□□□□		crazy, stupid
□□□□		study
□□□□□□		to study
□□□□□□		convenient

□		
□□□		hat
□□		I (male)
□□□□□		pasture farm
□□□		want or desire
□□□		thin, slender
□□	□	book
□□□□		real, authentic
□□□	□□	book shop

□		
□□□□		not good, not bad
□□□	□□	every
□□	□	before, in front, ago
□□□		to turn
□□□		to lose
□□□□□□		serious, committed
□□□		awful flavour, yuck!
□□		again
□□		not yet (negative)still (positive)
□□	□	town
□□	□□	to wait
□□□□		straight
□□		until
□□		window
□□□		comics, cartoons

□		
	□□	to be able to see
		to brush
		right
	□□	right hand side
		short
		water
		shop
	□□	to show
		road
□□□□	□□□□	to find

□□□		green
□□□□		everyone
□□	□	ear(s)
□□	□□	to see, look, watch
□□□		all, everyone
□□□□		altogether

□		
□□□		long ago
□□□		beyond, over there
□□□□□		difficult
□□□□		purple

□		
□	□	eyes
□□□		glasses

□		
□□		already
□□□	e.g.□□□□	more ~ (one more)
□□□□		hello (on the phone)
□□□□		of course
□□□□□	□□□□□	to take
□□□□□	□□□□□	to bring
□□□		more
□□		thing (concrete)
□□□		to receive
□□□□		problem

□		
□□		shop (suffix)
□□□□		baseball
□□□		vegetables
□□□□		simple, kind, generous
□□□		cheap
□□□	□□	holiday
□□□	□□	to have a break/rest
□□□□□		to be thin
□□□		to lose weight, get thinner
□□	□	mountain
□□□		to quit, stop
□□		to do

□		
□□□□□□□		post office
□□□		last night

有名	有名	famous
雪		snow
雪の降る		snow fall
ゆっくり		slowly
夢		dream

良		
良		good
歓迎		Welcome (to a place)
西洋服		western clothes
よく、よく		well, often
呼ぶ		to call
読む	読む	read
夜		night
喜ぶ		to be delighted
弱い		weak

次		
次	次	next ~

学		
科学		science
雄大な		magnificent, splendid
		to be an exchange student
交換留学生		exchange student
両親		parents
料理		cooking
旅行	旅行	travel
りんご		apple

例		
例		example
ゼロ		zero
歴史		history
練習		practice
練習する		to practise

若		
若		young
理解	理解	to understand
別れる		to separate (from someone)
忘れる		to forget
私、私	私	I, me
渡る		to cross over
笑		to laugh
悪		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	to download
7.	ホームページ	home page
8.	チャット	to chat
9.	インターネットを使う	to use the internet
10.	デジタルカメラ	digital camera
11.	DVD	DVD
12.	携帯電話	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.

コンピュータ	インターネット	メール	パソコン	カメラ
ゲーム	ダウンロード	チャット	ホームページ	デジタル
スマートフォン	タブレット	クラウド	ウェブ	アプリ
ソーシャルメディア	動画	音声	画像	音楽
電子メール	検索エンジン	データベース	ソフトウェア	ハードウェア
ウェブブラウザ	検索	入力	出力	印刷
キーボード	マウス	モニター	プリンター	スキャナー
無線LAN	Bluetooth	Wi-Fi	USB	SDカード

**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)
<b>Adjectives</b>	<p>□□□□□□□□</p> <p>True adjectives: affirmative and negative (present tense)</p> <p>affirmative and negative (past tense)</p> <p>adjectives: affirmative and negative (present tense)</p> <p>affirmative and negative (past tense)</p> <p>cf</p> <p>□□□□□□□□</p> <p>cf cf □□□</p> <p>form</p> <p>□□□□□□□□</p> <p>Adjective + □□□□□</p>	<p>□□□□□□□□□□□□□□</p>
<b>Adjectival Clauses</b>	<p>For example:</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p>	
<b>Adverbs</b>	<p>(already, yet)</p> <p>(not yet)</p> <p>□□□□□□□□</p> <p>□□□□□</p> <p>□□□□</p> <p>□□□□□□□□</p> <p>(well)</p> <p>□□□□□□□□</p> <p>+ negative</p> <p>□□□</p> <p>□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>(each)</p>	





with □□□□□□

exclamations

place of action/means of/language

with

with clock time

and

□

joining 2 nouns

□□□□□

joining 2 time expressions

□□□□□□

joining noun and prepositional noun

□□□□□

□

with and □□□□

□□□□□□□□□□□□□□□□□□□□

with □□□□□□□□□□□□□□

in sentences with □

□

with time expressions

with □□□□□□□□

with purpose

from

as far as, until

with □□□□□□□□ verbs of motion

with and also in comparisons

with □□□□□□□□□□□□□□□□

with □□□□□□□□□□ also meaning "for"

E.g.

between nouns meaning "or"

reason

meaning "one" (replacing noun)

"than"

"only"

Comparative clauses (for recognition only)

Grammatical Item	Sub-Elements	Example(s)
Phrases	Advice with (for recognition only)	□□□□□□□□□□
	(for recognition only)	

Grammatical Item	Sub-Elements	Example(s)
Prepositional Nouns	□□	
	□□	
	□□	
	□□	
	□□□	
	□□	
	□□□	
	□□	
	□□	
	□□□□□□□□□□	
	□□□□□□□□	
Pronouns	□□□□□□□□	
	□□□□□□□□	
	□□□	

Grammatical Item	Sub-Elements	Example(s)
Sentence Connectors	□□□□□□□□□□	
	□□□	
	□□□□	
	□□□	
	(because)	
	form of verbs	
	after nouns and adjectives	
	“because”	
	□□□□□□□□	
	□□□□	



	<p>□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>(for recognition only)</p> <p>(for recognition only)</p> <p>(for recognition only)</p> <p>□□□□□□□□□□□□□□□□□□□□</p> <p>□□□□</p> <p>□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□</p>	<p>□□□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>□□□□</p> <p>□□□□□</p>
	<p>Plain form (dictionary form, plain past and negative forms) for recognition at end of sentence (in diaries, casual conversation etc.) and for use before:</p> <p>□□□□</p> <p>□□□□□□□□</p> <p>□□□□</p> <p>□□□□□□□□□□□□□□□□□□□□</p> <p>past tense + □□□□□□</p> <p>present tense + □□□□□□</p>	<p>□□□□□□□□□□</p>

**WRITING**

**HIRAGANA AND KATAKANA**

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

**PRESCRIBED KANJI** □□

**Set A: for recognition and reproduction**

**Set B: for recognition (only)**

## 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	fragmentary speech with frequent hesitation

	uneven pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed	
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 may be some minor errors in the formation of the script
most*** prescribed kanji characters are written accurately. There may be occasional minor errors in the formation of the script.	a range*** of prescribed kanji characters are written. There may 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.

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\* '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.

Accreditation renewed on 22 June 2023 for the period 1 January 2024 until 31 December 2025 without amendment.

## 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 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)
-  [JPN315114 Japanese Assessment Report 2023.pdf](#) (2024-03-12 12:39pm AEDT)
-  [JPN315114 Japanese External Assessment Specifications.pdf](#) (2024-03-12 02:51pm AEDT)
-  [JPN315114 Japanese TASC Exam Paper 2024.pdf](#) (2024-11-14 06:09pm AEDT)
-  [JPN315114 Aural Exam 2024.wav](#) (2024-11-14 06:25pm AEDT)
-  [JPN315114 Japanese Assessment Report 2024.pdf](#) (2025-03-07 03:26pm AEDT)
-  [JPN315114 Japanese TASC Exam Paper 2025.pdf](#) (2025-11-12 04:51pm AEDT)
-  [JPN315114 Japanese Exam Audio File 2025.mp3](#) (2025-11-12 04:53pm AEDT)