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Heritage Japanese

Draft Course of Study

at Senior Secondary Level

October 2009



COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES
AUSTRALIA

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1 Background Information

The project, *Development of Chinese (Mandarin), Japanese, Indonesian and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study will be developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Continuers course of study, but for whom the Background Speakers course is too advanced.

It is anticipated that the provision of courses for Heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

The preparation of this draft course of study is the third step in the development of the *Heritage Japanese Course of Study at Senior Secondary Level*.

The first step was a curriculum review which included findings of educational research relating to national and international practice, an evaluation of the existing provision of languages courses and responses gathered at a National Forum attended by key stakeholders from across Australia. An evaluation report highlighting broad directions for the development of a curriculum was submitted to DEEWR and subsequently endorsed in March 2009.

The second step was the development of a framework for Heritage Languages Courses at Senior Secondary Level for consultation and endorsement by the project Steering Committee. This involved:

- distribution of the draft framework and survey instrument to:
 - teachers in NSW, Victoria and South Australia
 - academic educators from the university sector
 - representatives from professional associations and community groups
 - educational organisations
- qualitative analysis of the survey responses
- submissions from the departments of education in NSW, Victoria, South Australia and Western Australia
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by respondents and the amended version subsequently became the basis for the writing of draft courses of study in the four languages. The consultation report and the framework are published on the Board's website.

Consultation will continue to be of vital importance as the project to develop the courses of study proceeds towards publication of the new *Heritage Japanese Course of Study at Senior Secondary Level* available for implementation with Year 11 in 2011.

1.1 Design of the Heritage Japanese Draft Course of Study at Senior Secondary Level

The preparation of the draft course of study has been in accordance with the *Framework for Heritage Languages at Senior Secondary Level*. Consultation on the *Heritage Japanese Draft Course of Study* will provide key stakeholders with the opportunity to comment on ways in which the requirements of the framework apply to the *Heritage Japanese Course of Study at Senior Secondary Level*.

1.2 Specific issues to be considered during consultation on the draft course of study

During consultation on the draft framework and the development of the draft courses of study, the following issues were identified and addressed:

- the clarity of the description of the target group
- the need to foreground the intercultural orientation of the course
- the prescription of character lists for Chinese and Japanese
- the expected level of language skills to be acquired at the end of the course
- the interrelationships between the components of the Content
- the number and appropriateness of the Issues
- the need to articulate more clearly the concept of bilingual and bicultural identity
- the structure and requirements of the external examination.

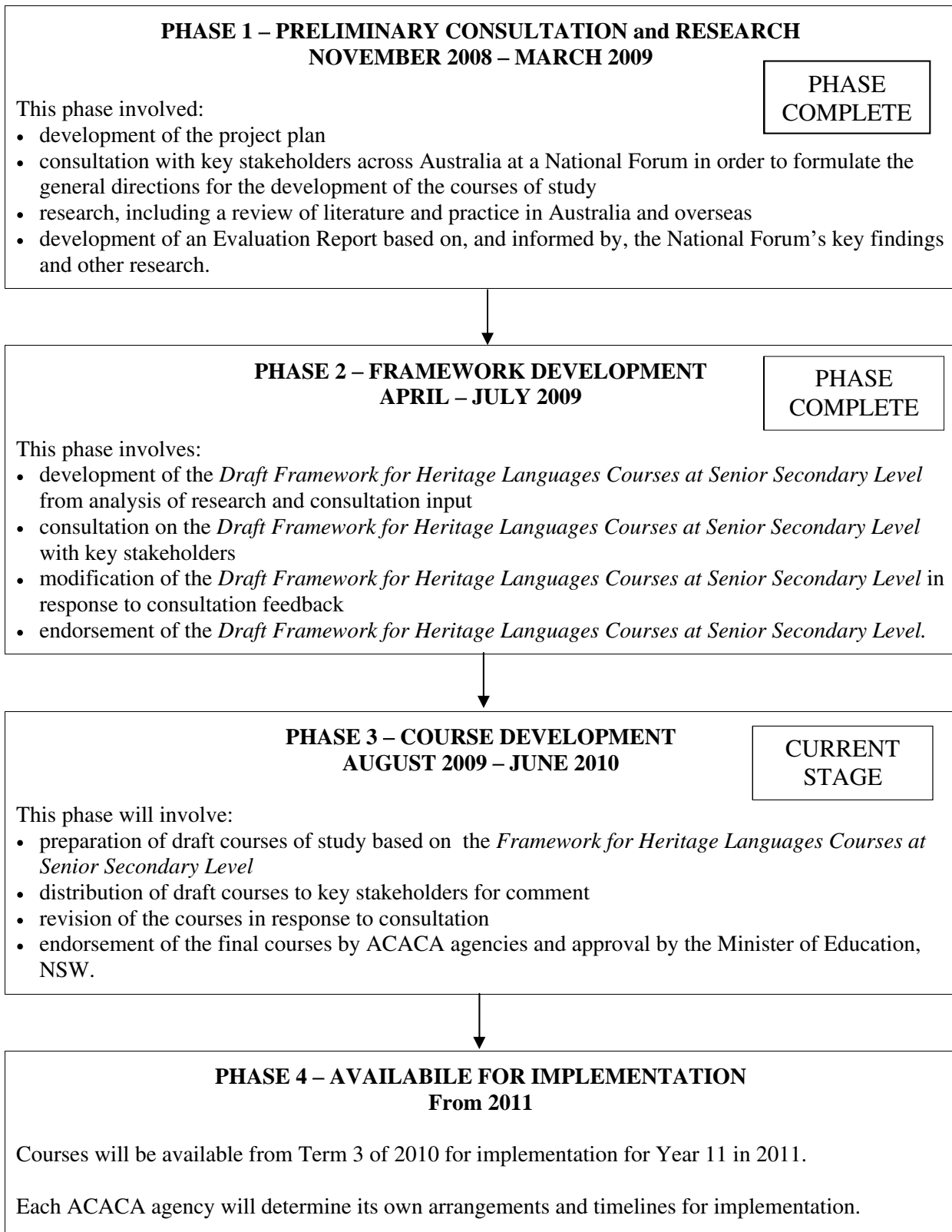
The survey that accompanies this draft course of study restates these issues and provides opportunities for key stakeholders to comment.

1.3 The Development Process

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.



The process and timelines for the development of the courses of study are provided below.

1.4 Timeline for the development of Heritage Languages Courses at Senior Secondary Level



1.5 Assisting Respondents

The following icons are used to assist respondents:

 For your information	<i>This icon indicates general explanatory information that assists in understanding the information contained in the framework.</i>
 Please comment	<i>This icon indicates material for which responses and views are sought.</i>

1.6 Consultation

The *Heritage Japanese Draft Course of Study* is accompanied by a consultation survey. The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Heritage Japanese Draft Course of Study at Senior Secondary Level for Chinese (Mandarin), Japanese, Indonesian and Korean*. Please comment on both the strengths and weaknesses of the draft course of study and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are modified. This is an opportunity to contribute directly to the design of high quality courses of study.

You can respond to the draft course of study by either:

Forwarding your responses to the focus questions to:

The Administrative Officer, Languages
Heritage Languages Project
Office of the Board of Studies NSW
GPO Box 5300
SYDNEY 2001

OR

Sending your responses by email to:

lyn.sully@bos.nsw.edu.au or marjory.ellsmore@bos.nsw.edu.au

OR

Completing the online survey on the Board's website:
<www.boardofstudies.nsw.edu.au/national/>.

2 Structure of the Draft Course of Study

The draft course of study has the following elements:

Introduction

- The Language
- Description of Target Group

Rationale

Aims, Objectives and Outcomes

- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

Content

- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Characters
- Grammar

Other considerations

- The place of English
- The role of digital technologies
- Dictionaries

Assessment

- External Examination

Character List

List of suggested Resources

Appendix (NSW)

- Continuum of Learning
- Assessment in Stage 6

3 Introduction to Heritage Japanese at the Senior Secondary Level

3.1 The Language



For your information

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



Please comment

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

During their course of study, students may encounter some dialectal variations in texts. Students should be familiar with formal and informal levels of language used in daily life. Prior knowledge of *hiragana* and *katakana* syllabaries and some basic *kanji* is presumed. Additional *kanji* will be studied in this course.

3.2 Description of Target Group



Please comment

Heritage language students are typically those who have been brought up in a home where the Japanese language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of Japanese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of Japanese:

- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

Eligibility criteria will apply. These will be advised by each state and territory.

4 Rationale

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For your information

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.



Please comment

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of Japanese in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Japanese-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

The strong economic, political and strategic ties between Australia and Japan have resulted in Japanese communities in Australia made up of individuals and families with temporary residency who have strong motivation to maintain their children's Japanese language skills. In recent years, a more permanent community has emerged through globalisation, migration, and international marriages. The children of this community may gain some knowledge of Japanese in their early years and have also developed strong English language skills through living and attending school in Australia.

For students from both these communities and for students with extensive contact with the Japanese language and culture, the heritage course has the potential to further equip them with communication skills beyond community and national boundaries in an era of increasing globalisation.

By increasing students' knowledge of Japanese language and culture, students will also be provided with opportunities to access Japanese youth sub-culture. This global phenomenon crosses cultural boundaries and provides a highly relevant connection with young people in Japan.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians, 2008*). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Japanese language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

5 Aims*, Objectives* and Outcomes*

* Use of these terms will be determined by the relevant agency.

5.1 Aims



**For your
information**

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.



**Please
comment**

The Japanese Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use Japanese to communicate in a range of contexts
- understand how language works as a system
- appreciate their Japanese linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between Japanese and English
- apply Japanese to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

5.2 Objectives



For your information

Objectives provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.



Please comment

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.¹

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Japanese
2. create texts to express meaning in written Japanese
3. analyse spoken and written texts in Japanese to interpret meaning.

Through this learning, students make connections between Japanese and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

¹ Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008*, South Australia.

5.3 Outcomes



For your information

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in Japanese. They are derived from the objectives.



Please comment

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken Japanese	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written Japanese	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in Japanese to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

6 Content

i

For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.



Please comment

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of Japanese through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

Objective 1. Interact with others to exchange meaning in spoken Japanese.

Outcomes

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 express personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 constructs bilingual and bicultural identity through interacting with others.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Japanese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews

- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view
- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Additional language-specific knowledge, understanding and skills

- use appropriate speech patterns and authentic intonation when interacting in formal situations
- apply knowledge of polite and humble forms to interact appropriately
- apply knowledge of idioms for effective communication.

Objective 2. Create texts to express meaning in written Japanese.

Outcomes

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 express ideas and convey a position from a bilingual and bicultural perspective.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Japanese to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience

- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others
- use resources to build vocabulary and check spelling and grammar.

Additional language-specific knowledge, understanding and skills

- apply knowledge of the formation of *kanji* consistently and accurately when creating texts
- apply knowledge of register for effective communication
- apply word processing skills, such as the use of input methods for Japanese to create texts.

Objective 3. Analyse spoken and written texts in Japanese to interpret meaning.

Outcomes

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on values, beliefs, customs and ideas expressed in texts.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

Additional language-specific knowledge, understanding and skills

- apply knowledge of the relationships between the components of characters to deduce the meaning of unfamiliar compound words
- apply knowledge of the links between *on* and *kun* readings of *kanji* to help understand meaning of unfamiliar vocabulary
- use *kanji* as a visual aid to scan texts for main content words when reading for gist
- refer to dictionaries to establish meaning of unknown *kanji*
- understand the use of idioms in spoken texts.

6.1 Issues, Perspectives and Contexts



**Please
comment**

6.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of Japanese-speaking communities locally, regionally and globally.

- **Young people and their relationships**
In studying this issue, students will be expected to consider their relationships with family and friends, both locally and internationally.
- **Working in a changing society**
In studying this issue, students will be expected to consider how changes in employment reflect changes in education, careers and future aspirations.
- **The environment**
In studying this issue, students will be expected to consider a range of problems that impact on the environment in Australia and abroad.
- **The individual as a global citizen**
In studying this issue, students will be expected to consider individual responsibility for global issues and the impact of global events on individuals.
- **Traditions and values in a contemporary society**
In studying this issue, students will be expected to consider how traditions and values are maintained in multicultural environments and changing values in society.
- **Pop culture**
In studying this issue, students will be expected to consider how pop culture influences young people today.
- **Japanese people and culture in the international context**
In studying this issue, students will be expected to consider the popularisation of Japanese culture and migration experiences locally and internationally.

6.1.2 Perspectives



**Please
comment**

The issues should be studied through three interdependent **Perspectives**:

Personal – individual identity

Community – connections with the target community locally, regionally and worldwide

International – connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means through which the students' personal identity and that of others can be explored.

6.1.3 Contexts



**Please
comment**

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

6.2 Personal Investigation



**Please
comment**

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Japanese by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues**. The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Japanese are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

Key knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

- use their personal understandings and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for accuracy, currency and relevancy
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed throughout the course and resources to access and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understandings of or perspectives on issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

*The parameters of the **Personal Investigation**, its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

6.3 Texts



For your information

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in Japanese relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between Japanese and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

6.4 Tasks



For your information

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

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

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

6.5 Characters



**Please
comment**

A list of characters for productive use will be provided in a separate document (Attachment 1). Characters for receptive use will not be prescribed. It is expected that students will expand their knowledge of a range of characters relevant to the content of the course.

6.6 Grammar



**For your
information**

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.



**Please
comment**

Students typically may already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge, experience or study of Japanese. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Japanese are expected to recognise and use the following grammatical structures by the end of the course. They should be read in conjunction with the content of the course of study.

The appropriate usage of particles should be reinforced throughout the course.

1 Summary of forms of verbs and adjectives

Finite forms – plain forms

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

Finite forms – polite forms

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

2 ～て form

Form	Function/Use	Example
～て	linking ideas	町に行ってえいが見ます せが高くてあたまがいいです
～てください	requesting	早く帰ってください
～て+います	expressing what you are doing	テレビを見ています
～て+みます	expressing what you try to do	日本語を話してみます

～て+しまいます	expressing that you do something completely, or finish doing something	おかしを食べてしまいました しゅくだいをわすれてしまいました
～て+はいけません	forbidding	まだ帰ってはいけません
～て+もいいです	giving permission	もう帰ってもいいです
～て+も	expressing a condition (even if)	たくさんねてもまだねむいです 高くても買います
～て+から	expressing when you do something (after)	いつも勉強をしてからテレビを見ます

3 ～て form and verbs of giving and receiving

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

4 ～た、～たら、～たり forms

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

5 Finite form

Form	Function/Use	Example
FF+そうです	reporting what someone else said	かれは日本へ帰るそうです ピアノがじょうずだそうです
FF+つもりです	expressing what you intend to do	あした行くつもりです
FF+時／ 間／前	expressing when you do something (when, while, before)	私が行った時、．．． 日本にいる間、．．． 出かける前、．．．
FF+より	comparing	テレビを見るより本を読む ほうがたのしいです
FF+かもしれません	indicating possibility	あした行くかもしれません
FF+でしょう	indicating probability	雪になるでしょう
FF+はず	describing an expectation	かれはまんがが大好きだ から、これをもう読んだはず です
FF+べき	indicating an obligation	毎日歯をみがくべきです
FF+と	quoting what someone said	かれはあした来ると言いま した
FF+ため	indicating purpose	大学に入るためにいっしょ うけんめい勉強します
FF+ように	indicating purpose, result or requesting	かぜをひかないように くすりを飲みました 私に電話するように言っ てください
FF+し	linking statements or reasons	山田さんはやさしいし あたまもいいです
FF+NOUN	describing using a clause	田中さんが読んだ本．．． あした見るえいが．．．
FF+の／んです	explaining, clarifying	おなかがいたいんです
FF+うち	expressing when you do something (while)	雨がふらないうちに帰りま しょう
FF+のに	linking ideas (even though)	わかいのによく仕事ができ ます
FF+なら	expressing a condition (contextual)	みんなが行くなら私も行ま す
FF+らしい NOUN+らしい ADJECTIVE+らしい	expressing how something appears	だれかがここでキャンプを していたらしいです あの店は安いらしいです

FF+みたい NOUN +みたい	expressing how something appears	雪になるみたいですね りんごみたいなくだものです
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6 ~ます base

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

7 ~ない base

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

8 ～ば form

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

9 ～える form

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

10 ～られる form

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

11 ～おう form

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

12 Particles

Particle	Function/Use	Example
は	topic marker contrast	私は高校生です 本はありません
が	subject subject in subordinate clause expressing likes, abilities	父がそう言いました かれが来た時、．．． 日本語ができますか りんごが好きです 本が読めます
の	possessive (of, 's) possessive pronoun adjectival locational optional alternative to が in adjectival clauses	私の本です それはあの人のです 日本の車です つくえの上にあります すずきさんが書いた手紙を読みました

に	place of existence (in, at, on) destination (to, into, onto) indirect object point of time purpose	ここに新聞があります あした町に行きます 先生にわたしてください 三時半に行きましょう えいがを見に行きます
へ	direction (to)	右へまがってください
を	direct object place of motion (along, through)	コーラを飲みます この道をまっすぐ行きます
で	place of action by means of	学校でならいました おはしで食べます
と	linking (and)	本とぎっしを買いました
や	linking (and etc.)	本やぎっしを買いました
か	stating alternatives (or) with interrogatives	今日かあしたしましょう だれか来ましたか
も	too, also both neither ... nor with interrogatives with quantitative words with interrogative + negative	私も行きます クリケットもやきゅうも好きです いぬもねこもいません 何かいも行きました 少しもありません だれも来ません

13 Words indicating extent

Word	Function/Use	Example
から	since, from (a point of time) since, from (a place)	三時から四時までです イタリアから来ました
まで	until (a point of time) to, as far as (a place)	ひるまで働きます 駅まで歩きます
ごろ	approximate point of time	三時ごろ帰ります
ぐらい／くらい	approximate amount/time/length	五百人ぐらいいます
しか	extent + negative (only)	千円しかありません
だけ	extent (only)	一人だけです

より	comparative (than)	車はバスより早いです
いちばん	superlative (the most)	これが一番好きです
ほど	(not as) ~ as~ to the extent of	私は田中くんほどはやく走れません
ばかり		あまいものばかり食べてはいけません
ところ	just about to do something be in the middle of doing something have just done something	今出かけるところです 今ご飯を食べているところです 今しゅくだいが終わったところです
こそ	emphasising noun	これこそ本当のげんいんです
さえ	adding emphasis (even)	小学生さえさんかしています
なり	whether or not, or	するなりしないなり早くきめてください
やら	indicating uncertainty	だれやら来たようです うれしいやらはずかしいやら

14 Compound particles

^{たい} に対して ^{かん} に関して にかかわる	indicating target/subject	かんきょうほごに対して・ 関して・かかわる色々なち ょうさをしました
によって ^{つう} を通じて のおかげで のせいで によると にもとづいて		みんなのいけんによってき まりました
において ^{おう} に応じて にしだいで ^と を問わず にかかわらず なしに (なくして) なしで	indicating situation/circumstances, context	じょうきょうにおうじてき めましょう

15 Conjunctions (follow non-final verbs)

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

16 Nominalisers

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

17 Sentence final particles

Particle	Function/Use	Example
ね/ねえ	tag question (isn't it?)	いいお天気ですね
よ	assuring gently persuading	いいえいがですよ えいがに行こうよ
か	question marker	だれですか
の	soft question marker	どこへ行くの？
	soft sentence ending	かれはあした来ないの
わ	mild emphasis (feminine)	きれいだわ
ぞ	emphasis (male)	明日は あそぶぞ
さ	mild emphatic sentence ending	勉強もするさ
とも	strong assuring (male)	もちろんするとも

な	prohibition	そんなこと するな
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18 Additional verb forms

Grammatical item	Sub-elements	Example(s)
Passive	General	ネズミがネコに食べられました
	Adversative	急に雨に降られました
Causative	General	母親は子どもに野菜を食べさせました
	Asking permission	行かせてください
	Receiving permission	行かせてもらいました
Passive-Causative		子どもは母親に野菜を食べさせられました
Voluntary		むかし 昔のことが思い出されます
Imperative	Command	早く行け
	Prohibition	そんなことするな
Negative (literary style)	Negative Assumption/Volitional	食べぬとしぬぞ 二度と行くまいと思いました
Politeness		ここにございます
Honorific	Honorific forms	お待ちになりますか
		明日、先生が来られます
	Lexicalised	めあ 召し上がってください
		明日、先生がいらっしゃいます
Humble	Humble forms	ここでお待ちします
		先生からおみやげをいただきました
	Lexicalised	先生の家にかがいます
		私が参ります

Negation

Grammatical item	Sub-elements	Example(s)
では ない	basic negative	
～のではない ～わけではない ～(も/さえ)ない かならずしも～ない ～とは限らない	partial negative	かならずしもほんたいは反対ではない
～なく(は/も)ない ～ないこと (は/も)ない ～ないわけ (は/も)いかない ～ないわけで (は/も)ない	double negative (hesitant positive with reservation)	分からなくもないです
～までもない ～わけがない ～はずがない ～わけに(は/も)いかない	others	それは言うまでもないです。 そんなことがあるわけがありません かれがさんせいするはずがありません 今日は行くわけにはいきません

19 Affixes

Grammatical elements	Sub-elements	Example(s)
suffix 的	changing nouns to adjectives	でんとう的(な)な行事をたいせつにしたいです
suffix さ・み	changing adjectives to nouns	このおもしろさ(おもしろみ)は外国人には分かりにくいです
suffix 化	changing nouns to verbs	これは もう一般化(いっぱんか)しました。
suffix まる/める	changing adjectives to verbs	かれは新しい考えを広めました 新しいかんがえが広まりました
suffix がる	changing adjectives to verbs for the third person	子どもはおもちゃをほしがりました
affix 不 非 未 無 反	changing words to the negative	その不親切(ふしんせつ)な行い(おこな)にみんなは無関心(むかんしん)でした

7 Other considerations

7.1 The place of English



**Please
comment**

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Japanese in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and Japanese is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

7.2 The role of digital technologies



**Please
comment**

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in Japanese available online, including interactive materials which can bring all four language skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in Japanese, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

7.3 Dictionaries



**Please
comment**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.

8 Assessment

8.1 School Assessment

This section will be determined by the relevant agency.

8.2 External Examination



**Please
comment**

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

Oral Examination

(20 marks)

The overall weighting for the oral examination will be the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.

Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in Japanese. It relates to [Objective] 1.

Specifications

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

Written Examination

(80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

Section 1: Responding to texts

(55 marks)

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in Japanese. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

Specifications

- There will be approximately six questions phrased in Japanese and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
 - There will be approximately three texts.
 - The texts will vary in length, ranging from approximately 1 to 2 minutes.
 - The total time for one reading/playing of all texts will be approximately 5 minutes.
 - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
 - The total length of the written texts in Japanese will be approximately 1600 *ji*
- At least one question will require a response in English.
- The length of the responses in Japanese will depend on the nature of the stimulus text and the question asked and will range from approximately 100–400 *ji*.

Section 2: Creating texts in Japanese

(25 marks)

Purpose

Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Japanese. It relates to [Objective] 2.

Specifications

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in Japanese.
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in Japanese and English, for a response in Japanese.
- The length of the response will be approximately 600 *ji*.

Attachment 1 Character List



Please
comment

Presumed knowledge (on entry to course)

It is expected that students will have presumed knowledge of *kanji* on entry into the course.

一	二	三	四	五	六	七	八	九	十	千	万
右	雨	円	王	音	下	火	花	貝	学	気	休
玉	金	空	月	犬	見	口	校	左	山	子	糸
字	耳	車	手	出	女	小	上	森	人	水	正
生	青	夕	石	赤	川	先	早	草	足	村	大
男	竹	中	虫	町	天	田	土	日	入	年	白
文	木	本	名	目	立	力	林				
園	遠	何	科	夏	家	会	海	外	楽	活	間
帰	京	強	教	近	兄	元	言	古	午	後	語
公	広	行	高	国	黒	今	才	作	市	姉	思
紙	寺	自	時	室	社	秋	週	春	書	少	場
色	食	心	新	西	雪	前	多	体	地	知	茶
昼	長	朝	通	弟	店	電	冬	東	道	読	南
売	買	半	番	父	分	聞	歩	母	方	北	毎
妹	明	夜	友	曜	来	理	話				
安	員	飲	駅	屋	化	漢	区	県	仕	使	始
事	持	州	終	住	所	乗	神	全	族	待	着

都 島 動 物 勉 洋 様 旅 和 英 好 達
働 飯 私 洗 晩 泊

Kanji for productive use

The *kanji* listed below are those students are expected to recognise and use by the end of the course.

It is expected that students will be able to recognise and understand a wider range of *kanji* relevant to the content of the course.

引 雲 歌 画 回 絵 丸 岩 顔 記 弓 牛
魚 形 計 原 工 交 光 考 黄 合 谷 細
止 弱 首 親 凶 数 星 晴 切 船 走 太
鳥 直 当 答 頭 同 内 肉 馬 風 米 鳴
毛 門 野 用

悪 暗 意 育 院 運 温 界 開 寒 感 館
起 期 客 究 急 宮 球 去 業 銀 苦 具
君 係 決 研 向 幸 号 祭 死 指 詩 次
式 実 者 主 守 取 受 拾 終 習 集 重
宿 暑 助 消 商 勝 植 身 真 深 進 世
昔 相 送 速 他 対 代 第 題 短 注 調
庭 鉄 度 等 農 配 発 反 悲 美 鼻 氷
表 病 部 福 平 返 放 命 問 役 薬 由
油 有 遊 予 羊 陽 流 両 緑

愛 案 以 億 加 果 課 械 害 関 願 希
季 紀 喜 機 議 求 救 共 協 競 極 欠

結	健	驗	功	候	康	差	最	昨	殺	參	產
殘	氏	史	試	失	借	周	祝	順	初	役	信
成	清	靜	席	節	說	戰	然	爭	統	仲	低
的	典	伝	徒	努	特	得	熱	飛	必	標	不
夫	付	別	變	便	法	望	滿	未	民	無	約
要	利	類	冷	例	歷	連					
因	益	忝	可	働	過	解	確	慣	技	境	均
禁	現	減	個	効	再	妻	際	贅	支	資	質
術	職	性	增	統	貧	富	仏	報	豊	夢	
危	捨	若	將	專	探	閉	亡	忘			

Attachment 2 List of suggested resources



Please
comment

- **Young people and their relationships**

- 「Hinokio」 (film) 松竹
- 「ぼくがぼくであること」(小説) 山中 恒 岩波少年文庫
- 「五体不満足」 (本) 乙武洋匡
- 「風のガーデン」(ドラマシリーズ DVD)フジテレビ
- 「みんなのなやみ (よりみちパン!セ (01))」 (エッセイ) 重松清
- 「手紙～拝啓 15 の君へ」 (歌) アンジェラ アキ
- 「蕾」 (歌) コブクロ
- 「きみにしか聞こえない」 (小説) 乙一 角川つばさ文庫

- **Working in a changing society**

- 「13歳のハローワーク」 (本) 村上龍 幻冬舎
- 「未来をさがそう」 (本) 東倉洋一 ダイヤモンド社

- **The environment**

- 「船」 (詩) 山之口獏 三村図書 国語 6 (上)
- 「つみきのいえ」 (アニメフィルム) 東宝
- 「よみがえれ、えりもの森」 本木洋子 (本) 新日本出版社
- 「森は生きている」 (本) 富山和子 講談社青い鳥文庫
- プロジェクトX 挑戦者たち 第2期 8.えりも岬に春を呼べ ～砂漠を森に・北
- 「家族の半世紀～」 (ドキュメンタリー: 映像)
- 「あなたが世界を変える日」 (スピーチスクリプト) 学陽書房
- 「ごみ問題ってなあに」 嘉田由紀子 光村図書 国語 5 (上)
- 「おーいでてこーい」 星新一 おーいでてこーい ショートショート傑作選 講談社 青い鳥文庫 (DVD is available in 星新一 ショートショート DVD-BOX Happinet)

- **The individual as a global citizen**

- 「今、君たちに伝えたいこと」 小澤征爾 光村図書 国語 6 (下)
- 「21世紀に生きる君たちへ」 (本) 司馬遼太郎 世界文化社
- 「国境なき医師団: 貫戸朋子—別冊課外授業ようこそ先輩」 (別冊課外授業ようこそ先輩) (本) 中央出版
- 「トットちゃんとトットちゃんたち」 黒柳徹子 講談社青い鳥文庫

- **Traditions and values in a contemporary society**

- 「千と千尋の神隠し (Spirited Away)」 (フィルム) Madman
- 「じごくのそうべい」 (絵本) 田島 征彦 童心社
- 「NHK Cool Japan」 (雑誌) 株式会社アスコム

- **Pop culture**

- 「Fruit」（雑誌）ストリート編集室 for reference to the latest pop culture among girls
- Blogs and websites
- Magazines for young people
- Japanese *anime, manga* and J-pop

- **Japanese people and culture in the international context**

- Magazines for young people
- Japanese anime and manga

Other useful websites for references

Hiragana Times <http://www.hiraganatimes.com>

Web Japan <http://web-japan.org>

国際文化フォーラム <http://www.tif.or.jp/>

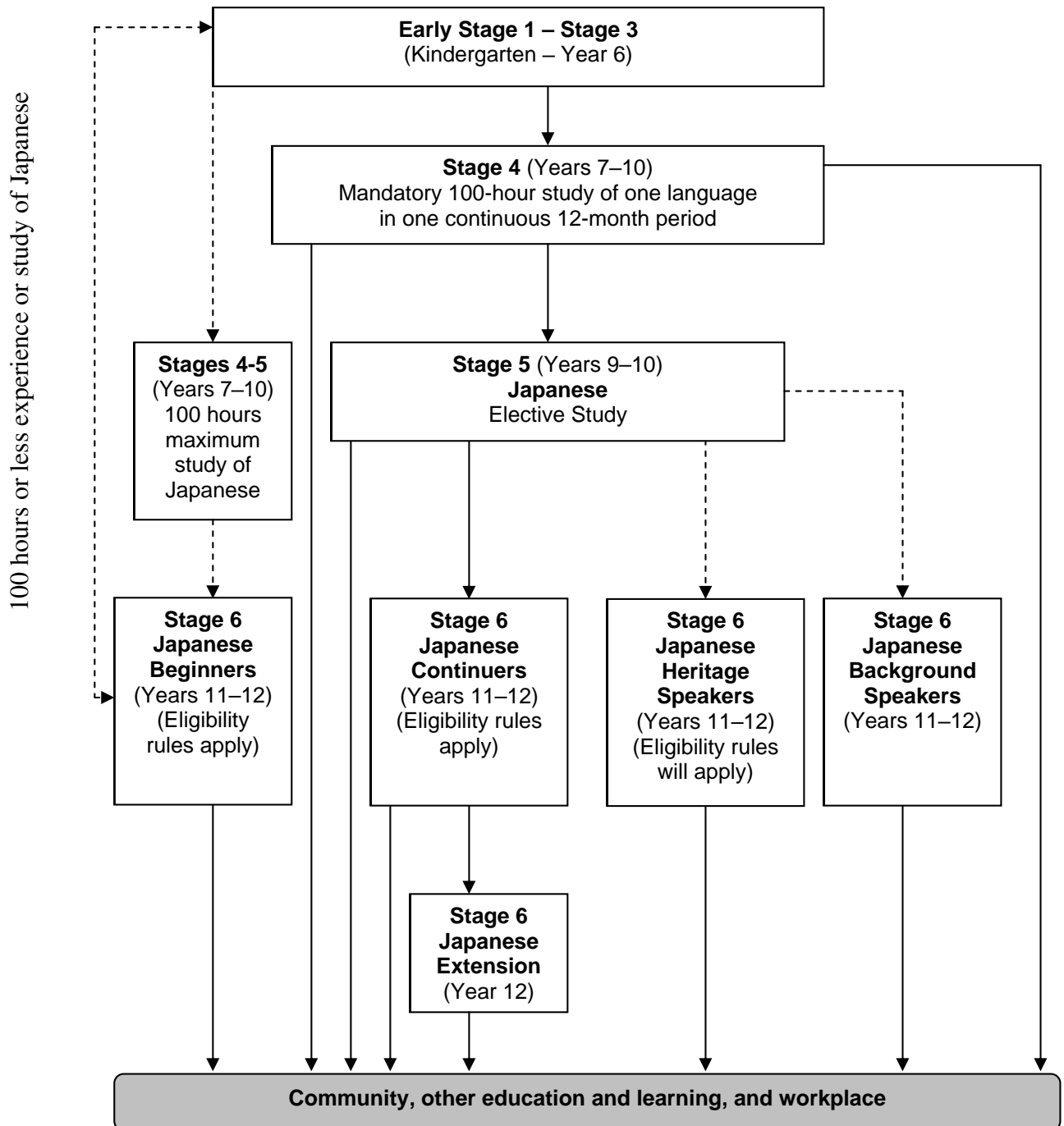
Appendix

1 Continuum of Learning (NSW)



Please comment

This diagram places the syllabus in the context of the K-12 Japanese curriculum.



2 Assessment in Stage 6 (NSW)

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For your information

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the <Course> Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in <Course> comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows graphically the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal Assessment

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For your information

This section should be read in conjunction with advice on internal assessment in the Board's Assessment Certification and Examination (ACE) Manual.

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in <Course>. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed

- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's *ACE Manual* for further information.

Assessment components and weightings



Please
comment

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Preliminary Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	30
Responding to texts (Objectives 2 and 3)	50
Creating texts (Objective 2)	20
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only. a range of outcomes. One task may be used to assess several components.

HSC Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	20
Responding to texts (Objectives 2 and 3)	40
Creating texts (Objective 2)	20
Personal Investigation Research (Objectives 1, 2 and 3)	20
	100