

Extract from Victorian Curriculum and Standards Framework (CSF) II: Japanese

Pathway 2 Level 4A Learning Outcomes

4A.1 Listening

The student is able to: Demonstrate comprehension of personal or factual information contained in five- to six-sentence dialogues and *jiko shookai* by, for example, following instructions, answering questions, or filling in a table.

This is evident when the student is able to:

- a follow instructions to complete a given task
- b respond orally to questions asked
- c complete a task involving filling gaps, completing a table, selecting or ticking alternatives
- d differentiate between long and short vowel sounds and contractions
- e use cognates to guess the meaning of loan words

4A.2 Speaking

The student is able to: Ask for and exchange personal and simple factual information in a conversation or role-play and give a simple oral presentation.

This is evident when the student is able to:

- a give a simple oral presentation using correct pronunciation and intonation (e.g. *jiko shookai*)
- b take part in a role-play of three to four turns per person
- c ask and respond to questions about self, for example, family, friends, time, daily activities, school subjects, food and pastimes
- d provide basic factual information about self and others
- e use particles correctly, and use correct word order

4A.3 Reading

The student is able to: Read *hiragana* individually, as words and as simple sentences; recognise some simple *kanji*

This is evident when the student is able to:

- a read aloud texts containing familiar characters, with correct pronunciation, intonation and phrasing
- b identify main ideas of a text by recognising familiar words
- c select and order information (e.g. jumbled word order tasks)
- d recognise simple characters individually and in context (e.g. numbers)
- e match text with meaning (e.g. by matching statements with pictures, statements with English, selecting correct items from alternatives)

4A.4 Writing

The student is able to: Write four to five simple sentences (approximately 100 *ji*) to convey personal or factual information.

This is evident when the student is able to:

- a with the support of a *hiragana* chart, write simple sentences in the form of, for example, captions, descriptions, a short letter to a friend, a script for a dialogue
- b use models and text substitution to create own texts
- c use correct word order, for example, subject + noun + copula and subject + noun + verb
- d use particles correctly
- e write familiar characters using correct stroke order and in the correct shape

Note to the teacher:

This document is intended to assist teachers in curriculum planning using the *Hai!* Japanese course. Teachers may find it a useful reference and guide. It is neither intended as prescriptive nor as the definitive interpretation of the CSF II.

Victorian CSF II Correlation Grid: *Hai!* 2

	Topics	Communication Tasks	Cultural awareness	Language points	Text types	CSF II Learning Outcomes and Indicators
Chapter 1 Cats and dogs	<ul style="list-style-type: none"> -Pets and other animals -Look, listen and learn 	<ul style="list-style-type: none"> -Introducing your pet -Asking someone their pet's name -Commenting on someone's pet -Commenting on pets in general -Talk to the animals 	<ul style="list-style-type: none"> -Animal sounds in Japanese -The Three Wise Monkeys at Nikko 	<ul style="list-style-type: none"> わたしの～です なまえは～です ～のなまえは? そうですね -adjectives 	<ul style="list-style-type: none"> Cartoon story Song Sign Advertisement 	Listening: a, b, c, d, e Speaking: a, c, d, e Reading: a, b, c, d, e Writing: a, b, c, d, e
Chapter 2 Hands up!	<ul style="list-style-type: none"> -Instructions -Electronic pets 	<ul style="list-style-type: none"> -Understanding instructions -More detailed instructions -Giving instructions 	<ul style="list-style-type: none"> -AIBO – robotic dogs -Other Japanese robots 	<ul style="list-style-type: none"> -Instructions – たって, すわって, etc -Particle を ください しずかにして 	<ul style="list-style-type: none"> Cartoon story Song Sign Advertisement 	Listening: a, c, d, e Speaking: e Reading: b, c, d, e Writing: a, b, c, d, e
Chapter 3 Coloured pencils	<ul style="list-style-type: none"> -School items -Borrowing and lending -Colours of Japan 	<ul style="list-style-type: none"> -Asking what something is -Telling what something is -Asking and telling who things belong to -Borrowing and lending items -Saying what colour things are 	<ul style="list-style-type: none"> -Colours and their significance for the Japanese 	<ul style="list-style-type: none"> ～をかして どうぞ なんですか ～です だれの～ですか ～さんの～です -Colours and other adjectives 	<ul style="list-style-type: none"> Cartoon story Song Sign Advertisement 	Listening: a, b, c, d, e Speaking: c, d, e Reading: a, b, c, d, e Writing: b, c, d, e
Chapter 4 What a weekend!	<ul style="list-style-type: none"> -Weekend activities -Email friends 	<ul style="list-style-type: none"> -Talking about what you do -Talking about what you don't do -Asking what people do -Talking about where you go 	<ul style="list-style-type: none"> -Festival foods -Geography of Japan -<i>Kanji</i> numbers 	<ul style="list-style-type: none"> -Verbs -Particle 'と' -More on particle を ～ません ～にいきます 	<ul style="list-style-type: none"> Cartoon story Song Sign Advertisement Map Email Business card 	Listening: a, b, c, d, e Speaking: a, c, d, e Reading: a, b, c, d, e Writing: a, c, d, e