



Rockhampton State High School

Languages Course Overview 2022



Languages Year 7	Semester 1	
Japanese	<p>Unit 1 — Fantastic Beasts</p> <p>Students use language to explore real and mythical creatures from Japan and Australia. They will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written texts to describe the features of animals and people identify the iconic mythical creatures of Japan and Australia apply the conventions of writing to Japanese script, and apply grammatical structures to descriptive sentences participate in intercultural experience to notice, compare and reflect on language and culture. <p style="text-align: center;">Task 1 – Writing Assignment</p> <p>Students will design a poster about their “dream pet” and write a description of it in Japanese, applying a range of sentence patterns including counters.</p>	<p>Unit 2 — Family Time</p> <p>Students use language to communicate information about themselves, their families and their daily routine. They will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written texts to explore self-introductions from a range of people identify textual features of a formal self-introduction apply grammatical conventions to sentences, including past and negative tenses participate in intercultural experiences to notice, compare and reflect on language and culture. <p style="text-align: center;">Task 2 – Multimodal (spoken) Assignment</p> <p>Students will present a multimodal presentation using spoken Japanese to perform a self introduction, applying cultural conventions from Japan.</p>
	<p>Unit 1 — Time Capsule</p> <p>Students use language to communicate about the representation of time demonstrated through objects of significance placed in a time capsule. Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written texts that describe cultural artefacts included in a time capsule identify items of personal, community and national significance plan, draft and present information reflect on how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating. <p style="text-align: center;">Task 3 – Writing / Speaking Assignment</p> <p>Students explore the representation of culture and identify objects of personal, community and national significance to reflect on how these items represent an aspect of self-identity.</p>	<p>Unit 2 — Mealtimes</p> <p>Students will explore cultural values and practices relating to eating in the target culture and Australia. Students will:</p> <ul style="list-style-type: none"> discuss a range of eating habits and practices give opinions on healthy eating translate recipes, considering words that carry cultural meaning explore the origins of borrowed words and cuisines explore the influence of globalisation on food in Japan. <p style="text-align: center;">Task 4 – Writing / Speaking Assignment</p> <p>Students describe an eating practice in their family, as well as explain the cultural values demonstrated in this practice.</p>
Languages Year 8	Semester 1	
Japanese	<p>Unit 1 — Time Capsule</p> <p>Students use language to communicate about the representation of time demonstrated through objects of significance placed in a time capsule. Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written texts that describe cultural artefacts included in a time capsule identify items of personal, community and national significance plan, draft and present information reflect on how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating. <p style="text-align: center;">Task 3 – Writing / Speaking Assignment</p> <p>Students explore the representation of culture and identify objects of personal, community and national significance to reflect on how these items represent an aspect of self-identity.</p>	<p>Unit 2 — Mealtimes</p> <p>Students will explore cultural values and practices relating to eating in the target culture and Australia. Students will:</p> <ul style="list-style-type: none"> discuss a range of eating habits and practices give opinions on healthy eating translate recipes, considering words that carry cultural meaning explore the origins of borrowed words and cuisines explore the influence of globalisation on food in Japan. <p style="text-align: center;">Task 4 – Writing / Speaking Assignment</p> <p>Students describe an eating practice in their family, as well as explain the cultural values demonstrated in this practice.</p>

Languages Year 9	Semester 1		Semester 2	
Japanese	Unit 1 – Festivals!	Unit 2 – Let’s go shopping	Unit 3 – Finding our way around	Unit 4 – Technology
	<p>Students explore seasonal festivals and how they help shape Japanese culture. Students will:</p> <ul style="list-style-type: none"> • discuss experiences and connections with Japanese and Australian festivals • explore various seasonal festivals and their history • use language conventions suitable for diary entries and recounts • reflect on how festivals and seasonal events shape our understanding of the world • Express who, what, when, where in relation to events <p>Task 5 – Reading / Writing Exam</p> <p>Summarise information from a range of festival posters and create a diary entry in Japanese recounting the events of a festival.</p>	<p>Students explore transactional exchanges and fashion in Japan. Students will:</p> <ul style="list-style-type: none"> • discuss the history of fashion in Japan and recent trends • participate in transactional exchanges imitating a shopping experience in Japan • explore the concept of counters and large numbers in Japanese • use a range of descriptive and comparative language to describe clothing <p>Task 6 – Combination response Exam</p> <p>Translate short transactional exchanges and analyse contextual situations regarding fashion and shopping.</p> <p>Task 7 – Spoken Assignment</p> <p>In groups, create and perform a role play showing a shopping transaction in Japanese.</p>	<p>Students will explore Japanese housing and towns, and can give directions to and describe places. Students will:</p> <ul style="list-style-type: none"> • encounter authentic language in a range of spoken and written texts about places and how to get there • use a range of language to describe places that are meaningful to them • analyse and evaluate descriptions of places to make a recommendation • investigate how typical housing in Australia and Japan shapes our understanding of the world <p>Task 8 – Listening / Reading Exam</p> <p>Understand directions to get to a place; use relative locations to identify the correct place; and translate and analyse a description of a home.</p>	<p>Students explore the positive and negative impacts of technology, especially phone use, in the lives of teenagers. Students will:</p> <ul style="list-style-type: none"> • discuss the pros and cons of technology use • analyse texts about the use of technology in teens • explore current issues related to technology • use opinionative language and grammatical structures suitable in an essay • discuss the variety of technology and its uses in Japan and Australia <p>Task 9 – Writing Assignment</p> <p>Analyse a stimulus and write an opinionative essay in Japanese putting forward a position on technology use in teens.</p> <p>Task 10 – Speaking Exam</p> <p>Participate in a one-on-one prepared discussion with the teacher on the topic of technology and teens.</p>
Languages Year 10	Semester 1		Semester 2	
Japanese	Unit 5 – School Trips	Unit 6 – Health	Unit 7 – Hobbies	Unit 8 – Celebrations
	<p>Students will explore popular destinations in Japan and Australia through the lens of school trips. Students will:</p> <ul style="list-style-type: none"> • discuss different kinds of accommodation and transport • analyse and present information about suitable itineraries for school trips • reflect on the purpose of school trips and what activities are suitable for this purpose • discuss cultural values that are evident in particular destinations and activities <p>Task 11 – Combination Response Exam</p> <p>Analyse Japanese texts in English about travel/school trips and exchange information and ideas in Japanese.</p>	<p>Students will explore healthy lifestyles in Japan and Australia and how to encourage teens to be more healthy. Students will:</p> <ul style="list-style-type: none"> • discuss and analyse different perspectives on healthy lifestyle choices • view a variety of texts about hygiene and health in school settings • create texts that raise awareness about health • understand the influence of cultural values on perspectives towards health <p>Task 12 – Extended Response Assignment</p> <p>Analyse Japanese texts regarding health in Japanese, and exchange information and ideas in Japanese.</p>	<p>Students will explore language and culture relating to hobbies, leisure and club activities in Japan Students will:</p> <ul style="list-style-type: none"> • exchange ideas and opinions on hobbies and leisure activities • analyse textual features to determine a target audience • use Japanese to create club recruitment posters • reflect on intercultural experiences, their own leisure time and cultural values associated with hobbies. <p>Task 13 – Short Response Exam</p> <p>Analyse Japanese texts in Japanese on the topic of hobbies and leisure.</p>	<p>Students will explore important cultural celebrations and the adaption of western celebrations in a Japanese context. Students will:</p> <ul style="list-style-type: none"> • engage with a range of spoken and written texts relating to important celebrations • process and compare information from advertisements about celebrations • use comparative and opinionative language to discuss celebrations • participate in intercultural experiences to notice, compare and reflect on language and culture. <p>Task 14 – Combination Response Exam</p> <p>Analyse Japanese texts in English about celebrations and exchange information and ideas in Japanese.</p>

11 Japanese

Unit 1

My World 私の暮らし

Topic 1: Family/carers and friends

Formative internal assessment 1: Examination – short response (15%)

1.2.3.

3-5 unseen stimulus texts, 1 written, 1 audio/audiovisual and 1 visual (1200-1700 ch)

Audio/audiovisual texts may be heard 3 times

75-85min, plus 5 min planning

400-600w in English

No dictionaries

Topic 2: Lifestyle and leisure

Topic 3: Education

Formative internal assessment 2: Examination - combination response (30%)

Session 1: short response and extended response

1.2.3.4.5.

90-100min, +5min planning

<500w, 300-400ch

Dictionaries

Session 2: short response

1.4.5.6.

Unseen written or visual stimulus given 10min before

3-7min conversation

No dictionaries

Notes allowed

Unit 2

Exploring our world 私達のまわり

Topic 1: Travel

Topic 2: Technology and media

Formative internal assessment 3: Extended response (30%) –

Session 1: Prepared, spoken/multimodal response to Japanese stimulus texts

1.2.3.4

3 Japanese stimulus texts -- one seen, two unseen (unseen: 1000-1500ch, one written, one audio, audiovisual or a series of visual texts)

2-3 weeks preparation in and out of class

Spoken 3-6min, multimodal 4-8min

Draft allowed

Notes allowed

Session 2: Spoken response to unseen open-ended questions in Japanese conversation

1.4.5.6.

Unseen open-ended questions

5-7min student-centred conversation

No dictionaries

Formative internal assessment 4:

1.2.3.4.5

3-6 unseen stimulus texts, at least one written and one audio/audiovisual (800-1200 ch)

120min +5min perusal

Short answer responses in English (<100 words/q 300-400w total)

Short and extended responses in Japanese (<400 ch/q 550-750 ch total)

No notes

12 Japanese

Unit 3

Our Society 私達の社会

Topic 1: Roles and relationships

Summative internal assessment 1: Examination — short response (15%)

1.2.3.

3-5 unseen stimulus texts, 1 written, 1 audio/audiovisual and 1 visual (1200-1700 ch)

Audio/audiovisual texts may be heard 3 times

75-85min, plus 5 min planning

400-600w in English

No dictionaries

Topic 2: Socialising and connecting with my peers

Topic 3: Groups in society

Summative internal assessment 2: Examination — combination response (30%)

Session 1: short response and extended response

1.2.3.4.5.

90-100min, +5min planning

<500w, 300-400ch

Dictionaries

Session 2: short response

1.4.5.6.

Unseen written or visual stimulus given 10min before

3-7min conversation

No dictionaries

Notes allowed

Unit 4

My Future 私の将来

Topic 1: Finishing secondary school, plans and reflections

Topic 2: Responsibilities and moving on

Summative internal assessment 3: Extended response (30%) —

Session 1: Prepared, spoken/multimodal response to Japanese stimulus texts

1.2.3.4

3 Japanese stimulus texts -- one seen, two unseen (unseen: 1000-1500ch, one written, one audio, audiovisual or a series of visual texts)

2-3 weeks preparation in and out of class

Spoken 3-6min, multimodal 4-8min

Draft allowed

Notes allowed

Session 2: Spoken response to unseen open-ended questions in Japanese conversation

1.4.5.6.

Unseen open-ended questions

5-7min student-centred conversation

No dictionaries

Summative external assessment: Examination — combination response (25%)

1.2.3.4.5

3-6 unseen stimulus texts, at least one written and one audio/audiovisual (800-1200 ch)

120min +5min perusal

Short answer responses in English (<100 words/q 300-400w total)

Short and extended responses in Japanese (<400 ch/q 550-750 ch total)

No notes