



AOTE A COLLEGE

NCEA Course Outline 2024



Course title:	Year 11 Japanese
NCEA level(s):	Level 1
Course Code:	JPN100

Goals

The goals of this course are to develop proficiency in:

- Listening skills
- Speaking skills
- Reading Comprehension skills
- Writing skills
- Cultural understanding

Assessment

- **AS 91956** Internal assessment. *Interact in spoken Japanese to share and respond to information, ideas, and opinions.*
- **AS 91957** Internal assessment. *Communicate in Japanese for a chosen purpose.*
- **AS 91958** External assessment. *Demonstrate understanding of written Japanese related to everyday contexts*
- **AS 91959** External assessment. *Demonstrate understanding of spoken Japanese related to everyday contexts*
- Within school **Derived Grade Examination** (tbc)

Course Endorsement

Course endorsement with Achievement, Merit or Excellence is possible.

Assessment summary

NZQF Standard Code	Level	Standard Title	Credits	Is this a Literacy standard? (Yes or No)	Is this a Numeracy standard? (Yes or No)	UE Literacy Writing (Yes or No)	UE Literacy Reading (Yes or No)	Assessment type (External or Internal)	Is re - assessment available? (Yes or No)
91956	1	1.1 Interact in Japanese about everyday topics.	5	No	No	No	No	Internal	No
91957	1	1.2 Use Japanese to communicate on an everyday topic.	5	No	No	No	No	Internal	No
91958	1	1.3 Show understanding of Japanese related to everyday contexts.	5	No	No	No	No	External	No
91959	1	1.4 Use Japanese characters to produce responses related to everyday contexts.	5	No	No	No	No	External	No

Topic outline (in teaching order)

Topic	Content	Teaching Time
Whakawhanau-ngatanga – relationship building and establishing connections	• Describing people: • Describe people such as self, family members, friends, teachers, etc. • じこしょうかい (self-introduction), including name, age, where you live, year at school, favourite subjects, likes/dislikes, length of time learning Japanese, hobbies, whanau, and future plans. • My area, and places I have been: • Name and describe places that are close to home (eg places around town and natural environment) • Give directions in Japanese in one's local area • Describe places students have been during the holidays (eg places in town, famous places in Aotearoa New Zealand).	8 Weeks

Manaakitanga - putting others first before yourself	• School life: • Communicate and/or comprehend information related to school life in Aotearoa New Zealand and Japan (eg school year, timetable, subjects). • Communicate information about daily routine (eg timetable, uniform, lunchtime, tutor class, club activities). • Comprehend information in Japanese about a Japanese high school student's daily routine. • Use strategies to initiate and sustain interactions, such as asking for clarification or confirmation, acknowledging and showing interest, using appropriate gestures and expressions such as あいづち, ああ そうですか。いいですね。そうですね。へえ。はい うん。 • Lunch and food: • Find out your partners' lunchtime preferences (eg what to do at lunchtime, where and what they eat, where they get lunch from, who makes lunch). • Respond to stimuli material (audio, text and visual) in simple Japanese related to きゅうしょく (school lunches). • Plan a party to celebrate an event. Decide what the event is and complete a chart in Japanese under the headings where, what, when, who, why. • Arranging an event: • Whakawhiti kōrero (interact) with friends to invite them to an event. Discuss how to meet each other's needs (eg 'I can't go on Sunday', etc).	8 weeks
Hauora – wellbeing	• Develop understanding of health-related vocabulary (eg body parts, indicating what part is painful/hurts, hospital/doctor) – relating to taha tinana (body). • Sing songs related to body parts (eg あたま、かた、ひざ、あし、むすんでひらいて). • Comprehend information about ぶかつ (Club activities, eg who can participate, location, practice/match times, frequency). • Describe people you enjoy spending time with and provide examples - relating to taha whānau (social). • Discuss food preferences (eg what you like/do not like/do not like much, want/do not want to eat) with reasons. • Create a resource about a trip to a restaurant with family and/or friends. • Share an experience in one or two sentences to show how you improve your daily routine. • Whakawhiti kōrero (interact) with a partner to find out about good daily routines (eg mealtimes, bedtimes, physical activities). • Communicate information in Japanese about what you see in a Japanese packed lunch (お弁当), colours of the food, where the food comes from (うみ、はたけ、やま).	8 weeks

Internal Assessment Timeline 2024

	Term 1 02 Feb - 12 Apr	Term 2 29 Apr - 05 Jul	Term 3 22 Jul - 27 Sep	Term 4 14 Oct - 8 Dec
Week 1	Mon 29 Jan <i>Course Confirmation Week</i> <i>Year 9 Powhiri 01/02</i>	Mon 29 Apr	Mon 22 Jul	Mon 14 Oct
Week 2	Mon 05 Feb <i>Waitangi observed 06/02</i>	Mon 06 May	Mon 29 Jul	Mon 21 Oct <i>Regional Teacher Only Day 25/10</i>
Week 3	Mon 12 Feb	Mon 13 May	Mon 05 Aug	Mon 28 Oct <i>Labour Day Mon 28 Oct</i> <i>Seniors Last Day Wed 30/10</i>
Week 4	Mon 19 Feb	Mon 20 May	Mon 12 Aug	Mon 04 Nov <i>NCEA Exams Start Tue 05 Nov</i>
Week 5	Mon 26 Feb <i>Goal Setting day 01/03</i>	Mon 27 May <i>Fri 31/05 Regional Teacher Only Day</i>	Mon 19 Aug	Mon 11 Nov
Week 6	Mon 04 Mar	Mon 03 Jun <i>Mon 03/06 King's Birthday</i>	Mon 26 Aug <i>Course Selection Day</i>	Mon 18 Nov
Week 7	Mon 11 Mar	Mon 10 Jun	Mon 02 Sep <i>Winter Tournament Week</i>	Mon 25 Nov <i>NCEA Exams Finish 29 Nov</i>
Week 8	Mon 18 Mar <i>Summer Tournament Week</i>	Mon 17 Jun <i>Fri 28/06 Matariki</i>	Mon 09 Sep Derived Grade Exams	Mon 02 Dec
Week 9	Mon 25 Mar <i>Good Fri 29/03</i>	Mon 24 Jun	Mon 16 Sep	Mon 09 Dec <i>Last day for Juniors 07/12</i>
Week 10	Mon 01 Apr <i>Easter Monday 01/04</i> <i>Easter Tuesday 02/04</i> 1.1 Assessment 1 Due	Mon 01/07 1.2 Assessment 1 Due	Mon 23 Sep 1.1 Assessment 2 Due	
Week 11	Mon 08 Apr			