# Stage 6 Japanese Continuers – understanding the requirements of text types



Contents

[Context 2](#_Toc113542126)

[Introduction 3](#_Toc113542127)

[Text types 3](#_Toc113542128)

[Article 5](#_Toc113542129)

[Diary entry 7](#_Toc113542130)

[Email or letter 9](#_Toc113542131)

[Message/note 12](#_Toc113542132)

[Notice 14](#_Toc113542133)

[Postcard 16](#_Toc113542134)

[Recount 18](#_Toc113542135)

[Report 19](#_Toc113542136)

[Script of an interview 21](#_Toc113542137)

[Script of a speech/talk 23](#_Toc113542138)

## Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the Stage 6 Japanese Continuers course and is current as at 28 September 2022.

## Introduction

In the Stage 6 Japanese Continuers course, students are required to produce different types of text appropriate to a range of contexts, purposes, and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. The language features are provided in Japanese as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in Japanese. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text
* **2.2** composes informative, descriptive, reflective, persuasive, or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information.

## Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters, and so on. Each text type varies in its characteristics of format, style, and language. In Stage 6 Japanese Continuers, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[1]](#footnote-1)\*
* note[[2]](#footnote-2)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech/talk.

In the written section of the HSC examination, students are required to produce 2 different texts.

* The first text is informative or descriptive. Informative/descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions, and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 150 *ji* in Japanese.
* The second text is reflective, persuasive, or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 400 *ji* in Japanese.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context, and audience for their writing.
2. Brainstorm/identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

### Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform about a topic, and/or sustain an argument * to persuade the reader to think about a topic * to entertain * to express the author’s thoughts and feelings | * title/heading * introduction that includes statement of argument to be addressed * body paragraphs include development of arguments/ideas and sequencing and linking of ideas, with supporting evidence * conclusion that reviews/summarises the argument/topic. It should be short and accentuate the main idea of the article | * range of tenses (past, present, future, conditional) * descriptive, factual, evaluative or persuasive language, depending on context, purpose, and audience * an objective or a subjective tone, depending on the context and purpose * use of language structures, vocabulary, and expressions to describe facts/topics, to persuade the audience or to evaluate an issue (for or against) * rhetorical questions to lead the audience to a particular conclusion * repetition to emphasise a given idea * expert opinion where appropriate * modality language, for example: たぶん、かもしれません * language of cause and effect to draw conclusions, for example: ですから、なぜなら * expressions for presenting a point of view, for example: さんせいします、はんたいします、いいことだと思います * summing up, for example: このように |

#### Sample questions

Write approximately 400 *ji* in Japanese. You have been nominated by your school to write an article for the local newspaper. Write an article in which you try to persuade the local community to support your school’s fundraising activities.

Adapted from Examination 2021 Higher School Certificate Examination, French Continuers, Section III, Question 13(a) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You have been invited to write an article for the local community newsletter. Write an article in which you evaluate a Japanese Cultural Day you recently attended in your area.

Adapted from 2021 Higher School Certificate, French Continuers, Section III, Question 13(b) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. Some aspects of a recent school excursion did not live up to your expectations. Write an article for your school newsletter evaluating the excursion.

Adapted from 2021 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to document thoughts, reflections, and experiences * to explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * to reflect on a theme, place, or past events/experiences | * date * attention-grabbing opening sentence * body of the text includes events in chronological order with detail and description | * plain form of the verb and informal register * first person * language can be descriptive, factual, evaluative or emotive * range of tenses (past, present, future, conditional) – usually past tense * date, day, weather, for example: 六月六日　土曜日　はれ * opening statement, for example: 今日は、海に行ってたのしい一日だった * time phrases to express when things occurred/in what order they occurred, for example: 週まつに、さいしょに * reflective/evaluate language to express opinions/reflections on significant experiences, for example: おもしろかったと思う   **Note:** Do not translate ‘Dear diary’. |

#### Sample questions

Write approximately 400 *ji* in Japanese. As you are walking out of school on the last day, you think about the past year. Write a diary entry reflecting on a significant person you met this year who has made a difference in your life.

Adapted from 2019 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You have been given an opportunity to live overseas for six months. Write a diary entry reflecting on what this could mean for you.

Adapted from 2020 Higher School Certificate Examination, French Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You want to go overseas with your friends after you have graduated from high school. However, your parents are not allowing you to go. Write a diary entry reflecting on this.

Adapted from 2021 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(b) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Email or letter

Table 3 – information relating to ‘email’ or ‘letter’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform or advise * to invite or apologise * to show appreciation * to seek a response * to express a point of view and convince * to make a complaint | * email address of sender and recipient and the subject (applies only to emails) * your name and address on the right (informal letter) * date below your address (informal letter) * opening salutation * introduction includes initial greeting and reason for writing * body of the text with elaboration of key ideas * conclusion, including what is expected from the recipient * closing statement * closing salutation and name | * first person, to create a personal tone * range of tenses (present, perfect, future, imperfect, conditional) * language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose and audience * use of plain form or polite form depending on audience (be consistent throughout the letter or email) * dear … 。。。さんへ/from … 。。。より * simple linking devices, for example: それから * authentic use of idiomatic expressions where appropriate * salutation, for example: お元気ですか。 * stating reason for writing * closing statement and salutation, for example: へんじを待っています * date at the end of letter |

#### Sample questions

Write approximately 400 *ji* in Japanese. Your school held an *Australia’s Got Talent* show and you had the opportunity to meet your favourite celebrity. Write an email to your friend reflecting on this experience.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. You had planned to meet your friend on Saturday evening, but you are now unable to do so. Write an email to your friend to apologise and explain why you can no longer attend.

Task developed by NSW Department of Education.

Write approximately 400 *ji* in Japanese. You have recently made changes to your daily routine which have helped you to improve your health. Write an email to a friend to persuade them to do the same.

Adapted from 2019 Higher School Certificate Examination, Chinese Continuers, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You have been given back the letter that you wrote in Year 7 about your hopes for your future. Write a letter to a friend reflecting on how your dreams and aspirations have been realised or changed.

Adapted from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You and your best friend are going on a trip after finishing the HSC. Your friend wants to travel in Australia but you want to go to Japan. Write a letter in which you try to persuade your friend that Japan would be the better choice.

From 2020 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately *400 ji* in Japanese. Your teachers have supported you during a challenging time. Write them a letter in which you express your appreciation.

Task developed by NSW Department of Education.

### Message/note

Table 4 – information relating to ‘message/note’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to thank/express appreciation * to inform or advise * to request * to instruct * to remind   **Note**: The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic.) | * opening salutation * general statement, description, procedure * lack of descriptive detail * closing salutation | * short and to the point (lacking detail) * informal or formal register (be consistent throughout) |

#### Sample questions

Write approximately 150 *ji* in Japanese. Your cousin, who has lived with you in Australia for the past year, is returning to Japan. Write a message for a farewell card describing why you will miss them.

Adapted from 2020 Higher School Certificate Examination, Modern Greek Continuers, Section III, Question 12 (5 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 150 *ji* in Japanese. You have had a disagreement with a friend. Write them a message in which you clarify your point of view.

Adapted from 2019 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 150 *ji* in Japanese. Write a WhatsApp message to your new neighbour inviting them to a party at your place.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. Your grandparent bought you tickets to a concert. After attending, write them a note to thank them.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. Your school is holding an award celebration night at your school. Write a note to your parents reminding them of this special celebration night.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. You are going to be late tonight. Write a note to your parent/s explaining the reasons for being late.

Task developed by NSW Department of Education.

### Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform * to encourage and seek a response | * name of the issuing agency * date of issue/release of the notice * title/heading/addressee * relevant details, for example date, time, duration, place, venue * statement of conclusion or advice (for example giving contact details) | * verbs usually written in the present tense * language can be descriptive, factual, emotive or persuasive, depending on context * language used is simple and formal |

#### Sample questions

Write approximately 150 *ji* in Japanese. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Adapted from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 150 *ji* in Japanese. Your school is organising an inter-school singing competition. Write a notice for your school noticeboard inviting students to participate in this competition.

Task developed by NSW Department of Education.

Write approximately 400 *ji* in Japanese. Your school is organising a fair/festival for multicultural day. Write a notice for your school and the wider community, encouraging participation in the event.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. Your school is holding a fundraising event to buy new sporting equipment. Write a notice for your school noticeboard inviting students to participate in this event.

Task developed by NSW Department of Education.

### Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform and retell events (describe where you are and some of the things you are doing and seeing) * to communicate your thoughts/feelings * to amuse or entertain | * recipient name * information about place, for example weather, atmosphere * activities done * plans * closing statement and salutation | * first person * language usually descriptive and evaluative * dear … 。。。さんへ/from … 。。。より * brief description or message * generally informal register * correct tense for activities – what has happened and what is happening next * descriptions of sights and/or activities * personal impressions |

#### Sample questions

Write approximately 150 *ji* in Japanese. You are travelling in Japan and have visited a place for the first time. Write a postcard to your Japanese friend about this place.

Adapted from 2020 Higher School Certificate Examination, Korean Continuers, Section III, Question 12 (5 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 150 *ji* in Japanese. You are on holidays with your host family in Japan. Write a postcard to your classmate about your experience.

Task developed by NSW Department of Education.

Write approximately 150 *ji* in Japanese. You have just come back from your first shopping trip in Japan. Write a postcard to your friend, describing what happened.

Task developed by NSW Department of Education.

### Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform or entertain * to retell past events or experiences for the reader's information or enjoyment | * introduction/orientation (setting the scene) * series of events in chronological order with details * closing statement that expresses an opinion regarding the events described | * first person or third person (depending on the requirement of the question) * often written in past tense * opening sentences * adjectives * adverbial phrases * phrases to put events in a chronological order, for example: さいしょに、つぎに、さいごに * linking words, for example: そして、それから * evaluative language to summarise and/or reflect on the events and/or the experiences |

#### Sample questions

Write approximately 400*ji* in Japanese. Write a recount for your school blog reflecting on a special family celebration.

Adapted from 2013 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(a) (10 marks) © 2013 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You attended a Year 12 camp organised by your school. Write a recount for the school newsletter in which you reflect on this experience.

Task developed by NSW Department of Education.

Write approximately 400 *ji* in Japanese. As you were overseas on holiday with some friends, you lost your way for a day with no access to technology. Write a recount for your school blog in which you reflect on this challenging experience.

Task developed by NSW Department of Education.

### Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to classify, organise and describe information in order to draw conclusion * to inform the reader about an issue * to present an evaluation of an issue or a social phenomenon | * general statement outlining the issue * series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * concluding statement that sums up the topic and provides recommendations/advice where applicable | * language may be factual, descriptive and/or evaluative, depending on context, purpose and audience * usually present tense of verbs used * descriptive and factual topic-specific vocabulary * language of generalisation to provide a broad statement, for example: ほとんどの、多くの * language of comparison and contrast to focus on similarities and differences, for example: おなじぐらい、おなじように、。。。のほうが。。。より、一番 * language of cause and effect, for example: ですから、reasonからconsequence、 なぜなら |

#### Sample questions

Write approximately 400 *ji* in Japanese. You have just finished your HSC examinations. Write a report for a youth magazine reflecting on the positive lifestyle strategies you used during your HSC year.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You have just come back from a six-week exchange in Japan. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(b) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. Your school is trying to introduce a reading club to encourage reading among young people. Write a report for the school magazine reflecting on the importance of reading and providing some recommendations.

Task developed by NSW Department of Education.

### Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to gain information about a topic/someone’s life or experience * to communicate ideas, opinions, and attitudes | * short introduction about the setting and purpose of the interview * greeting and thanking the person for their time * series of questions and responses * conclusion | * first person and appropriate address (あなた or person’s name) * polite or informal register depending on context and audience – be consistent throughout * question and response sequence, initials followed by a colon, for example: *A: …, B: …* * language may be factual, descriptive, evaluative or emotive, depending on context and purpose * verbs in a range of tenses depending on the context * appropriate salutations at start, for example: おはようございます * appropriate salutations at end, for example: ありがとうございました * use of あいづち, for example: ええ、そうですね (do not overuse) |

#### Sample questions

Write approximately 400 *ji* in Japanese. You have recently interviewed someone for the school magazine. In the interview they reflected on some of their successes. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(a) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. While you were studying overseas, your host brother/sister interviewed you for their school magazine. In the interview you reflected on life in Australia. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(b) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. While you are doing some volunteer work, you were interviewed by a youth magazine. In the interview, you reflect on the importance and benefits of volunteer work. Write the script of the interview.

Task developed by NSW Department of Education.

### Script of a speech/talk

Table 10 – information relating to ‘script of a speech/talk’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to communicate ideas/points of view/opinions * to persuade * to inform * to welcome * to thank * to amuse or entertain | * salutation * short introduction to hook the audience * body paragraphs include specific ideas with details and make informed judgements * short conclusion that accentuates the main idea of the speech | * language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose, and audience * first person * salutations, for example: みなさん、こんにちは * introductory statement * expressions for presenting a point of view/evaluative language, for example: さんせいします、はんたいします、いいことだと思います * repetition to emphasise a particular idea * use of personal story/anecdote to illustrate and personalise the issue for a reader/listener * summing up, for example: このように * concluding remarks, for example: 聞いてくれてありがとうございました |

#### Sample questions

Write approximately 400 *ji* in Japanese. The school leadership team has nominated you to give a talk to the school staff about the breakfast program you helped initiate this year. Write the script of the talk in which you evaluate the program.

Adapted from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You are a member of the Multicultural Day organisation committee at your school. You have been asked to speak at the school assembly about the importance of participating in this special school event. Write the script of the speech.

Adapted from 2019 Higher School Certificate Examination, Arabic Continuers, Section III, Question 13(b) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 400 *ji* in Japanese. You are a famous athlete. You have been asked to give a speech at a school assembly to persuade high school students to take up regular physical exercise. Write the script of your speech.

Adapted from 2021 Higher School Certificate Examination, Arabic Continuers, Section III, Question 13(b) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

1.  The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-1)
2.  The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-2)