Japanese Continuers Stage 6

Understanding the requirements of text types

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# 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 Japanese Continuers Stage 6 course and is current as at May 2024.

# Introduction

In the Japanese Continuers Stage 6 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. Some 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 [[1]](#footnote-2)#
* **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

[Japanese Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# 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 Japanese Continuers Stage 6, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[2]](#footnote-3)\*
* note[[3]](#footnote-4)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech or 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 or 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 or 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

|  |  |  |
| --- | --- | --- |
| Sample 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 or heading * Introduction that includes a statement of argument to be addressed * Body paragraphs that include development of arguments or ideas, and sequencing and linking of ideas, with supporting evidence * Conclusion that reviews or summarises the argument or 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 or 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, 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 to present 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 400jiin 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 Japanese community to support your school’s fundraising activities.

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

Write approximately 400jiin Japanese. You have been invited to write an article for a Japanese community blog. 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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 400 *ji* in Japanese. You have just finished high school and want to offer advice to younger students on how to best manage senior school and how to study Japanese. Write an article to be posted on an online forum for students studying Japanese at your school, in which you outline your advice.

Developed by Department of Education.

## Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Sample 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 or 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 or in what order they occurred, for example, 週まつに, さいしょに * Reflective or evaluate language to express opinions or 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 You are about to graduate from high school. Write a diary entry reflecting on your time at high school.

Sourced from 2022 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 400 ji in Japanese. You have been in Japan on an exchange for a year. Your stay is coming to an end. Write a diary entry reflecting on your time in Japan.

Sourced from 2022 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 400 ji in Japanese. You are thinking about whether to stay at home or move out next year. Write a diary entry in which you evaluate the pros and cons of both options.

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

Write approximately 400 ji in Japanese. You are thinking about whether or not to go to university next year. Write a diary entry in which you evaluate the pros and cons of both options.

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## Email or letter

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

|  |  |  |
| --- | --- | --- |
| Sample 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 that includes initial greeting and reason for writing * Body of the text with elaboration of key ideas * Conclusion that includes 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 the audience (be consistent throughout the letter or email) * Nameさんへ * 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 the reason for writing * Closing statement and salutation, for example, へんじを待っています。 * Nameより * Date at the end of the letter |

### Sample questions

Write approximately 400 jiin 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.

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

Write approximately 400jiin Japanese. Your friend in Japan is thinking about moving to Australia. Write a letter to persuade your friend to come.

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

Write approximately 150 ji in Japanese. You were going to meet your friend on Friday afternoon, but you are now unable to do so. Write him/her an email to reschedule.

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

Write approximately 400jiin 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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Message or note

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

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To thank or 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 or procedure * Lack of descriptive detail * Closing salutation | * Short and to the point (lacking detail) * Informal or formal register (be consistent throughout)   To thank or express appreciation:   * どうもありがとうございます。 * ごしんせつにありがとうございます。 * いろいろとありがとうございました。 * あなたのような友達がいてにしあわせです。 * たすけてくれてにかんしゃしています。   To inform:   * 今日のえんそくにさんかできないことをお知らせします。 * すみませんが、このけんであなたのたすけがひつようです。 * おをおかけしてもうしわけありませんが、おつたえしなければならないじゅうようなことがあります。 * あなたが今とてもいそがしいことはわかっていますが、あなたのたすけがひつようです。   To request:   * おねがいがありますが、よろしいでしょうか。 * おすすめのレストランを教えてください。   To remind:   * は来週ですので、ごかくにんください。 * のパーティーにケーキをわすれずに持ってきてください。 |

### Sample questions

Write approximately 150 ji in Japanese. You have accidentally left your bag on the bullet train. Write a message to your Japanese friend asking for assistance with getting your bag returned.

Sourced from 2023 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 150 *ji* in Japanese. Write a note for your local community noticeboard advertising a Japanese cultural day.

Sourced from 2022 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 150 ji in Japanese. You have received some money from your grandparents as a graduation present. Write them a message explaining what you plan to do with this money.

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

Write approximately 150 ji in Japanese. On your way home you witnessed an act of kindness. Write a note to your friend describing what happened.

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

Write approximately 150 ji in Japanese. Write a note to your Japanese teacher explaining why you could not attend school for the past two days.

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## Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Sample 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 or release of the notice * Title, heading or addressee * Relevant details, for example, date, time, duration, place or venue * Statement of conclusion or advice (for example, giving contact details) | * Verbs are usually written in the present tense * Language can be descriptive, factual, emotive or persuasive, depending on context * Language is simple and formal |

### Sample questions

Write approximately 150 ji in Japanese. You and your family are going on a trip to Japan and want to rent a house using a Japanese online noticeboard. Write a notice describing your family’s requirements.

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

Write approximately 150 ji in Japanese. You are organising a picnic on the weekend for students studying Japanese at your school. Write a notice to be put on the school’s online forum inviting students to attend and giving them details about the event.

Developed by NSW Department of Education.

Write approximately 150 ji in Japanese. You are on exchange in Japan and you would like someone to practise Japanese conversation with. Write a notice for the school’s online noticeboard outlining this request.

Developed by NSW Department of Education.

## Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Sample 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 or feelings * To amuse or entertain | * Recipient name * Information about a place, for example, weather and atmosphere * Activities done * Plans * Closing statement and salutation | * First person * Use of plain form or polite form, depending on the audience, for example, a postcard to a friend would be in plain form and a postcard to a teacher would be in polite form (be consistent throughout the postcard) * Language is usually descriptive and evaluative * Nameさんへ * Brief description or message * Correct tense for activities – what has happened and what is happening next? * Descriptions of sights and/or activities * Personal impressions * Nameより |

### 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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 150 ji in Japanese. You are on holidays with your host family in Japan. Write a postcard to your Japanese-speaking friend at home about your experience.

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 Japanese-speaking friend at home, describing what happened.

Developed by NSW Department of Education.

## Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Sample 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 or 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 400jiin Japanese. Write a recount for a blog for Japanese-speaking teenagers reflecting on a special family celebration.

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

Write approximately 400jiin Japanese. You are on exchange in Japan and attended a school camp. Write a recount for your Japanese classmates in Australia in which you reflect on this experience.

Developed by NSW Department of Education.

Write approximately 400 ji in Japanese. Your Japanese class went on an excursion to a Japanese restaurant. Write a recount for a blog for Australian students studying Japanese in which you reflect on the experience.

Developed by NSW Department of Education.

## Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To classify, organise and describe information to draw a 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 or advice where applicable | * Language may be factual, descriptive and/or evaluative, depending on context, purpose and audience * Includes present tense of verbs * 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 400jiin Japanese. You have just finished your HSC examinations. Write a report for a blog for Japanese-speaking teenagers 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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 400 jiin Japanese. You have just come back from a 6-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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 400 jiin Japanese. You have been on exchange in Japan for 6 months. Write a report for the school newsletter in which you reflect on the main differences between school and home life between Australia and Japan.

Developed by the Department of Education.

## Script of an interview

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

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To gain information about a topic or 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 * Language may be factual, descriptive, evaluative or emotive, depending on context and purpose * Salutations at the start, for example, おはようございます * Question and response sequence, initials followed by a colon, for example, A:…, B: … * Verbs in a range of tenses, depending on the context * Salutations at the 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 400jiin Japanese. While you were studying overseas, your host brother or 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) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 400jiin Japanese. While you are on holiday in Japan, you were interviewed by a youth magazine. In the interview, you reflect on the experience and the highlights of your trip. Write the script of the interview.

Developed by NSW Department of Education.

Write approximately 400 ji in Japanese. While on exchange in Japan, your teacher interviews you about your experience on exchange, your plans for the future and how you will use Japanese. Write the script of the interview.

Developed by NSW Department of Education.

## Script of a speech or talk

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

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To communicate ideas, points of view or opinions * To persuade * To inform * To welcome * To thank * To amuse or entertain | * Salutation * Short introduction to hook the audience * Body paragraphs that make informed judgements with details and/or examples to support * Short conclusion that accentuates the main idea of the speech | * First person * Polite or informal register, depending on context and audience – be consistent throughout * Salutations, for example, みなさん、こんにちは * Introductory statement * Language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose and audience * Expressions to present a point of view or 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 or anecdote to illustrate and personalise the issue for a reader or 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 400jiin Japanese. You are on exchange in Japan and have just come back from an excursion organised by your school. You have been asked to speak about the excursion at your school assembly. Write the script of the speech in which you reflect on the most appealing aspects of the excursion.

Sourced from 2023 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 400jiin Japanese. You are living in Japan and have been involved in a volunteer program in your local area. You have been asked to speak about the program at a community gathering. Write the script of the speech in which you reflect on the most beneficial aspects of the program.

Sourced from 2023 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 400jiin Japanese. You have been asked to give a speech at your local council meeting to persuade the council members to host a major event in your local area. Write the script of the speech.

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

Write approximately 400jiin Japanese. You have been asked to give a speech at your school assembly reflecting on the skills you acquired at school that may help you in your future work. Write the script of the speech.

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[Japanese Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

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1. # Written or spoken text created by students incorporating their own ideas (NESA 2009). [↑](#footnote-ref-2)
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-3)
3. [↑](#footnote-ref-4)