

FACULTY OF ENGLISH AND LANGUAGES  
SEMESTER 1 2019

<b>Course Title</b>	Beginning Japanese	<b>Course Code</b>	5321
<b>Unit Title</b>	Japanese T	<b>Unit Code</b>	53518
<b>Semester Unit</b>	The Individual experience	<b>Unit Value</b>	1.0
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### ASSESSMENT

TASK	DUE DATE	WEIGHTING
Speaking	Week 7	30%
Responding	Week 9	30%
Writing test	Week 16	40%

### Specific Unit Goals

#### The Individual's Experience – Introductions

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> <li>• describe information from texts in regards to self-introductions, identity and greetings</li> <li>• compare between own beliefs, practices and ideas represented or expressed in texts related to self-introductions, identity and greetings</li> <li>• identify ideas represented in texts in regards to self-introductions, identity and greetings</li> <li>• create own or shared texts to inform, entertain or express ideas related to identity</li> <li>• maintain interactions to share information about identity</li> </ul>	<ul style="list-style-type: none"> <li>• analyse ideas and information from a range of texts in regards to self-introductions, identity and greetings</li> <li>• compare and contrast between own beliefs, practices and ideas represented or expressed in texts related to self-introductions, identity and greetings</li> <li>• evaluate perspectives represented in texts in regards to self-introductions, identity and greetings</li> <li>• discuss own identity and interests with others</li> <li>• create own or shared texts to inform, entertain or express ideas, attitudes and perspectives related to identity</li> <li>• initiate and sustain interactions to share information about identity</li> </ul>

#### The Individual's Experience – Daily Activity

<ul style="list-style-type: none"> <li>• describe information from texts in regards to daily/weekly/seasonal activities</li> <li>• compare between own beliefs, practices and ideas represented or expressed in texts related to daily/weekly/seasonal activities</li> <li>• identify ideas represented in texts in regards to daily/weekly/ seasonal activities</li> <li>• create own or shared texts to inform, entertain or express ideas related to routine and experiences</li> <li>• maintain interactions to share information about routine and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• analyse ideas and information from a range of texts in regards to daily/weekly/seasonal activities</li> <li>• compare and contrast between own beliefs, practices and ideas represented or expressed in texts related to daily/weekly/seasonal activities</li> <li>• evaluate perspectives represented in texts in regards to self-introductions, identity, greetings and daily/weekly/ seasonal activities</li> <li>• discuss routine and interests with others</li> <li>• create own or shared texts to inform, entertain or express ideas, attitudes and perspectives related to routine and experiences</li> <li>• initiate and sustain interactions to share information about routine and experiences</li> </ul>
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Grammatical Knowledge

The Individual's Experience – Introductions

<b>FUNCTIONS</b>	<b>STRUCTURES</b>
Introducing and greeting for various times of the day	はじめまして、～は～です、～といます、～は～人です、どうぞよろしく、こちらは、こんにちは、 etc.
Present tense and past tense	です、ではありません、でした、ではありませんでした
Age	～さい
Nationality	～人、～からです、～から来ました、どこからですか
Place of living	～に住んでいます
Numbers 1 – 100	
Asking and telling telephone numbers	でんわばんごうは～です
Dates/Birthday	～日、～月、今日、あした、きのう、おととい、あさって、たんじょう日
School year (Y11 and Y12 only)	高校二年生、高校三年生
Hobby	しゅみは～です
Interrogative	どこ、何、いつ、何月何日
Particles	は/の/も/に/と/か
Reading and Writing in <i>hiragana</i>	

## The Individual's Experience – Daily Activity

Frequency words	毎日、よく、時々、いつも、あまり～ません、ぜんぜん～ません
Asking and telling the time	時、半、分 (ふん・ぷん) 、ごぜん、ごご、ぐらい、ごろ、何時、何分
Length of time	～時間、～分 (ふん/ぷん)
Days of the week	～よう日、何よう日
From...to .... (place and time)	～から～まで
Transport	～で、何(なに・なん)で
Expressing how long it takes	～かかります、どのくらいかかりますか
Interrogative	だれ
Sequence of events	そして、それから、～のあとで、～のまえに
Verbs (present and past tense )	行きます、来ます、かえります、します、見ます、聞きます、食べます、のみます、かきます、よみます、おきます、ねます、およぎます、べんきょうします、はなします、あそびます、(シャワーを) あびます
Past tense of verbs	～ました
Negative form of verbs	～ません、～ませんでした
Conjunctions	でも、しかし、だから
Seasonal activities	(春、夏、秋、冬)に～ます
Particles	を/に/へ/で

## Unit Grade Descriptors for Beginning A Courses – First Year of Study - Year 11 and Year 12 -

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language and culture in familiar contexts</li> <li>explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>describes interconnections between own beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections between own beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic</li> </ul>

<ul style="list-style-type: none"> <li>• applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose</li> <li>• uses accurate language and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>• uses a range of vocabulary and grammar with accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>• uses familiar grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>• uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies limited or no conventions of texts</li> <li>• displays limited or no grammar and vocabulary both orally and in writing</li> </ul>
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**Unit Grade Descriptors for Beginning T Courses – First Year of Study - Year 11 and Year 12 -**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• analyses language and culture in a variety of familiar contexts</li> <li>• explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• analyses language and culture in most familiar contexts</li> <li>• explains some interconnections between own beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• describes language and culture in most familiar contexts</li> <li>• describes interconnections between own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains some perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies language and culture in some familiar contexts</li> <li>• identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies minimal language and culture in rehearsed contexts</li> <li>• identifies few interconnections between own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying breadth in the treatment of the topic and constructs well structured responses</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some breadth in the treatment of the topic and constructs conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying little or no understanding of the topic</li> </ul>

<ul style="list-style-type: none"> <li>• applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>• uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>• displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• applies limited or no conventions of texts</li> <li>• displays limited or no vocabulary of the language both orally and in writing</li> </ul>
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Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

#### ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

#### LATE SUBMISSION OF WORK TERTIARY COURSES

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

**No work will be accepted after marked work has been returned**, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will not be considered to be assessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

#### ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

**No work will be accepted after marked work has been returned**, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will not be considered to be assessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

#### CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.

- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

#### MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

#### UNIT SCORES (only included for Tertiary Courses)

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or backscaling.

#### RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher (Debbie O'Brien)\_\_\_\_\_

Class Teacher (Iwen Chow)\_\_\_\_\_ Date: Feb 2019