

FACULTY OF ENGLISH AND LANGUAGES
SEMESTER 1 2019

Course Title	Continuing Japanese	Course Code	5320
Unit Title	Japanese T	Unit Code	53504
Semester Unit	The Individual's experience	Unit Value	1.0
Teacher	Iwen Chow	Contact	e-mail: iwen.chow@ed.act.edu.au

ASSESSMENT

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

Specific Unit Goals

This unit should enable students to:

- Reflect on your own identity and that of others, including identity as a learner and user of Japanese, through connecting observations of experience over time.
- Initiate and sustain interactions to share experiences, personal opinions, hobbies, aspirations thoughts and feelings and to discuss aspects of young people's experiences
- Compose a variety of texts to inform entertain or express ideas, attitudes and perspectives on identity and health and fitness.
- Investigate and analyse Health and lifestyles issues across cultures.
- Evaluate a range of texts, comparing views, stating opinions and presenting in different formats to inform or interest others

Content

Students will study The Individual's Experience.

Topics and Intercultural Understanding:

- personal history such as hobbies/special interests
- report on an area of special interest (orally or in writing)
- famous people
- healthy lifestyles, eating habits, teenage health issues
- give health/simplified medical and personal advice orally or in writing.

Grammatical Knowledge

Function	Structure
The plain form of the verb (all tenses)	う・る
Nominalising the verb	本を読むのが好きです
Linking sentences/ideas	V て・Adj くて・Na Adj+ Noun で
Comparatives	A と B どちらの方が adj ですか。 A は B より adj です
Superlatives	A と B とどれが一番 adj ですか。
Listing activities – an inexhaustive list	～たり～たりする
Have you ever	V た事がある
Potential	～事ができる V～える・られる
How to	Verb Stem 方
Possibility	～かもしれない
Good for/bad for health	健康に いい・悪いです
Opinion	～と思います。
In order to	Verb Plain Form ために
So that	Verb Plain Form ように
Giving advice	V た ほうがいいです。
To do to excess	Verb Stem すぎる
Linking Symptoms	い Adj くて・Na Adj で・V て
Please do / Please don't	V てください。V ないてください。
Asking/ Granting permission	V てもいいです (か) 。
Denying permission	V てはいけません。 V てはだめです。
Asking/ expressing frequency	週に何回・毎日、三回食事をします。
Because	ので・から
If (conditionals)	たら・と
Health expressions	お大事に・気をつけてください。 よくなっています。

Unit Grade Descriptors for Continuing T Course- Year 11

	<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>
Understanding	<ul style="list-style-type: none"> analyses language and culture in a wide range of familiar contexts analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> explains language and culture in a range of familiar contexts explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts describes interconnections between own beliefs and practices represented or expressed in texts describes perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections between own beliefs and practices represented or expressed in texts identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies minimal interconnections between own beliefs and practices represented or expressed in texts identifies some aspects of perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces comprehensive texts displaying breadth in the treatment of the topic displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity applies conventions of texts to represent ideas and experiences appropriate to audience and purpose displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces knowledgeable texts displaying breadth in the treatment of the topic displays thorough knowledge and understanding of the target language as a system and responds appropriately applies conventions of texts to represent ideas and experiences appropriate to audience or purpose displays accurate language use and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic displays knowledge and understanding of the target language as a system and responds appropriately applies some conventions of texts to represent experiences appropriate to audience or purpose displays a wide vocabulary and uses grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic displays some knowledge of the target language and responds appropriately applies few conventions of texts to represent experiences appropriate to audience or purpose displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic displays minimal knowledge of the target language applies few or no conventions of texts displays very limited or no vocabulary of the language both orally and in writing

Unit Grade Descriptors for Continuing T Courses – 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 a E Grade typically</i>
Understanding	<ul style="list-style-type: none"> critically analyses particular linguistic, cultural and stylistic features 	<ul style="list-style-type: none"> analyses particular linguistic, cultural and stylistic features 	<ul style="list-style-type: none"> explains some linguistic, cultural and stylistic features 	<ul style="list-style-type: none"> describes linguistic, cultural and stylistic features 	<ul style="list-style-type: none"> identifies some linguistic, cultural and stylistic features

	<ul style="list-style-type: none"> • evaluates language and culture in familiar and unfamiliar contexts • analyses complex interconnections between own values, beliefs and practices, and ideas represented or expressed in texts • evaluates concepts and perspectives represented in texts 	<ul style="list-style-type: none"> • analyses language and culture in familiar and unfamiliar contexts • explains complex interconnections between own values, beliefs and practices, and ideas represented or expressed in texts • analyses concepts and perspectives represented in texts 	<ul style="list-style-type: none"> • explains language and culture in familiar and unfamiliar contexts • explains interconnections between own values, beliefs and practices, and ideas represented or expressed in texts • explains concepts and perspectives represented in texts 	<ul style="list-style-type: none"> • describes language and culture in familiar contexts • describes interconnections between own beliefs and practices, and ideas represented or expressed in texts • describe concepts and perspectives represented in texts 	<ul style="list-style-type: none"> • identifies some features of language and culture in familiar contexts • identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts • identifies concepts and perspectives represented in texts
Communicating	<ul style="list-style-type: none"> • produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions • displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity • applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions • displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity • applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying breadth in the treatment of the topic and constructs conclusions • displays knowledge and understanding of the target language as a system and responds appropriately • applies some conventions of texts to represent experiences appropriate to audience and purpose • displays a wide vocabulary and uses grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some detail in the treatment of the topic • displays knowledge of the target language and responds appropriately • applies few conventions of texts to represent experiences appropriate to audience and purpose • displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some knowledge of the topic • displays some knowledge of the target language • applies limited or no conventions of texts • displays limited or no vocabulary of the language both orally and in writing

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