

UNIT OUTLINE

Year: 2020 Accreditation: T/A

Timetable Period: Semester 2

Classroom Teacher: Iwen Chow

Executive Teacher: Leica Burt

Course Title	Beginning Modern Languages (Japanese)	Course Code:	5811/5812
Semester Unit	Society and Community	Unit Value/Code:	58728/58743
Term Unit (a)	Society and Community a	Unit Value/Code:	58729/58744
Term Unit (b)	Society and Community b	Unit Value/Code:	58730/58745

Unit Description

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> • The linguistic features of the target language, countries, nationalities and languages, entertainment, health and social organisations. • Schools and education, neighbourhood, environment and technology. • understand the dynamic interrelationship of language and culture, and the importance of intercultural capabilities • acquire language learning processes and strategies 	<ul style="list-style-type: none"> • The linguistic features of the target language, countries, nationalities and languages, entertainment, health and social organisations. • Schools and education, neighbourhood, environment and technology. • evaluate the dynamic interrelationship of language and culture, and the importance of intercultural capabilities • acquire language learning processes and strategies which enable students to communicate understandings about communities

Content

Engage with texts

A Course	T Course
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<ul style="list-style-type: none"> analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition create a variety texts for different purposes, that convey ideas, beliefs and/or values 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values
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Context of language and culture

A Course	T Course
<ul style="list-style-type: none"> examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others understand the nature of intercultural communication such as register and body language understand that customs and traditions, including language may vary within a culture, as well as between cultures, and across time reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others understand the nature of intercultural communication such as register and body language evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time analyse, reflect on and monitor own language learning and intercultural experiences

Values of beliefs and perspectives

A Course	T Course
<ul style="list-style-type: none"> explore ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives 	<ul style="list-style-type: none"> analyse individual values, beliefs and perspectives in the expression of identity such as role and relationships understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives

<ul style="list-style-type: none"> examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> critically analyse own values, beliefs, ideas and practices in relation to those represented in texts
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Features of language use

A Course	T Course
<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to the individual's experience such as personal interests and relationships collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect evaluate and use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency

Assessment:

TASK	DUE DATE	WEIGHTING
Inquiry Based Assessment	Week 6	20%
Responding Assessment	Week 8	30%
Inquiry Based Assessment	Week 14	20%
Oral Interview Assessment	Week 15	30%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

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. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher:

Class Teachers:

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

