

UNIT OUTLINE

Year: 2020 Accreditation:

Timetable Period: Semester 1

Classroom Teacher: Iwen Chow

Executive Teacher: Leica Burt

Course Title	Beginning Modern Languages (Japanese)	Course Code:	5811
Semester Unit	The Changing World	Unit Value/Code:	1.0 58731
Term Unit (a)	The Changing World a	Unit Value/Code:	0.5 58732
Term Unit (b)	The Changing World b	Unit Value/Code:	0.5 58733

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"> •acquire skills to be a global citizen •understand and apply the diversity, variability and fluidity of language use for communication 	<ul style="list-style-type: none"> •acquire understandings and skills to be a global citizen •understand and apply the diversity, variability and fluidity of language use for communication

Content

Engage with texts

A Course	T Course
<ul style="list-style-type: none"> •analyse a variety of increasingly complex texts that explore change and the issues that impact our world •create a variety of texts for different purposes to explore trends and issues that impact on our personal, societal and global world 	<ul style="list-style-type: none"> •critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world •create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world

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 	<ul style="list-style-type: none"> •evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across

languages and cultures, and to understand oneself and others	languages and cultures, and to understand oneself and others
<ul style="list-style-type: none"> •understand that customs and traditions, including language, may vary within a culture 	<ul style="list-style-type: none"> •evaluate how customs and traditions, including language, may vary within a culture

Values of beliefs and perspectives

A Course	T Course
<ul style="list-style-type: none"> •understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives •examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> •understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives •critically analyse own values, beliefs, ideas and practices in relation to those represented in texts

Features of language use

A Course	T Course
<ul style="list-style-type: none"> •communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities •use processes and strategies to make meaning when viewing, listening and reading •apply specific grammatical features and functions 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 changing world such as challenges and opportunities to share responsibilities •evaluate and use processes and strategies to make meaning when viewing, listening and reading •apply specific grammatical features and functions with a focus on communication, and increasing accuracy, complexity and fluency

Assessment:

TASK	DUE DATE	WEIGHTING
Reading Assessment	Week 7	30%
Inquiry Based Assessment	Week 9	20%
Interview Assessment	Week 15	30%
Inquiry Based Assessment	Week 17	20%

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

