



## ENGLISH LANGUAGES ACADEMY

### UNIT OUTLINE SEMESTER 1, 2019

<b>Course Title</b>	<b>Advanced Chinese (T)</b>	<b>Course Code</b>	<b>5560</b>
<b>Semester Unit</b>	<b>Society and Community</b>	50263	1.00
<b>Term 1 Unit</b>	<b>Community and Entertainment</b>	50264	0.5
<b>Term 2 Unit</b>	<b>Community and Health</b>	50267	0.5

### Specific Unit Goals

This unit should enable students to:

- respond creatively and critically through the development of their analytical skills
- make a balanced choices about food, sports and entertainment
- analyse and respond appropriately to health and lifestyle issues
- develop their translation skills
- critically analyse and appreciate Chinese literature and selected work of English literature relevant to the theme

**CONTENT SUMMARY:**

Translation and a close contextual analysis of the works of Chinese or English Literature selection are required in this unit.

In the unit of *Community and Entertainment* students will consider ideas and issues related to food, sport, music, arts, related English and Chinese film studies, and media in China and Australia. They will reflect on and discuss crucial questions pertaining to the media and the way in which it affects our perception of different cultures. They will consider the effect of advertising and analyse a range of items from print, aural and visual media. They will have the opportunity to compare and contrast their personal experiences with those of their peers in Australia.

In the unit of *Community and Health*, students will also reflect on and discuss issues relevant with disasters around the world, health and life style, and make comparison of the medical systems between China and Australia. They will have the opportunity to compare and contrast their personal experiences with those of their peers in Australia.

**Suggested topics:**

- Food and sports
- Australian and Chinese art forms (e.g. music and arts)
- Media and film studies (e.g. relevant Chinese and English newspapers, magazines, and website information, Chinese and English films)
- Body image
- Health and lifestyle issues
- Australian and Chinese medical systems
- Disaster, crime and war
- Genetic engineering
- Health crisis (e.g. euthanasia, depression)
- Translation
- Literary works related to the above topics

**ASSESSMENT**

TASK	DUE DATE	WEIGHTING
Writing Test	Week 7	35%
Oral Test	Week 13	30%
Responding Test	Week 17	35%

### **Specific Entry & Exit Requirements for Term Units**

This is a Semester Unit for most students but it is possible to enter this course at the beginning of Term 2.

To exit at Term 2 you must complete 2 assessment items by the end of week 10.

### **ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT**

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed in **speaking, writing and responding** tasks on the degree to which they demonstrate:

- communicating
- understanding.

## Unit Grade Descriptors for Advanced T Courses – 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>
<b>Understanding</b>	<p>critically analyses particular linguistic, cultural and stylistic features</p> <p>analyses language and culture in familiar and unfamiliar contexts</p> <p>analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts</p> <p>analyses concepts and perspectives represented in texts</p>	<p>analyses linguistic, cultural and stylistic features</p> <p>analyses language and culture in familiar contexts</p> <p>explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts</p> <p>analyses perspectives represented in texts</p>	<p>explains linguistic, cultural and stylistic features</p> <p>describes language and culture in familiar contexts</p> <p>explains some interconnections between own values, beliefs, practices, and ideas represented or expressed in texts</p> <p>explains perspectives represented in texts</p>	<p>identifies linguistic, cultural and stylistic features</p> <p>identifies language and culture in familiar contexts</p> <p>identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts</p> <p>identifies perspectives represented in texts</p>	<p>identifies some linguistic, cultural and stylistic features</p> <p>identifies some features of language and culture in familiar contexts</p> <p>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts</p> <p>identifies aspects of the perspectives represented in texts</p>
<b>Communication</b>	<p>produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts</p> <p>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</p> <p>displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</p>	<p>produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts</p> <p>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</p> <p>displays accurate language use and a wide range of vocabulary and grammar both orally and in writing</p>	<p>produces texts displaying detailed knowledge of the topic and constructs logical and structured texts</p> <p>applies some conventions of texts to represent experiences appropriate to audience and purpose</p> <p>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</p>	<p>produces texts displaying some knowledge of the topic</p> <p>applies few conventions of texts to represent experiences appropriate to audience and purpose</p> <p>displays some vocabulary of the language both orally and in writing</p>	<p>produces texts displaying little or no understanding of the topic</p> <p>applies limited or no conventions of texts</p> <p>displays limited or no vocabulary of the language both orally and in writing</p>

## Unit Grade Descriptors for Advanced 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 an E grade typically</i>
<b>Understanding</b>	<p>critically analyses particular linguistic, cultural and stylistic features</p> <p>evaluates language and culture in familiar and unfamiliar contexts</p> <p>analyses complex interconnections between own values, beliefs and practices, and ideas represented or expressed in texts</p> <p>evaluates concepts and perspectives represented in texts</p>	<p>analyses particular linguistic, cultural and stylistic features</p> <p>analyses language and culture in familiar and unfamiliar contexts</p> <p>explains complex interconnections between own values, beliefs and practices, and ideas represented or expressed in texts</p> <p>analyses concepts and perspectives represented in texts</p>	<p>explains some linguistic, cultural and stylistic features</p> <p>explains language and culture in familiar and unfamiliar contexts</p> <p>explains interconnections between own values, beliefs and practices, and ideas represented or expressed in texts</p> <p>explains concepts and perspectives represented in texts</p>	<p>describes linguistic, cultural and stylistic features</p> <p>describes language and culture in familiar contexts</p> <p>describes interconnections between own beliefs and practices, and ideas represented or expressed in texts</p> <p>describe concepts and perspectives represented in texts</p>	<p>identifies some linguistic, cultural and stylistic features</p> <p>identifies some features of language and culture in familiar contexts</p> <p>identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts</p> <p>identifies concepts and perspectives represented in texts</p>
<b>Communication</b>	<p>produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions</p> <p>displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</p> <p>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</p> <p>displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</p>	<p>produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions</p> <p>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</p> <p>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</p> <p>displays accurate language use and a wide range of vocabulary and grammar both orally and in writing</p>	<p>produces texts displaying breadth in the treatment of the topic and constructs conclusions</p> <p>displays knowledge and understanding of the target language as a system and responds appropriately</p> <p>applies some conventions of texts to represent experiences appropriate to audience and purpose</p> <p>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</p>	<p>produces texts displaying some detail in the treatment of the topic</p> <p>displays knowledge of the target language and responds appropriately</p> <p>applies few conventions of texts to represent experiences appropriate to audience and purpose</p> <p>displays some vocabulary of the language both orally and in writing</p>	<p>produces texts displaying some knowledge of the topic</p> <p>displays some knowledge of the target language</p> <p>applies limited or no conventions of texts</p> <p>displays limited or no vocabulary of the language both orally and in writing</p>

**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**

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 eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. 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 be considered to be unassessable 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**

- 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 (Name) Amy Smith**

**Class Teacher (Name) Vicky Magee**

**Date: Semester 1, 2019**

## 2019 S1 Languages Weekly Planner

WEEK	INTENDED TOPICS COVERED	ASSESSMENT ITEMS & NOTES
Week 1 Mon 4 Feb - Fri 8 Feb	Food and Sports	
Week 2 Mon 11 Feb - Fri 15 Feb	Food and Sports	
Week 3 Mon 18 Feb - Fri 22 Feb	Chinese Music and Art	
Week 4 Mon 25 Feb - Fri 1 Mar	Australian Music and Art	
Week 5 Mon 4 Mar - Fri 8 Mar	Media Studies	Tuesday 5 March Moderation Day
Week 6 Mon 11 Mar - Fri 15 Mar	Film Studies	Monday 11 March: Canberra Day
Week 7 Mon 18 Mar - Fri 22 Mar	<b>Writing Test</b>	<b>Writing Test</b>
Week 8 Mon 25 Mar - Fri 29 Mar	Body Image	
Week 9 Mon 1 Apr - Fri 5 Apr	Cross line testing Body Image	Cross line testing Friday 29 March - Tuesday 2 April
Week 10 Mon 8 Apr - Fri 12 Apr	Health and Lifestyle Issues	P/T Evening, Thursday 11 Apr, 4-7pm
<b>School Holidays</b>		
Week 11 Mon 29 Apr - Fri 3 May	Genetic Engineering	
Week 12 Mon 6 May - Fri 10 May	Health Crisis (euthanasia, depression)	
Week 13 Mon 13 May - Fri 17 May	<b>Oral Presentation and Interview</b>	<b>Oral Test</b>
Week 14 Mon 20 May - Fri 24 May	Chinese Medical Systems	
Week 15 Mon 27 May - Fri 31 May	Australian Medical Systems	Monday 27 May: Reconciliation Day
Week 16 Mon 3 Jun - Fri 7 Jun	Disaster, Crime and War	
Week 17 Mon 10 Jun - Fri 14 Jun	<b>Responding Test</b>	Monday 10 June: Queen's Birthday <b>Responding Test</b>
Week 18 Mon 17 Jun - Fri 21 Jun	Cross line testing	Cross line testing Tuesday 18 June - 21 June
Week 19 Mon 24 Jun - Fri 28 Jun	Report writing	Moderation Presentation Due
Week 20 Mon 1 July - Fri 5 July	Report posted	