



## English, Humanities & Languages Academy Unit Outline

Year: 11/12

Timetable Period: Semester 1 2021

<b>Course Title</b>	Beginning Modern Languages (Japanese)	<b>Course Code:</b>	5811/5812
Semester Unit	Unit 1: The Individual	Unit Value/Code:	1.0 / 58725/58740
Term Unit 1	Unit 1a: The Individual (a)	Unit Value/Code:	0.5 / 58726/58741
Term Unit 2	Unit 1b: The Individual (b)	Unit Value/Code:	0.5 / 58727/58742
Teacher/s	Iwen Chow	Google Classroom Code and Line	xrphyos Line 2
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

### Unit Description

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

### Specific Unit Goals:

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>
<ul style="list-style-type: none"> <li>•acquire language learning processes and strategies in relation to identity</li> <li>•engage with the target language and culture to explore identity</li> <li>•understand the diversity, variability and fluidity of language use</li> </ul>	<ul style="list-style-type: none"> <li>•evaluate and apply language learning processes and strategies in relation to identity</li> <li>•engage with the target language and culture to express identity</li> <li>•understand the diversity, variability and fluidity of language to express identity and belonging</li> </ul>

## Content Description

### Engaging with texts

A Course	T Course
<ul style="list-style-type: none"> <li>•analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing</li> <li>•create a variety texts for different purposes, including conveying ideas and expressing emotions about the individual/identity</li> </ul>	<ul style="list-style-type: none"> <li>•critically analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing</li> <li>•create a variety of increasingly sustained texts for different purposes, including conveying ideas and expressing emotions about the individual/identity</li> </ul>

### Contexts of language and culture

A Course	T Course
<ul style="list-style-type: none"> <li>•examine how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity</li> <li>•understand the nature of intercultural communication such as register and body language</li> <li>•understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> </ul>	<ul style="list-style-type: none"> <li>•evaluate how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity</li> <li>•understand the nature of intercultural communication such as register and body language</li> <li>•evaluate how customs and traditions, including language, may vary within a culture, between cultures, and across time</li> </ul>

### Values, beliefs and perspectives

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

## Features of Language Use

A Course	T Course
<ul style="list-style-type: none"> <li>•communicate ideas, and opinions related to the individual's experience such as personal interests and relationships</li> <li>•use processes and strategies to make meaning when viewing, listening and reading</li> <li>•apply specific grammatical features and functions with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>•communicate ideas, concepts and opinions related to the individual's experience such as personal interests and relationships</li> <li>•evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>•apply specific grammatical features and functions with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>

## Achievement Standards for Beginning Japanese

identifies language and culture in familiar contexts	applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose	uses familiar grammar and vocabulary with some accuracy both orally and in writing
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## Assessment Criteria

Students will be assessed on the degree to which they demonstrate an understanding of:

- responding
- speaking
- writing
- Japanese culture

## Assessment

Task	Due Date	Weighting
Inquiry Based Assessment	Week 7	20%
Responding Test	Week 9	30%
Inquiry Based Assessment	Week 14	20%

Oral interview	Week 16	30%
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## BSSS Policies

### 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

Students will be assessed on the degree to which they demonstrate:

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

### 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

4.3.10 Late Submission of Assessment Tasks (Non-Test Tasks) Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students: • All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date. • 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. • 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 penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11

Notional Zeros). Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students. • 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. • It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions. The policy is to be stated on assessment tasks and drawn to the attention of students.

## 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.

**Further information on relevant BSSS policies can be found here:**

[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v3.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v3.pdf)

## Unit Schedule Semester 1 2021: 11 T Japanese Unit 1 – The Individual

Week	Dates	Content	General Info	Assessment	Weight	T E R M  1
1	1/2	Greeting				
2	8/2	Hiragana				
3	15/2	Introduce yourself in Japanese				
4	22/2	Hiragana writing				
5	1/3	Kanji and katakana  Family, nationality, days of the week	Moderation Day 2/3			
6	8/3		Canberra Day 8/3			
7	15/3			Inquiry based assignment	20%	
8	23/3					
9	29/3			Good Friday 2/4	Responding Test	
<b>Holidays 5 April – 18 April</b>						
10	19/4	Culture: Japanese families and education				T E R M  2
11	26/4		26/4 Anzac Day Holiday			
12	3/5					
13	10/5					

<b>14</b>	17/5	Japanese oral and listening exercises		Inquiry based assignment	20%
<b>15</b>	24/5		Reading hiragana		
<b>16</b>	31/5	Japanese grammar	31/5 Reconciliation Day	Oral test	30%
<b>17</b>	7/6		Exam Week		
<b>18</b>	14/6		14/6 Queen's Birthday		
<b>19</b>	21/6				
End of Term 2					