

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>BEGINNING JAPANESE</b>
<b>Unit:</b>	<b>Society and Community (1.0)</b>
<b>Accreditation:</b>	<b>T</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- 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 Description

### Engaging with texts

- 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

### Contexts of language and culture

- evaluate 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, beliefs and perspectives

- 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
- critically analyse own values, beliefs, ideas and practices in relation to those represented in texts

### Features of language use

- 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 with a focus on communication, and increasing accuracy, complexity and fluency

## Reflection

- self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition

## Assessment Tasks

Name	Due Date	Weighting
Inquiry Based Assessment	Week 7: 23 August - 27 August	20%
Responding Test	Week 9: 6 September - 10 September	30%
Inquiry Based Assessment	Week 14: 25 October - 29 October	20%
Writing Test	week 15: 1 November - 5 November	30%

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

### For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

### For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

### For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

## Achievement Standards for BEGINNING JAPANESE T - 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>Communicating</b>	<ul style="list-style-type: none"> <li>• produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses</li> <li>• applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying breadth in the treatment of the topic and constructs well-structured responses</li> <li>• applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>• applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>• uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some knowledge of the topic</li> <li>• applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>• displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying little or no understanding of the topic</li> <li>• applies limited or no conventions of texts</li> <li>• displays limited or no vocabulary of the language both orally and in writing</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• analyses language and culture in a variety of familiar contexts</li> <li>• explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• analyses language and culture in most familiar contexts</li> <li>• explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• describes language and culture in most familiar contexts</li> <li>• describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains some perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies language and culture in some familiar contexts</li> <li>• identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies minimal language and culture in rehearsed contexts</li> <li>• identifies few interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies aspects of the perspectives represented in texts</li> </ul>