

Erindale College

Assessment Period:	2021 S2
Course:	BEGINNING JAPANESE
Unit:	Diverse Perspectives (1.0)
Accreditation:	A
Year:	12

Unit Goals

- understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking
- understand the diversity, variability and fluidity of language use

Content Description

Engaging with texts

- analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual, performing arts and sciences
- create a variety of texts for different purposes to demonstrate an awareness of differing perspectives

Contexts of language and culture

- examine how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
- 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 language learning and intercultural experiences in self and others

Values, beliefs and perspectives

- explore how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images
- understand how diverse points of view are constructed and interpreted through cultural, intercultural and intracultural perspectives
- examine own values, beliefs, ideas and practices in relation to those represented in texts

Features of language use

- communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems
- 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 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.

Achievement Standards for BEGINNING JAPANESE A - 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>
Communicating	<ul style="list-style-type: none"> • produces texts displaying breadth in the treatment of familiar topics • applies conventions of texts to represent ideas appropriate to audience and purpose • uses accurate and diverse language and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some breadth in the treatment of familiar topics • applies conventions of texts to represent experiences appropriate to audience or purpose • uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying knowledge of the topic • applies some conventions of texts to represent experiences appropriate to audience or purpose • uses grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some knowledge of the topic • applies few conventions of texts to represent experiences appropriate to audience or purpose • uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying minimal knowledge of the topic • applies limited or no conventions of texts • displays limited or no grammar and vocabulary both orally and in writing
Understanding	<ul style="list-style-type: none"> • analyses language and culture in familiar contexts • explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts 	<ul style="list-style-type: none"> • explains language and culture in familiar contexts • describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> • describes language and culture in familiar contexts • identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> • identifies language and culture in familiar contexts • identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection 	<ul style="list-style-type: none"> • identifies minimal features of language and culture in familiar contexts • identifies little or no interconnections between own beliefs and practices represented or expressed in texts