



CANBERRA ACADEMY OF LANGUAGES

# Canberra Academy of Languages

## Unit Outline – Continuing Japanese

### Unit overview

**Unit:** 59663 The Changing World T (1.0)

**Course:** 5731 CONTINUING JAPANESE

**Timeframe:** 2021, Semester 1

**Teacher:** Beth McArthur

### Unit Description

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

### Unit Goals

This unit should enable students to:

- acquire understandings and skills to be a global citizen
- understand the diversity, variability and fluidity of language use for communication.

### Content

The theme of “the changing world” will be addressed in this unit through the organisers/domains and processing focus areas listed below. For the nexus to topics, see the term overviews where domains are referenced by the numbering below (e.g. 1 – Engaging with texts in relation to the changing world).

Q1: The Changing World a

- 1) Engaging with texts in relation to the changing world
  - a) Social, political, environmental, technological and economic challenges and opportunities
  - b) Trends and issues that impact on our world at different levels
- 2) Contexts of language and culture
  - a) Effect of intercultural understanding on interaction, negotiation and awareness
  - b) Aspects of intercultural communication such as register and body language
  - c) How customs/traditions may vary
  - d) Own language learning and intercultural experiences
- 3) Values, beliefs and perspectives
  - a) Changing values, beliefs and perspectives, in demographic, intergenerational, traditional/modern contexts
  - b) Representation of the changing world through cultural, intercultural and intracultural perspectives
  - c) Own values, beliefs and practices.

Q2: The Changing World b

- 4) Features of language use
  - a) Ideas about the changing world, challenges and responsibilities
  - b) Sharing ideas and understanding perspectives
  - c) Audience, purpose and context in spoken and written interactions
  - d) Processes and strategies in viewing, listening and reading
  - e) Grammatical features and functions for communication, accuracy, complexity and fluency
- 5) Reflection  
Reflection on learning processes, recognising cognitive, cultural, personal and linguistic elements of language acquisition
- 6) Engaging with texts in relation to the changing world – sequel.

### Language specific information

**For language specific information**, including an overview of essential understandings and grammar for the program, see Appendix F in each BSSS ACT BSSS Modern Languages course document.

## Assessment Items

Assessment Item Task Mode	Category	Week	Weighting %
Listening	Test conditions	6	30
Reading	Enquiry based	8	20
Speaking	Test conditions	15	30
Writing	Enquiry based	17	20

In-class and inquiry categories and weightings will alternate within each half-unit each semester.

## Assessment Criteria

Students will be assessed in each of the assessment tasks on the degree to which they demonstrate: knowledge and understanding; and skills. For marking schemes, refer to assessment task descriptions, which will be published on the class pages for the current semester on Languages.Org.Au.

## ACT BSSS Assessment Procedures

**Completion of assessment items:** Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate evidence is provided. Otherwise, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

**Late submission of work:** Late work will be subject to a penalty of 5% per day including weekends, unless prior arrangement is made for an extension, supported by evidence of due cause for the extension.

**Moderation, calculation of unit scores and course scores:** Moderation is conducted every semester to ensure comparability of grades from different schools. Your course score in each T or H course is calculated from your best 80% unit scores. A course score indicates how well you performed in your course compared to all other students in the course's scaling group. For more details, see [http://www.bsss.act.edu.au/information\\_for\\_students/scaling\\_and\\_the\\_atar](http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar).

**Plagiarism:** Assessment tasks must be done without plagiarism. Advice in relation to ownership of work, acknowledgement of sources and plagiarism is outlined on the ACT BSSS website. See below or follow the link from the CAL website.

**Appeals:** Procedures for appealing a grade or score may be found on the ACT BSSS website. See below or follow the link from the CAL website.

**Attendance/Participation:** It is expected that students will attend and participate in all scheduled classes and structured learning activities for the units in which they are enrolled, including off-site components (homework) in the blended learning program, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the participation requirements in a unit without due cause supported by adequate evidence will be deemed to have voided the unit.

Additional information about assessment is available from [www.cal.act.edu.au/programs.htm#assessment](http://www.cal.act.edu.au/programs.htm#assessment) and <https://cal.act.edu.au/events.htm> (look for the pen-and-paper icon associated with assessment tasks).

## Achievement standards, assessment tasks, program of learning

Achievement standards for this unit can be found in the course document:

<http://www.bsss.act.edu.au/curriculum/courses> > Continuing Modern Languages.

**Assessment rubrics** are based on the task type, task mode and assessment criteria (see above) and on the achievement standards. **For information about assessment task types**, see that sub-heading in the course document. For specific details including task types relating to each assessment task, see the assessment task descriptions via the links on the class page at <https://languages.org.au>.

The CAL **program of learning** for each unit comprises the unit outline, the term overviews, and the weekly modules. More details are available at <https://languages.org.au> and on the CAL Google Classroom portal.