



Canberra Academy of Languages

Unit Outline – Beginning Japanese

Unit overview

Unit: 59787 Diverse Perspectives T (1.0)

Timeframe: 2021, Semester 2

Course: 5886 BEGINNING JAPANESE

Teacher: Beth McArthur

Unit Description

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

Unit Goals

This unit should enable students to:

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

Content

The theme of “diverse perspective” 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 diverse perspectives).

Q1: Diverse Perspectives a

- 1) Engaging with texts in relation to diverse perspectives
 - a) Critically analyse texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual and performing arts and sciences.
 - b) Create a variety of increasingly sustained texts for different purposes to demonstrate an awareness of differing perspectives.
- 2) Contexts of language and culture
 - a) Evaluate how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence.
 - b) Understand the nature of intercultural communication such as register and body language.
 - c) Evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time.
 - d) Analyse, reflect on and monitor own language learning and intercultural experiences.
- 3) Values, beliefs and perspectives
 - a) Analyse how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images.
 - b) understand how diverse perspectives are constructed and interpreted through cultural, intercultural and intracultural perspectives.
 - c) Critically analyse own values, beliefs, ideas and practices in relation to those represented in texts.

Q2: Diverse Perspectives b

- 4) Features of language use
 - a) communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems
 - b) Collaborate to share ideas and understand perspectives.
 - c) Respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect.
 - d) Evaluate and use processes and strategies to make meaning when viewing, listening and reading.
 - e) Apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency.
- 5) Reflection
 - a) Self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition.
- 6) Engaging with texts in relation to diverse perspectives– 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	Enquiry based	6	20
Reading	Online response	8	30
Speaking	Enquiry based	13	20
Writing	Online response	16	30

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

Assessment Criteria

Students will be assessed on the degree to which they demonstrate understanding and communicating through assessment tasks using the four macro 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 non-test 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: Moderation within CAL includes the meshing process described under “Meshing”. Moderation is conducted every semester within CAL and at system level to ensure comparability of grades from different units and schools. Small group moderation is used for cohorts of fewer than 10 students.

Calculation of unit scores and course scores: Unit scores are derived from marks allocated according to the assessment item weightings. Course scores are based on unit scores reported over the duration of a student’s program of study. Course scores in each T or H course are calculated from a student’s best 80% unit scores. See the [overview about scaling and the ATAR](#) on BSSS website.

The meshing process for units in CAL programs includes the use of common assessment criteria; similar assessment task design for units within each scaling group; and consultations with teachers of the units prior to finalising unit scores.

Academic integrity: 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 BSSS Policy & Procedures Manual for details.

Appeals: Procedures for appealing a grade or score are outlined on the page “[Your rights to appeal](#)” on BSSS 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 (required components of homework), unless adequate documentary evidence is provided of due cause for missed work. 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.

Achievement standards, assessment tasks, program of learning

Achievement standards for this unit can be found in the course document available via: <http://www.bsss.act.edu.au/curriculum/courses>.

Assessment task descriptions are posted to class pages on <https://languages.org.au> in the lead-up to assessment tasks. Select your language from the navigation bar; scroll to the link for the current semester.

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 on <https://languages.org.au>.

Additional information about assessment is available from 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).

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.