



# Canberra Academy of Languages

## Unit Outline – Continuing German

CANBERRA ACADEMY OF LANGUAGES

### Unit overview

**Unit:** 57563 Society and Community T (1.0)

**Timeframe:** 2021, Semester 2

**Course:** 5730 CONTINUING GERMAN

**Teacher:** Selina Jaeck

### Unit Description

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

### Unit Goals

This unit should enable students to:

- 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

The theme of “society and community” 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 society and community).

#### Q1: Society and Community a

- 1) Engaging with texts in relation to society and community
  - a) 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.
  - b) Create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values.
- 2) Contexts of language and culture
  - a) 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.
  - 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 ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties.
  - b) Understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives .
  - c) Critically analyse own values, beliefs, ideas and practices in relation to those represented in texts.

#### Q2: Society and Community b

- 4) Features of language use
  - a) Communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas
  - 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 society and community– 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](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).

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.