

### Unit overview

**Unit:** 59894 The Individual T (1.0)

**Timeframe:** 2022, Semester 1

**Course:** 5894 BEGINNING FRENCH

**Teacher:** Baba Alhadji

### Unit Description

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

### Unit Goals

This unit should enable students to:

- evaluate and apply language learning processes and strategies in relation to identity
- engage with the target language and culture to express identity
- understand the diversity, variability and fluidity of language to express identity and belonging.

### Content

The theme of “the individual” 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 identity).

Q1: The Individual a

1. Engaging with texts in relation to identity
  - a) Expression of identity; ways of belonging
  - b) Conveying ideas about individual/identity.
2. Contexts of language and culture
  - a) Effect of intercultural understanding on interaction and expression of identity
  - 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) Individual values, beliefs and perspectives & expression of identity such as role and relationships
  - b) Construction of identity and belonging
  - c) Own values, beliefs and practices.

Q2: The Individual b

4. Features of language use
  - a) Ideas about the individual’s experience
  - 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
  - a) Self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition.
6. Engaging with texts in relation to identity – 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          |

Test conditions and enquiry based 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.

## 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:** Students should attend and participate in all scheduled classes and structured learning activities for the units in which they are enrolled, including required components of homework. A 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 the course document, and 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.