

Assessment Period:	2023 S1
Course:	BEGINNING GERMAN
Unit:	The Changing World (1.0)
Accreditation:	T
Year:	11 & 12

Specific Unit Goals

This unit should enable students to:

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

Content Descriptions

Engaging with texts

- critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities
- create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world

Contexts of language and culture

- evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others
- understand the nature of intercultural communication such as register and body language
- evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time
- analyse, reflect on and monitor own language learning and intercultural experiences

Values, beliefs and perspectives

- analyse changing values, beliefs and perspectives with empathy in the search for a sustainable future such as demographic, intergenerational, traditional/modern contexts
- understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives
- critically analyse own values, beliefs, ideas and practices in relation to those represented in texts

Features of language use

- communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities
- 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
- evaluate and 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
AT1 Reading	Week 6 session: 27 February - 3 March	30%
AT2 Listening	Week 8 session: 13 March - 17 March	20%
AT3 Writing	Week 15 session: 15 May - 19 May	30%
AT4 Speaking	Week 17 session: 29 May - 2 June	20%

School Assessment Information

For penalties for late and non-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. See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For 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.

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

Procedures for appealing a grade or score are outlined on the page "[Your rights to appeal](#)" on BSSS website.

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

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.

See [BSSS Policy and Procedure Manual 5](#) for further information.

For meshing procedures

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.

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

Unit scores are derived from marks allocated according to the assessment item weightings.

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

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.

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Other School assessment policies

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.

Achievement Standards for BEGINNING GERMAN T - 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>
Understanding	<ul style="list-style-type: none"> evaluates language and culture in familiar and unfamiliar contexts analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts evaluates concepts and perspectives represented in texts 	<ul style="list-style-type: none"> analyses language and culture in familiar and unfamiliar contexts explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies some features of language and culture in familiar contexts identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of the topic and constructs well-structured responses applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breath in the treatment of the topic and constructs conclusions applies some conventions of texts to represent experiences appropriate to audience and/or purpose uses familiar vocabulary and grammar 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 displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying little or no understanding of the topic applies very few conventions of texts displays limited vocabulary of the language both orally and in writing