# Canberra Academy of Languages

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| **Assessment Period:** | **2023 S1** |
| **Course:** | **CONTINUING 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 the diversity, variability and fluidity of language use for communication
- understand 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 |
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| 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 CONTINUING GERMAN T - Year 12

| | *A student who achieves an A grade typically* | *A student who achieves a B grade typically* | *A student who achieves a C grade typically* | *A student who achieves a D grade typically* | *A student who achieves an E grade typically* |
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| **Understanding** | ● critically analyses particular linguistic, cultural and stylistic features<br><br>● evaluates language and culture in familiar and unfamiliar contexts<br><br>● analyses complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts<br><br>● evaluates concepts and perspectives represented in texts | ● analyses particular linguistic, cultural and stylistic features<br><br>● analyses language and culture in familiar and unfamiliar contexts<br><br>● explains complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts<br><br>● analyses concepts and perspectives represented in texts | ● explains some linguistic, cultural and stylistic features<br><br>● explains language and culture in familiar and unfamiliar contexts<br><br>● explains interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts<br><br>● explains concepts and perspectives represented in texts | ● describes linguistic, cultural and stylistic features<br><br>● describes language and culture in familiar contexts<br><br>● describes interconnections and reflect on own values between own beliefs and practices, and ideas represented or expressed in texts<br><br>● describe concepts and perspectives represented in texts | ● identifies some linguistic, cultural and stylistic features<br><br>● identifies some features of language and culture in familiar contexts<br><br>● identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts with little to no reflection<br><br>● identifies concepts and perspectives represented in texts |
| **Communicating** | ● produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions<br><br>● displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity<br><br>● applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose<br><br>● displays accurate land diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | ● produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions<br><br>● displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity<br><br>● applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose<br><br>● displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | ● produces texts displaying breadth in the treatment of the topic and constructs conclusions<br><br>● displays knowledge and understanding of the target language as a system and responds appropriately<br><br>● applies some conventions of texts to represent experiences appropriate to audience and purpose<br><br>● displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | ● produces texts displaying some detail in the treatment of the topic<br><br>● displays knowledge of the target language and responds appropriately<br><br>● applies few conventions of texts to represent experiences appropriate to audience and purpose<br><br>● displays some vocabulary of the language both orally and in writing | ● produces texts displaying some knowledge of the topic<br><br>● displays some knowledge of the target language<br><br>● applies limited or no conventions of texts<br><br>● displays limited or no vocabulary of the language both orally and in writing |