Canberra Academy of Languages
Unit Outline – Continuing Tamil

Unit overview

Unit: 59678   Diverse Perspectives T (1.0)   **Timeframe:**   2023, Semester 2
Course: 5733   Continuing Tamil   **Teacher:**   Uma Ramiah

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 such as 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 Perspectives" 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).

Q3: Diverse Perspectives a

1) Engaging with texts in relation to diverse perspectives
   a) Critically analyse a variety of increasingly complex texts that explore diverse perspectives and 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 one's 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 one's own values, beliefs, ideas and practices in relation to those represented in texts.

Q4: 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	Test conditions	6	30
Reading	Enquiry based	8	20
Speaking	Test conditions	13	30
Writing	Enquiry based	15	20

Test and enquiry 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 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, calculation of unit scores and course scores: Moderation is conducted every semester to ensure comparability of grades from different schools. Your course score in each T or H course is calculated from your best 80% unit scores. A course score indicates how well you performed in your course compared to all other students in the course's scaling group. For more details, see http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar.

Plagiarism: 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 below or follow the link from the CAL website.

Appeals: Procedures for appealing a grade or score may be found on the ACT BSSS website. See below or follow the link from the CAL 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 (homework) in the blended learning program, unless there is due cause and adequate documentary evidence is provided. 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.

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).

Achievement standards, assessment tasks, program of learning

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

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 at https://languages.org.au.

The CAL **program of learning** for each unit comprises the CAL program of learning implementation overviews for each semester, the unit outline, the term overviews, and the weekly modules. More details are available from the Programs page on CAL website; at https://languages.org.au; and on the CAL Google Classroom portal.