

ACADEMIC PROGRAMS

Semester I

Senior School Languages

Disclaimer

Under QSA guidelines summative assessment depends on the fullest and latest information on a student's performance, based on a process of continuous assessment. This gives a stability to teacher judgments and shows how students progress. Thus formative assessment informs the end-of-course summative judgment.

And

Unless otherwise specified Year 11 Assessment is Formative and Year 12 Assessment is Summative.

Course Overviews for Senior School Language Classes in 2017

Year 10

Rubin and Thompson in *How to Be A More Successful Language Learner* (1982) list 14 characteristics that epitomise successful students of languages. Of the 14 qualities, we would highlight the following four as particularly relevant to students in the Senior School. Students who do well at languages:

1. Take charge of their learning
2. Organise information
3. Make opportunities for practice outside the classroom
4. Develop methods to recall what has been learned

In order to develop these qualities and enjoy success, we advocate that students spend some time EVERY DAY practising, revising and learning work covered in French, German and Japanese classes. Fifteen to twenty minutes a day can be of great assistance and make preparing for in class activities and assessment much easier.

All assessment in language classes is done in class time, towards the end of each term, and focuses on the macro-skills – listening, speaking, reading and writing. There are no assignments.

Japanese

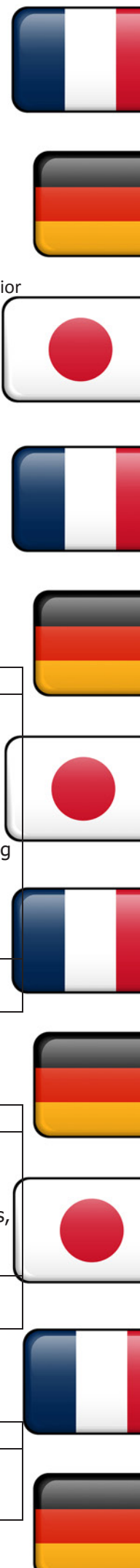
TERM 1	TERM 2
Excuse me, how do I get to.....? Take the role of the Tour Guide, working in Tourism Giving directions; Around town Revision of means of transport Lengths of time Grammar: types of verbs, using Japanese dictionaries て forms of verbs Katakana & kanji 東、西、南、北、右、左	こうかん留学生 What to expect when you go on Exchange; things to keep in mind when hosting a Japanese student Living with a Japanese family Attending School in Japan Grammar: て & ない forms; asking permission, negotiating, making requests Katakana & Kanji 学校、先生、
ASSESSMENT Speaking, Listening	ASSESSMENT Reading and Writing, Listening

French

TERM 1	TERM 2
Weather, geography – cities, countries, regions Travel Grammar – prepositions for countries, regions, cities, adjectives of nationality, revision of present & past tense verbs, future tense verbs (simple, proche)	Holidays – where, when, duration, weather, transport, activities, ideal, descriptive narratives, booking a hotel room Grammar – revision of present, past, future & reflexives, word order, negatives
ASSESSMENT Listening and Writing	ASSESSMENT Reading and Speaking

German

TERM 1	TERM 2
Talking about films, TV & social events; Problems facing young people	Accommodation in Berlin Sightseeing & directions Student exchange & n lifestyles



Grammar: Irregular adjectives, comparison of adjectives, indefinite articles & wenn clauses	Grammar: separable prefix verb, reflexive verbs & future tense, prepositions
ASSESSMENT Reading and Writing	ASSESSMENT Listening and Speaking

Language Tutorials:

French	Tuesday afternoons 3.30 – 4.30	L 2.1
German	Tuesday afternoons 3.30 – 4.30	G 2.7
Japanese	Tuesday afternoons 3.30 – 4.30	G 2.8

Year 11

Rubin and Thompson in *How to Be A More Successful Language Learner* (1982) list 14 characteristics that epitomise successful students of languages. Of the 14 qualities, we would highlight the following four as particularly relevant to students in the Senior School. Students who do well at languages:

1. Take charge of their learning
2. Organise information
3. Make opportunities for practice outside the classroom
4. Develop methods to recall what has been learned

In order to develop these qualities and enjoy success, we advocate that students spend some time EVERY DAY practising, revising and learning work covered in French, German and Japanese classes. Fifteen to twenty minutes a day can be of great assistance and make preparing for in class activities and assessment much easier.

All assessment in language classes is done in class time, towards the end of each term, and focuses on the macro-skills – listening, speaking, reading and writing. There are no assignments.

Japanese

TERM 1	TERM 2
Family & Community Talking about the significance of various celebrations in Australia & Japan; How special occasions are celebrated in Japan; traditions & customs – New Year, gift giving and receiving Levels of politeness, plain forms of verbs	School & Post School Options So you want to go on exchange to Japan? Preparing for your new life as an exchange student – applying for an exchange, the interview process
ASSESSMENT Reading and Speaking	ASSESSMENT Listening, Speaking and Writing

French

TERM 1	TERM 2
Personal Description, Relationships, Family Life, Domestic Routines, Festivals & Celebrations	Geography Climate Landscapes & Cityscapes Holiday planning
ASSESSMENT	ASSESSMENT

Listening & Speaking	Listening, Reading & Writing
----------------------	------------------------------



German

TERM 1	TERM 2
Holidays, Accommodation & transport Grammar: adjectives, articles, pronouns, conjunctions, conditional & subjunctive	School and Post School options Career paths Grammar – continuation from Term One & infinitive verbs, prepositions
ASSESSMENT Reading & Speaking	ASSESSMENT Listening, Reading and Writing



Language Tutorials:

French	Tuesday afternoons 3.30 – 4.30	L 2.1
German	Tuesday afternoons 3.30 – 4.30	G 2.7
Japanese	Tuesday afternoons 3.30 – 4.30	G 2.8



Year 12

Rubin and Thompson in *How to Be A More Successful Language Learner* (1982) list 14 characteristics that epitomise successful students of languages. Of the 14 qualities, we would highlight the following four as particularly relevant to students in the Senior School. Students who do well at languages:

1. Take charge of their learning
2. Organise information
3. Make opportunities for practice outside the classroom
4. Develop methods to recall what has been learned



In order to develop these qualities and enjoy success, we advocate that students spend some time EVERY DAY practising, revising and learning work covered in French, German and Japanese classes. Fifteen to twenty minutes a day can be of great assistance and make preparing for in class activities and assessment much easier.



All assessment in language classes is done in class time, towards the end of each term, and focuses on the macro-skills – listening, speaking, reading and writing. There are no assignments.

Japanese

TERM 1	TERM 2
Are you looking forward to the Formal? How does the Formal compare to Seijin-no-hi? School & Post School Options: Working as a Tour Guide; part time work. Introduction to keigo; levels of politeness	Travelling in Japan; Destinations; Accommodation; Transportation Making plans & bookings
ASSESSMENT Reading and Writing	ASSESSMENT Reading, Listening and Speaking



French

TERM 1	TERM 2
Hobbies & Interests Travelling & Accommodation Health & Fitness	Media Information Technology
ASSESSMENT Reading and Speaking	ASSESSMENT Speaking and Writing, Listening



German

TERM 1	TERM 2
Holidays, Accommodation & transport Grammar: adjectives, articles, pronouns, conjunctions, conditional & subjunctive	School and Post School options Career paths Grammar – continuation from Term One & infinitive verbs, prepositions
ASSESSMENT Reading & Speaking	ASSESSMENT Listening, Reading and Writing



Language Tutorials:

French	Tuesday afternoons 3.30 – 4.30	L 2.1
German	Tuesday afternoons 3.30 – 4.30	G 2.7
Japanese	Tuesday afternoons 3.30 – 4.30	G 2.8

