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Draft Framework for Heritage Languages Courses at Senior Secondary Level

Chinese (Mandarin), Japanese, Indonesian and Korean

Consultation Report

July 2009



*COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES
AUSTRALIA*

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1 Introduction

The project, *Development of Chinese (Mandarin), Japanese, Indonesian and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* is being led by the Board of Studies, New South Wales in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study are being developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The consultation period on the draft framework was from 15 June to 9 July, 2009. The purpose of the consultation was to obtain feedback from key stakeholders that would be taken into consideration during the preparation of the final framework and the subsequent development of courses of study.

This report provides a brief description of the consultation process, the process of data analysis, and a summary and analysis of all feedback received. The summary analysis outlines confirmation of the general directions of the draft framework as well as key matters raised that require action and the changes that have been made in response.

The Consultation Report presents data and findings gathered through 59 written responses, six focus group meetings in New South Wales, Victoria and South Australia, and a meeting of an expert Reference Group at the SACE Board of SA. A meeting of consular officials from the Consulates-Generals of The People's Republic of China, Japan, The Republic of Indonesia and The Republic of Korea was also held at the Office of the Board of Studies, NSW.

The draft framework and survey instrument were distributed to a wide range of professional and community stakeholder groups and individuals.

2 Background Information

2.1 Consultation process

The preparation of the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* took into account the broad directions established during the curriculum review phase.

The *Draft Framework for Heritage Languages Courses at Senior Secondary Level* and survey instrument (Attachment 1) were distributed to a wide consultation network over the period 15 June – 9 July 2009 including:

- teachers in NSW, Victoria and South Australia
- academic educators from the university sector
- Collaborative Curriculum and Assessment Framework for Languages (CCAFL) state contacts
- representatives from professional associations (national and state-based)
- the Asia Education Foundation
- Japan Foundation
- Departments of Education in NSW, Victoria, South Australia and Western Australia

- Catholic Education Commission, NSW
- Association of Independent Schools, NSW
- representatives from community languages schools
- community groups.

The survey instrument sought detailed responses to questions on both the suitability and appropriateness of all sections within the draft framework.

Additionally, consultation meetings on the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* have involved the following:

- focus groups at:
 - Office of the Board of Studies, NSW
 - Strathfield Girls High School, NSW
 - Victorian Curriculum and Assessment Authority
 - SACE Board of South Australia.
- a meeting of an expert Reference Group (SACE Board of SA)
- a meeting of consular officials from the NSW Consulates-General of The People's Republic of China, Japan, The Republic of Indonesia and The Republic of Korea (OBOS NSW).

Modifications to the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* took into account comments from both the survey responses and the consultation meetings.

2.2 Data analysis

All survey responses were formally recorded, entered into a database and read by members of the project team. A summary of the major issues was formulated for consideration in the analysis of data.

The analysis of data is presented in two forms in this report – feedback that confirms the directions and feedback that indicates issues requiring further examination. These have been identified by degree of concern and frequency of response. Minor issues to emerge have been noted and respectfully considered, but may not necessarily be represented in this report, for example, where an editorial change is required.

3 Feedback affirming the directions of the Draft Framework for Heritage Languages courses

Overall, the *Draft Framework for Heritage Languages Courses* received a broad support from respondents, including the following:

3.1 Description of the target group

The overall concept of the description was generally supported by respondents who indicated that it provided a clear picture of the target group. There was also acknowledgement that a significant group of students would fit the proposed description of heritage learners.

3.2 Rationale

There was a high level of agreement with the proposed rationale with strong support for the emphasis placed on the social, economic, educational and personal perspectives. There was also support for the recognition of the value of Heritage language learners and their potential to build on their linguistic and cultural backgrounds.

3.3 Aims

There was general acknowledgement that the aims effectively described the overall purpose of the course. Respondents supported the inclusion of the statement relating to reflection on attitudes, beliefs and values.

3.4 Objectives

Many respondents endorsed the proposed objectives and expressed statements that reflected the intent of the courses.

3.5 Outcomes

There was overall recognition that the outcomes are clear and appropriate. The majority of respondents also noted that there is effective connection between objectives and outcomes and that they cover the four macro skills in a well-balanced way.

3.6 Content

3.6.1 Key knowledge, understanding and skills

Many respondents endorsed the statements, noting that they were clearly derived from the outcomes.

3.6.2 Additional language-specific key knowledge, understanding and skills

Several respondents expressed agreement with the provision of more examples and provided suggestions of language-specific examples that could be included. Many respondents advised that these should be provided by the language specialist writers for each of the four courses of study.

3.6.3 Perspectives, Contexts and Issues

Respondents endorsed the concept of the *Perspectives, Contexts and Issues* as an organisational basis for the courses. Many respondents acknowledged the attempt to provide stimulating and relevant course content that would be suitable for students with a heritage background in these languages.

3.6.4 Prescribed Issues

There was a positive response overall to the provision of prescribed issues, with some discussion as to the nature and number of issues to be chosen. While other suggestions were made, the majority of respondents felt that it should be the language specialist writers who should choose appropriate issues for study.

3.6.5 Personal Investigation

The inclusion of this section in the framework was strongly supported as a vehicle to enable students from diverse backgrounds to explore their own heritage.

3.6.6 Tasks

Statements relating to tasks were considered appropriate.

3.6.7 Texts

There was general support from respondents for the inclusion of this section in the framework.

3.6.8 Grammar

There was general endorsement for the provision of a list of basic grammatical items to be written by the language specialist writers. Specific advice provided about the scope and nature of grammar will be included in advice to writers.

3.7 Other Considerations

3.7.1 The role of digital technologies

The inclusion of this section and explicit statements in relation to the use of digital technologies for teaching, learning and assessing Languages was positively received by respondents from all sectors.

3.7.2 The place of English

There was general support for the inclusion of this section and the appropriateness of the statements.

3.7.3 Dictionaries

The use of dictionaries was strongly endorsed by respondents.

3.8 School Assessment (NSW model)

Respondents generally supported the nature and weightings of the school-based assessment.

3.9 External Examination

3.9.1 Oral examination (NSW example)

Many respondents supported the length, nature and weighting of the oral examination.

3.9.2 Written examination

The length, weightings and nature of the written examination were generally supported by respondents.

Section 1: Responding to texts

Respondents commented positively on the suitability of this section of the written examination. Many respondents provided suggestions in relation to the nature and types of texts to be provided for responses.

Section 2: Creating texts

Respondents commented positively on the inclusion of this section of the written examination.

3.10 Additional Comments

There was general acknowledgement that the framework would provide a relevant and appropriate course to meet the language needs of the target group and address the gap within the current course provision.

4 Feedback requiring further consideration

A number of major issues emerged from the consultation process for the *Draft Framework for Heritage Languages Courses in Chinese (Mandarin), Japanese, Indonesian and Korean at Senior Secondary Level*. The key issues highlight the need to:

- clarify the description of the target group
- foreground the intercultural orientation of the course
- define more clearly the expected level of language skills to be achieved at the end of the course
- elaborate further on the interrelationships between the components of the content
- articulate more clearly the concept of bilingual and bicultural identity
- revise the structure and requirements of the external examination.

The analysis of qualitative data raised the following key matters:

4.1 Description of the target group

Concern was expressed that the phrase ‘active users of the language on a regular basis’ and the term ‘some study’ did not adequately capture the diversity of language use within and across the different language groups. There were many requests to define these statements.

Some respondents requested that the statement ‘these students typically have more highly developed oral proficiency in relation to their literacy skills...’ be further clarified.

Concern was expressed at the foreshadowed development of eligibility criteria to be used to determine entry into courses in the four targeted languages. While some respondents argued for the abolition of eligibility criteria (community groups, parents), many endorsed the need for eligibility criteria with the recommendation that the application of such criteria be consistent across states and territories, particularly in light of the impending national curriculum (education systems, teachers).

4.2 Rationale

Many respondents suggested that the pathways of language study for Heritage language learners needs to be articulated in the Rationale. It was argued that this would help clarify what is meant by terms such as ‘heritage level’ and the phrase ‘building on their oral communication skills’.

Some respondents indicated that the term ‘bicultural’ is problematic as it did not take into account the fact that some students are multilingual and multicultural and have a role to play in promoting social cohesiveness. In addition, respondents suggested that statements relating to intercultural competencies should be included.

Many respondents suggested a change in the ordering of paragraphs, placing more emphasis on educational and social benefits to be gained from studying the course. At the same time it was requested that more emphasis be placed on the contribution that the Heritage language learners would make towards the government’s initiatives.

4.3 Aims

Some respondents suggested that there was a need to strengthen the statements relating to intercultural understanding. There were requests to describe the aims in terms of current languages policies and approaches, in particular, *The National Statement for Languages Education in Australian Schools 2005–2008* and Intercultural Language Learning.

Many respondents suggested that the words ‘manipulate and apply’ in the second dot point should be replaced with ‘use’ or ‘communicate’ to better align with the broader intention of the aim.

4.4 Objectives

Respondents suggested that the objectives needed to be expressed more broadly and strengthened by incorporating national and international directions, such as Intercultural Language Learning.

Some respondents indicated that the term ‘viewing’ as used in this context needed to be explained and questioned its articulation in the document as a separate skill. Some respondents argued that ‘viewing’ could be included within speaking, listening and reading.

Respondents asked that the words ‘spoken’ and ‘written’ be added to the word ‘texts’ to better clarify the place of the listening and reading macro skills.

4.5 Outcomes

There were requests to make reference to the development of personal and cultural identity in the outcomes to align with other statements made elsewhere in the document. It was argued that the outcomes in their present form refer only to linguistic expectations. Some respondents asked for consistency in the use of the word ‘text’.

Concerns were expressed at the perceived high level of language proficiency inferred in the outcomes while some respondents indicated that without language-specific examples, it would be difficult to assess the level expected.

4.6 Content

4.6.1 Key knowledge, understanding and skills

There were requests to clarify the role of the statements relating to key knowledge, understanding and skills.

Some respondents requested that the introductory statement ‘The course content is to be studied through the perspectives, contexts and issues’ be expanded to more fully explain the role of these concepts as the basis for the content. It was argued that these concepts are an important part of the content and their place in the document needs to be introduced.

There were requests to include a character list in the content section for Chinese and Japanese. Some respondents suggested that such a list would need to be based on relevance and usage and aligned to the prescribed issues.

4.6.2 Additional language-specific key knowledge, understanding and skills

While the inclusion of this section was strongly supported, respondents suggested that the examples provided should be replaced. It was suggested that writers with deep background knowledge of the language will assist in this regard.

Many respondents suggested that this section should also take into account the particular knowledge and understanding required to develop skills in the use of digital technologies and scripted languages.

4.6.3 Perspectives, Contexts and Issues

While the Perspectives, Contexts and Issues were seen to be a useful way of organising the content, it was suggested that the introductory paragraph be further elaborated to ensure teachers have a clear understanding of the implications for programming.

Some respondents argued that the term ‘Local’ as it is used to describe one of the perspectives is too limiting and requested clarification of the reference to ‘target community in Australia’. It was suggested that it should be broadened to incorporate an Australia-wide perspective.

Many respondents expressed concern at the inclusion of traditional texts in the context, *Literature and the Arts*. Traditional texts are considered too difficult for students to access. It was suggested that a comprehensive list of example works be provided to teachers in the form of a separate resource document (education system).

Several respondents requested clarification of the difference between *Social settings* and *Community settings* and questioned the need for a sequential ordering of these contexts. Some argued that the Contexts could be further elaborated by the inclusion of sub-contexts and that they should be broadened to include visual literacy and listening activities (education system).

Some respondents suggested that removing the word ‘mass’ from ‘mass media’ would broaden the scope of this context to include other kinds of media.

4.6.4 Prescribed Issues

Many respondents suggested that the examples of possible prescribed issues provided in the document were not necessarily appropriate to each language or to Heritage language learners. Some respondents gave additional suggestions that will be provided to course writers.

Some respondents indicated that the table of *Prescribed Issues* and *Contexts* did not clarify the links between these two concepts and suggested its removal from the document. Some argued that course teachers would make those links within their teaching, learning and assessment programs.

4.6.5 Personal Investigation

Some respondents suggested that a diagrammatical representation of the relationship between this section and the other areas of the content would help clarify how the elements fit together. There were also requests that more structure and guidance be given to teachers with regard to the choice of texts and research.

Feedback indicated that, while the personal investigation was considered an appropriate task, limiting its study to one perspective is too narrow a focus with regard to the availability of suitable texts.

Some respondents requested that the language through which the investigation is carried out and presented needs to be specified.

4.6.6 Tasks

The appropriateness of the inclusion of the term ‘audience’ was the only issue raised in the feedback relating to this section.

4.6.7 Texts

Several respondents requested that the types of texts required for productive use be specified and suggested that this list could become part of a separate resource document that would also include the examples of suggested works.

Some respondents suggested that paragraphs three and four were repetitive and could be condensed to provide more clarity. There were also requests to consider the inclusion of visual literacy, intercultural sensitivity and body language in this section.

4.6.8 Grammar

The inclusion of this section was strongly supported, but opinion was divided on the scope and nature of the grammatical elements to be studied. Some felt that the grammar for Heritage learners should be no greater in scope than for second language learners, while others reasoned that the grammar should equate more with first language courses.

Some respondents argued that the statement ‘Students typically will already have acquired a significant understanding of the function of grammar in [Language]...’ is not necessarily accurate for Heritage language learners and suggested it should be changed to ‘Students may have...’.

4.7 Other Considerations

4.7.1 The role of digital technologies

Some respondents questioned the purpose of the inclusion of this section in the document and argued that while the description implied the potential of Information and Communication Technologies (ICT), many of the activities were already being incorporated in schools.

There were also suggestions that ICT should be embedded in the key knowledge, understanding and skills.

4.7.2 The place of English

Many respondents argued that the statements in the first paragraph were not necessarily accurate and questioned their inclusion in this section of the framework. Feedback indicated that it is inappropriate to make assumptions in relation to the degree of bilingualism within such a diverse group.

Many respondents requested that this section include a statement regarding the use of English for assessment purposes.

4.7.3 Dictionaries

Many respondents argued that the use of dictionaries in both classroom settings and in the external examination should not be limited to print only. They suggested consideration of electronic and online dictionaries which are becoming an increasingly necessary source integral to 21st century language learning.

4.8 School Assessment

Some respondents provided suggestions for rewording the component *Oral Interacting*. It was argued that the component *Creating Texts* did not allow students to create a variety of presentational modes, including visual and audio.

Some respondents provided alternative suggestions for weightings of components. However, feedback on this issue was not conclusive.

4.9 External Examination

4.9.1 Oral examination

Some respondents argued that the length of the examination should be extended to incorporate time for an introductory conversation before the commencement of the interview.

There was also a suggestion from some respondents to increase the weighting for the oral examination to 30% to accommodate the strength these students would have in this skills area.

4.9.2 Written examination

Section 1: Responding to texts

Many respondents commented that, while the bilingual capacity of the Heritage language learners is highlighted throughout the draft framework, it is not reflected in the assessment process. For that reason, there was general agreement that there should be more opportunity to respond to texts in English.

Respondents requested that the examination specifications more clearly articulate the divisions between listening, viewing and reading texts and that the length of the listening texts indicate a total listening time rather than a total transcript length.

Some respondents were of the view that the total lengths of the written and spoken texts were excessive.

Section 2: Creating texts

Many respondents considered the proposed length of the writing tasks excessive and felt that students might not be able to complete them within the time allocated for the examination. Some respondents expressed concern at the lack of specificity in relation to the type of text to be produced. Some concern was also expressed at the high weighting suggested for this task. Other issues related to the nature of the writing task, and there was a view that this section should have two tasks of varying nature.

4.10 Additional Comments

A number of respondents commented favourably on the quality of the framework. Some respondents revisited issues raised elsewhere in their individual responses. These issues have been noted in the key matters raised.

5 Key matters raised and actions

The analysis of the responses is summarised according to recurring themes arising from the feedback data.

5.1 Description of the target group

Key Matters Raised	Source/s	Actions
<ul style="list-style-type: none"> clarify the statement ‘active users of [Language] on a regular basis’ 	Academics Teachers Parents Community members Community group Community organisation Principal Professional association – teachers (national) Education system Educational organisation	<ul style="list-style-type: none"> This section has been reworded to take into account comments and advice received.
<ul style="list-style-type: none"> clarify the term ‘some study’ 	Academics Teachers Parents Community members Community group Community organisation Principal Professional association – teachers (national) Education system	
<ul style="list-style-type: none"> reword the statement ‘these students typically have more highly developed oral proficiency in relation to their literacy skills...’ to clarify its meaning 	Education system Foreign government language institution	
<ul style="list-style-type: none"> include a statement to acknowledge the differences of language use between the different language groups 	Community members Community group Community organisation Parents Focus group meeting	
<ul style="list-style-type: none"> include a statement in relation to the students’ identification with the culture of the target language 	Academic	
<ul style="list-style-type: none"> consider the need for and application of eligibility criteria to determine entry into courses in the four targeted Asian languages 	Community members Community group Community organisation Parents Education system	

5.2 Rationale

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> articulate the pathways of learning leading to Heritage course entry needed to support learners through the years of schooling prior to senior secondary 	Academic Teacher Education system	<ul style="list-style-type: none"> An additional section has been included to articulate the pathways of learning for this course.
<ul style="list-style-type: none"> re-order the paragraphs to emphasise student learning needs ahead of government priorities 	Education system Teachers Education Authority	<ul style="list-style-type: none"> Revisions have been made in light of feedback.
<ul style="list-style-type: none"> clarify the term ‘heritage level’ and phrase ‘building on their oral communication skills’ 	Teachers Community members	<ul style="list-style-type: none"> Advice has been noted and revision made to reflect the modified statements in relation to the target group.
<ul style="list-style-type: none"> indicate how the course will encourage students to continue on to further study 	Community organisation Teacher	<ul style="list-style-type: none"> A statement has been included to incorporate this advice.
<ul style="list-style-type: none"> include an acknowledgment that some students are multilingual and acknowledge the role of multilingualism and multiculturalism in Australian society 	Professional association – teachers (national) Educational organisation Education system	<ul style="list-style-type: none"> A statement has been included.
<ul style="list-style-type: none"> include additional statements with regard to meeting the language and cultural needs of heritage students and the contribution these students will make to the achievement of the government imperatives 	Professional association – teachers (national) Education system	<ul style="list-style-type: none"> A statement has been included.
<ul style="list-style-type: none"> include a statement which emphasises intercultural competencies 	Education system	<ul style="list-style-type: none"> A statement has been included.

5.3 Aims

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> describe the aims in terms of current languages policies and approaches, eg <i>The National Statement for Languages Education in Australian Schools 2005–2008</i> and Intercultural Language Learning 	Education system Principal Professional association – teachers (national)	Due consideration has been given to the feedback received and appropriate amendments made.
<ul style="list-style-type: none"> replace the words ‘manipulate’ and ‘apply’ with ‘use’ or ‘communicate in’ 	Community language school Foreign government language institution Professional association – teachers (national) Educational organisation Teachers Education system	
<ul style="list-style-type: none"> broaden the aim to include a statement relating to the appreciation of the students’ own background 	Teacher Community language school	

5.4 Objectives

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> include statements that reflect national and international directions, such as Intercultural Language Learning 	Education system Principal Professional association – teachers (national) Educational organisations	<ul style="list-style-type: none"> Due consideration has been given to the feedback received and appropriate amendments made.
<ul style="list-style-type: none"> explain the inclusion of ‘viewing’ in the statements relating to the objectives 	Community language school Parents Teacher	<ul style="list-style-type: none"> The word ‘viewing’ has been removed as it is included within speaking, reading and listening.
<ul style="list-style-type: none"> add the words ‘spoken’ and ‘written’ before the word ‘texts’ in Objective 3 	Teachers Education system	<ul style="list-style-type: none"> Amendment has been made.
<ul style="list-style-type: none"> number the objectives (p15 Draft Framework) to be consistent with other sections of the framework 	Education system	<ul style="list-style-type: none"> Amendment has been made.
<ul style="list-style-type: none"> write the objectives out in full (p17 Draft Framework) in this section 	Education system	<ul style="list-style-type: none"> Amendments has been made

5.5 Outcomes

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> make reference in the Outcomes to the development of personal and cultural identity as expressed elsewhere in the document 	Academic Professional association – teachers (national) Community members	<ul style="list-style-type: none"> An overarching statement has been included.
<ul style="list-style-type: none"> be consistent in the use of the word ‘text’ throughout the document 	Community member Professional association – teachers (national) Teacher Community language school	<ul style="list-style-type: none"> Comments have been noted and clarification included.
<ul style="list-style-type: none"> ensure that the level of language is attainable by Australian-born heritage students 	Teachers Community language school Community members	<ul style="list-style-type: none"> Advice has been noted and will be provided to course writers.
<ul style="list-style-type: none"> be more explicit about intercultural knowledge and understanding to be achieved 	Education systems Professional association – teachers (national) Education authority	<ul style="list-style-type: none"> Statements have been included to emphasise this aspect and orientation of the course.

5.6 Content

5.6.1 Key Knowledge, Understanding and Skills

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> clarify the role of the statements relating to key knowledge, understanding and skills 	Academic Education system	<ul style="list-style-type: none"> Statements have been provided to clarify the role.
<ul style="list-style-type: none"> provide greater context to the inclusion of the statement ‘The course is to be studied through the perspectives, contexts and issues’ 	Education system Professional association – teachers (national)	<ul style="list-style-type: none"> Advice has been noted and explanatory statement added.
<ul style="list-style-type: none"> consider the inclusion of character list for Japanese and Chinese in the content 	Teachers Parents Community members Community schools	<ul style="list-style-type: none"> Advice has been noted and will be provided to expert course writers.
<ul style="list-style-type: none"> revise the statements referring to register and formal/informal language to avoid overlap 	Teachers Community member	<ul style="list-style-type: none"> Comments have been accepted and statements have been revised.

5.6.2 Additional language-specific key knowledge, understanding and skills

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> replace current examples in this section with those more appropriate to students at this level 	Teachers Community members Professional association – teachers (national)	<ul style="list-style-type: none"> Advice has been noted and will be provided to expert course writers.
<ul style="list-style-type: none"> ensure specialist language experts are used as writers of language specific courses 	Community members Principal Professional association – teachers (national) Professional association – teachers (state)	<ul style="list-style-type: none"> Advice has been noted. Project team has made provision for this.
<ul style="list-style-type: none"> ensure that provision is made for students to further develop skills for inputting scripted language text in digital technologies 	Education systems Teachers	<ul style="list-style-type: none"> Advice has been noted and will be considered by writers.

5.6.3 Perspectives, Contexts and Issues

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> revise the introductory paragraph to provide teachers with a clear understanding of the implications for programming 	Education system Professional association – teachers (national) Educational organisation	<ul style="list-style-type: none"> Advice had been noted and the statements have been revised.
<ul style="list-style-type: none"> broaden the reference to ‘local’ in the perspectives to include [language]-speaking communities Australia-wide 	Teachers Professional association – teachers (national) Educational organisation	
<ul style="list-style-type: none"> remove traditional texts from the context <i>Literature and the Arts</i> 	Teachers Community language schools Community groups Focus group meeting	<ul style="list-style-type: none"> Advice has been accepted and traditional texts have been removed.
<ul style="list-style-type: none"> include a comprehensive list of suggested texts in a separate resource document 	Education system Focus group meeting	<ul style="list-style-type: none"> Comment has been noted and course writers will prepare a list of example resources.
<ul style="list-style-type: none"> include sub-contexts to further elaborate the contexts 	Education system Teachers	<ul style="list-style-type: none"> Advice has been noted and sub-contexts have been included.
<ul style="list-style-type: none"> remove the word ‘mass’ from ‘mass media’ 	Focus group meeting Education system Community language school	<ul style="list-style-type: none"> Advice accepted and the word has been removed.
<ul style="list-style-type: none"> removing the recommendation to divide the contexts into two parts 	Community member Focus group meeting Education system	<ul style="list-style-type: none"> Advice has been accepted and the recommendation removed.
<ul style="list-style-type: none"> clarify the difference 	Education authority	<ul style="list-style-type: none"> Advice has been accepted

between ‘social’ and ‘community’ settings	Teachers Professional association – teachers (state) Professional association – teachers (national) Educational organisation Focus group meetings	and revisions made.
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5.6.4 Prescribed Issues

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> ensure that prescribed issues are appropriate for Heritage language learners, and appropriate to each language to be studied 	Teachers Community members Education system Academic Professional associations – teachers (national and state)	<ul style="list-style-type: none"> Advice has been noted and will be provided to writers.
<ul style="list-style-type: none"> clarify the purpose of the table 	Teachers Education system Focus group meeting	<ul style="list-style-type: none"> Table has been removed.
<ul style="list-style-type: none"> articulate links to Perspectives and Contexts 	Teachers Education authority	<ul style="list-style-type: none"> Advice has been noted and a clarification has been made.

5.6.5 Personal Investigation

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> provide a diagrammatical representation of the relationship between the Personal Investigation and the other aspects of the content 	Education system Professional associations – teachers (national)	<ul style="list-style-type: none"> Advice has been noted and due consideration has been given to this issue. The content has been reconstructed and further clarifying statements have been added instead of a diagram.
<ul style="list-style-type: none"> provide more scope for students by not limiting the task to one perspective 	Professional associations – teachers (national) Educational organisation	<ul style="list-style-type: none"> Advice has been accepted and the statement relating to this aspect has been reworded.
<ul style="list-style-type: none"> specify the language that the task is to be carried out and presented in 	Professional associations – teachers (national)	<ul style="list-style-type: none"> Advice has been accepted and a statement relating to this aspect has been included.
<ul style="list-style-type: none"> provide more advice to teachers in relation to the types of resources students should choose 	Education authority Focus group meeting Education system	<ul style="list-style-type: none"> Comment has been noted and the list of example resources will assist in this regard.
<ul style="list-style-type: none"> emphasise the importance of the reflection and personal and cultural identity 	Academic Teachers	<ul style="list-style-type: none"> Comments have been noted and statements revised.

5.6.6 Tasks

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> consider removing the term ‘audience’ 	Educational organisation Professional associations – teachers (national)	<ul style="list-style-type: none"> Due consideration has been given to this issue. ‘Audience’ has been retained due to overwhelming support for retaining all three aspects ‘context, purpose and audience’.

5.6.7 Texts

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> specify the types of texts for receptive and productive use 	Community language school Teachers Education system	<ul style="list-style-type: none"> Advice has been noted and will be provided to writers for inclusion in a resource document.
<ul style="list-style-type: none"> reword paragraphs three and four to provide more clarity 	Professional associations – teachers (national) Educational organisation	<ul style="list-style-type: none"> Advice has been noted and the paragraphs have been revised.
<ul style="list-style-type: none"> consider including visual literacy, intercultural and body language in this section 	Professional associations – teachers (national) Educational organisation	<ul style="list-style-type: none"> Due consideration has been given to this issue. There is no need to include these aspects as they are implicit elsewhere in the document.

5.6.8 Grammar

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> ensure that the scope of the grammar for Heritage learners is not greater than that for second language learners 	Academic Teacher	<ul style="list-style-type: none"> Comments have been noted and will be provided to expert course writers. Advice to writers will include consideration of the appropriate scope of the grammar.
<ul style="list-style-type: none"> align grammar to be learnt with the Background Speakers course 	Focus group meeting Teachers	
<ul style="list-style-type: none"> revise statement ‘Students typically will already have acquired...’ to ‘Students may...’ 	Educational organisation Professional associations – teachers (national)	<ul style="list-style-type: none"> The statement has been revised.

5.7 Other considerations

5.7.1 The role of digital technologies

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> consider the use of computers to facilitate the writing of characters in formal assessment 	Teachers Community language school Parents	<ul style="list-style-type: none"> Advice has been noted. This may be a consideration in the future.
<ul style="list-style-type: none"> clarify the use of digital technologies as a requirement of the course 	Education system Foreign government language institution Teachers	<ul style="list-style-type: none"> Advice has been noted. The use of digital technologies is not a mandatory requirement of senior secondary courses.
<ul style="list-style-type: none"> embed statements relating to digital technologies throughout the framework 	Foreign government language institution Teachers Education system	<ul style="list-style-type: none"> Advice has been noted. The statement has been enhanced to indicate that this is a key issue for teaching and learning programs.

5.7.2 The place of English

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> consider the accuracy of the statements in the first paragraph 	Teachers Parent Community member	<ul style="list-style-type: none"> Advice has been accepted and the first paragraph has been removed.
<ul style="list-style-type: none"> include a statement with regard to the place of English in assessment 	Teachers	<ul style="list-style-type: none"> Advice has been noted. A statement has been included.
<ul style="list-style-type: none"> ensure that the primary importance of proficiency in the target language is emphasised 	Teachers	<ul style="list-style-type: none"> Advice has been noted and statements expanded.

5.7.3 Dictionaries

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> consider the use of electronic and online dictionaries in both the classroom and external examinations 	Teachers Parent Community members Academic Educational organisation	<ul style="list-style-type: none"> Advice has been noted. This may be a consideration in the future.
<ul style="list-style-type: none"> indicate state/territory requirements for nature and number of dictionaries for use in external examination 	Education systems Principal Professional associations – teachers (national)	<ul style="list-style-type: none"> Advice has been noted and will be provided to authorities in each jurisdiction for consideration.

5.8 School Assessment (NSW only)

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> consider how video, digital and audio texts can be assessed in the <i>Creating Texts</i> component 	Education systems Professional associations – teachers (national)	<ul style="list-style-type: none"> Comments have been noted. Assessment within the components: <i>Oral interacting</i> and <i>Creating texts</i> can provide for video, digital and audio presentations.
<ul style="list-style-type: none"> the components <i>Responding to texts</i> and <i>Creating texts</i> should be more evenly weighted 	Education system Professional associations – teachers (national)	<ul style="list-style-type: none"> Advice has been noted. No consensus by respondents was reached on this issue. The weightings for each component will be reviewed by each jurisdiction.
<ul style="list-style-type: none"> increase the weighting for the component <i>Oral interacting</i> 	Community member Professional associations – teachers (national)	

5.9 External examination

5.9.1 Oral examination (NSW example)

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> extend the length of the oral examination to between 12 and 15 minutes 	Focus group meeting Teachers Professional associations – teachers (national) Education organisation Foreign government language institution Principal Education authority	<ul style="list-style-type: none"> Advice has been noted and will be provided to authorities in each jurisdiction for consideration.
<ul style="list-style-type: none"> increase the weighting of the oral examination 	Focus group meetings	

5.9.2 Written examination

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> specify the separate weightings for the <i>Listening</i> and <i>Reading</i> components of <i>Section 1: Responding to Texts</i> 	Teacher Education system Principal	<ul style="list-style-type: none"> Advice has been noted and due consideration has been given to these issues. However, one of the intentions of the course was to integrate skills in assessment.
<ul style="list-style-type: none"> separate the section <i>Responding to texts</i> into two sections – <i>Listening</i> and <i>Reading</i> 	Teachers Principal Foreign government language institution	

<ul style="list-style-type: none"> specify the balance of reading, viewing and/or listening texts 	<p>Teachers Education system</p>	<ul style="list-style-type: none"> Advice has been noted and due consideration has been given to these issues. Greater specificity has been provided for this section of the examination.
<ul style="list-style-type: none"> the sections <i>Responding to texts</i> and <i>Creating texts</i> should be more evenly weighted 	<p>Education system Professional associations – teachers (national)</p>	<ul style="list-style-type: none"> Due consideration has been given to this issue. There will be opportunities to write in [Language] when responding to texts.
<ul style="list-style-type: none"> increase the number of questions which require responses in English in <i>Section 1: Responding to Texts</i> 	<p>Community schools Community groups Academic Teachers Education system</p>	<ul style="list-style-type: none"> Advice has been noted. Examination specifications have stated the minimum number of questions for English responses. This will allow examination setting committees more flexibility.
<ul style="list-style-type: none"> specify the types of receptive texts for responding 	<p>Community schools</p>	<ul style="list-style-type: none"> Due consideration has been given to this issue. However, the types of receptive texts have not been included as it places too much restriction on examination setting committees. In addition, it does not allow for the changing nature of digital texts.
<ul style="list-style-type: none"> decrease the total length of the written texts in <i>Section 1: Responding to texts</i> 	<p>Parent Community member Education system</p>	<ul style="list-style-type: none"> Advice has noted and the total lengths of written texts in have been reduced.
<ul style="list-style-type: none"> use total listening time to indicate the length of the listening tasks rather than length of transcripts 	<p>Teachers</p>	<ul style="list-style-type: none"> Advice has been noted and the examination specifications amended.
<ul style="list-style-type: none"> decrease the weighting for <i>Section 2: Creating texts</i> 	<p>Educational institution</p>	<ul style="list-style-type: none"> Advice has been noted. No consensus by respondents was reached on this issue. Therefore, the weightings remained as stated.

<ul style="list-style-type: none"> decrease the length of the response required in <i>Section 2: Creating texts</i> 	<p>Focus group meeting Teachers Professional associations – teachers (national) Education organisation Education system Community schools</p>	<ul style="list-style-type: none"> The length of the response required has been reduced.
<ul style="list-style-type: none"> revise the specifications of <i>Section 2: Creating texts</i> to include two tasks – one reflective/personal and one evaluative/persuasive 	<p>Academic Teachers</p>	<ul style="list-style-type: none"> Advice has been noted. However, this was not supported across all states.
<ul style="list-style-type: none"> specify the types of texts required for production in <i>Section 2: Creating texts</i> 	<p>Foreign government language institution Educational institution Teachers Education system</p>	<ul style="list-style-type: none"> Due consideration has been given to this issue. General advice on types of texts for production use will be considered for inclusion in a resource document.

Attachment 1

Acknowledgement



Australian Government

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Draft Framework for Heritage Languages Courses in Chinese (Mandarin), Japanese, Indonesian and Korean at Senior Secondary Level

Consultation



*COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES
AUSTRALIA*

Responding to the Draft Framework for Heritage Languages Courses in Chinese (Mandarin), Japanese, Indonesian and Korean at Senior Secondary Level

The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Draft Framework for Heritage Languages Courses in Chinese (Mandarin), Japanese, Indonesian and Korean at Senior Secondary Level*. Please comment on both the strengths and weaknesses of the draft framework and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are developed. This is an opportunity to contribute directly to the design of high quality courses of study.

Section 1. Background Information and 2. Information on the Draft Framework, provide essential information about the project and its development.

You can respond to the draft framework by either:

Forwarding your responses to the focus questions to:

The Administrative Officer, Languages
Heritage Languages Project
Office of the Board of Studies NSW
GPO Box 5300
SYDNEY 2001

OR

Sending your responses by email to:

lyn.sully@bos.nsw.edu.au or marjory.ellsmore@bos.nsw.edu.au

The consultation period is from 15 June to 9 July 2009. If you require further clarification on any matter related to this project, please contact Lyn Sully on (02) 9367 8114.



**Please
comment**

This icon in the draft framework indicates material for which responses and views are sought through consultation.

To facilitate analysis of feedback, please make your responses specific to the individual questions. Space is provided at the end for comment on other matters. All issues raised will be represented in the consultation report.

1 Description of target group (Draft Framework Section 4.1.2)

1.1 *Do these statements appropriately describe the students for whom the heritage language courses are intended?*

2 Rationale (Section 4.1.3)

2.1 *How effective is the general Rationale in describing the nature of the courses and their place and purpose in the curriculum?*

3 Aims (Section 4.2.1)

3.1 *How effectively do the Aims convey the overall purpose of the courses?*

7 Other Considerations (Section 4.4)

7.1 *Please comment on the appropriateness and suitability of the statements relating to:*

i) The role of digital technologies (Section 4.4.1)

ii) The place of English (Section 4.4.2)

iii) Dictionaries (Section 4.4.3)

8 School Assessment (Section 5)

School Assessment (Section 5.1)

8.1 *Are the school-based assessment components appropriate?*

8.2 *Are the school-based assessment weightings appropriate?*

9 External Examination (Section 5.2)

9.1 *Please comment on the suitability and appropriateness of*

i) the length of the examination

Oral examination
