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Framework

for

Heritage Languages

Courses

at Senior Secondary Level

2009

Chinese (Mandarin), Japanese, Indonesian and Korean

CCAFL *COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES AUSTRALIA*

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1 Background Information

1.1 The National Context

The Australian Government has placed a high priority on Australians 'becoming Asia literate' (*Melbourne Declaration of Educational Goals for Young Australians,* 2008). The economic importance of developing links with Asia and the Pacific has been acknowledged by the Prime Minister and the Australian Government's 2020 Summit. In its commitment to raising the profile of Asian languages and the study of Asia, the Australian Government is providing $62.4 million over three years (2008/09 – 2010/11) to fund the National Asian Languages and Studies in Schools Program (NALSSP). It has also identified languages in the plans to develop a national curriculum from Kindergarten to Year 12.

NALSSP aims to increase significantly the number of Australian students who will become proficient in the languages of China, Japan, Indonesia and Korea and have an understanding of their cultures. The aspirational target for the NALSSP is that by 2020, at least 12 percent of students will exit Year 12 sufficiently fluent in one of the four targeted Asian languages to engage in trade and commerce in Asia and/or university study. The development of a curriculum continuum for languages across the year levels and a specialist curriculum for students who display advanced abilities in Asian languages is critically important in the creation of school environments that support and promote languages education.

1.2 Background to the development of Heritage Languages Courses at Senior Secondary Level

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*) was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies 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 will be 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 purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Continuers course of study, but for whom the Background Speakers course is too advanced.

It is anticipated that the provision of courses for heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

1.3 The Development Process

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The first phase – Preliminary Consultation and Research is now complete and a set of broad directions to guide the development of this draft framework has been finalised.

The broad directions are outlined in Section 3 of this document.

The process and timelines for the development of the courses of study are provided below.

1.4 Timeline for the development of Heritage Languages Courses at Senior Secondary Level

PHASE 1 – PRELIMINARY CONSULTATION and RESEARCH
NOVEMBER 2008 – MARCH 2009

PHASE COMPLETE

This phase involved:

- development of the project plan
- consultation with key stakeholders across Australia at a National Forum in order to formulate the general directions for the development of the courses of study
- research, including a review of literature and practice in Australia and overseas
- development of an Evaluation Report based on, and informed by, the National Forum's key findings and other research.

PHASE 2 – FRAMEWORK DEVELOPMENT
APRIL – JULY 2009

CURRENT STAGE

This phase involves:

- development of the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* from analysis of research and consultation input
- consultation on the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* with key stakeholders
- modification of the *Draft Framework for Heritage Languages Courses at Senior Secondary Level* in response to consultation feedback
- endorsement of the *Draft Framework for Heritage Languages Courses at Senior Secondary Level.*

PHASE 3 – COURSE DEVELOPMENT
AUGUST 2009 – JUNE 2010

This phase will involve:

- preparation of draft courses of study based on the *Framework for Heritage Languages Courses at Senior Secondary Level*
- distribution of draft courses to key stakeholders for comment
- revision of the courses in response to consultation
- endorsement of the final courses by ACACA agencies and approval by the Minister of Education, NSW.

PHASE 4 – AVAILABILE FOR IMPLEMENTATION
From 2011

Courses will be available from Term 3 of 2010 for implementation for Year 11 in 2011.

Each ACACA agency will determine its own arrangements and timelines for implementation.

2 Information on the Draft Framework

2.1 Purpose

The *Framework for Heritage Languages Courses at Senior Secondary Level* will provide the 'blueprint' for the development of Heritage Languages courses in Chinese, Japanese, Indonesian and Korean. Following consultation on the draft framework, the framework will be finalised and guide the writers in preparing the Languages courses for Heritage Speakers.

2.2 Structure

The draft framework is structured according to the proposed elements of the courses and each element includes proposed instructions to the writers of the draft courses.

3 Curriculum Framework for Heritage Languages Courses at Senior Secondary Level

In Australia, learners come to the study of language courses from a diverse range of linguistic and cultural backgrounds and experiences. The courses currently offered to students in Chinese, Japanese, Indonesian and Korean are typically at three differentiated levels – Beginners[1], Continuers and Background Speakers. Eligibility rules are applied to determine the course in which students may enrol.

In the development of differentiated courses in these four Asian languages, Beginners and Continuers courses were developed to cater for non-background language learners (L2) for whom the study of the language has been as a second language through a typical language program in an Australian school. Background Speakers courses were initially developed to cater for recent arrivals from Asian countries, that is, for students with a cultural and linguistic background in the language (L1). However, statistical information from examination and census data, together with concerns expressed by community members, indicate that changing demographics have led to the emergence of a group of students whose language learning needs are not specifically catered for: 'Heritage language learners'.

The framework provided in this paper has been developed to act as a 'writing brief' and a 'shell' for the courses of study for Heritage language learners of Chinese, Japanese, Indonesian and Korean.

3.1 The Requirements of the Curriculum Framework

The framework must:

- enable courses of study to be developed that will meet the advanced language learning needs of heritage speakers/learners at senior secondary level
- provide aims, objectives, outcomes and content that reflect current research into best practice in the teaching and learning of languages, by incorporating ways of achieving effective communication, and of developing linguistic and intercultural understanding and competence at an advanced level
- enable courses of study to be developed that:
  - address the particular needs of Heritage language learners as a discrete group of language learners
  - improve and enhance the linguistic and intercultural knowledge, skills and understanding of Heritage language learners
  - develop and enhance the bilingual and bicultural background of Heritage language learners and promote these as a valued resource in the Australian context
  - enable students to develop an advanced mastery and sophistication of language that will allow them to adapt, manipulate and apply language in a range of authentic contexts.

[1] Note: Beginners courses are only offered in Chinese, Indonesian and Japanese in NSW and South Australia.

4 Draft Curriculum Framework for Heritage Languages Courses at Senior Secondary Level

The framework has the following elements:

Introduction
- The Language
- Description of Target Group
- Rationale

Aims, Objectives and Outcomes
- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

Content
- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Grammar

Other considerations
- The place of English
- The role of digital technologies
- Dictionaries

Assessment
- School Assessment
- External Examination.

4.1 Introduction to Heritage [Language] at the Senior Secondary Level

4.1.1 The Language

For your information

This section will be written by teachers who have been appointed as writers.

The language to be studied and assessed is the modern standard or official version of [Language].

Writers will refer, where appropriate, to:
- *spoken and written forms of the language*
- *language register (for example honorifics, colloquialisms, slang)*
- *current language use (for example spelling reforms)*
- *script types (for example alphabets, characters, syllabaries)*
- *the place of regional variants*
- *the place of dialects.*

4.1.2 Description of Target Group

For your information

Heritage language students are typically those who have been brought up in a home where the [Language] language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of [Language], although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of [Language]:
- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

Eligibility criteria will apply. These will be advised by each state and territory.

4.1.3 Rationale

For your information

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.

The study of [Language] contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of [Language] in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the [Language]-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

Course writers will provide an additional language-specific rationale.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians 'becoming Asia literate' (*Melbourne Declaration of Educational Goals for Young Australians,* 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the [Language] language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

4.2 Aims*, Objectives* and Outcomes*

* *Use of these terms will be determined by the relevant agency.*

4.2.1 Aims

For your information

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.

The [Language] Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use [Language] to communicate in a range of contexts
- understand how language works as a system
- appreciate their [Language] linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between [Language] and English
- apply [Language] to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

4.2.2 Objectives

Objectives provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.[2]

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken [Language]
2. create texts to express meaning in written [Language]
3. analyse spoken and written texts in [Language] to interpret meaning.

Through this learning, students make connections between [Language] and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

[2] Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008,* South Australia.

4.2.3 Outcomes

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For your information

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in [Language]. They are derived from the objectives.

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken [Language]	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written [Language]	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in [Language] to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

4.3 Content

i

For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of [Language] through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

Writers should consider the particular aspects of [Language] including such linguistic features as writing systems, features of pronunciation such as tone and intonation, and the range of texts (spoken, written and visual) that may be used in a range of contexts, including 'real life' communication, and applications of information and communication technologies.

Objective 1. Interact with others to exchange meaning in spoken [Language].

Outcomes

A student:

1.1 uses strategies to maintain communication

1.2 exchanges information and justifies opinions and ideas

1.3 express personal opinions, emotions and feelings

1.4 presents information and ideas appropriate to context, purpose and audience

1.5 recognises and uses language appropriate to different cultural contexts

1.6 constructs bilingual and bicultural identity through interacting with others.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate [Language] to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews
- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view

- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Additional language-specific knowledge, understanding and skills

eg in Chinese

- *apply knowledge of tones*

Objective 2. Create texts to express meaning in written [Language].

Outcomes

A student:

2.1 sequences and structures information and ideas

2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions

2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences

2.4 applies knowledge of cultural concepts and perspectives to the creation of texts

2.5 express ideas and convey a position from a bilingual and bicultural perspective.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate [Language] to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience
- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others.

Additional language-specific knowledge, understanding and skills

eg in Japanese

- *apply knowledge of the formation of kanji consistently and accurately when creating texts*

Objective 3. Analyse spoken and written texts in [Language] to interpret meaning.

Outcomes

A student:

3.1 summarises information and ideas from texts

3.2 synthesises information and ideas from texts

3.3 infers points of view, opinions and attitudes expressed in texts

3.4 responds to texts personally and critically

3.5 analyses the way in which culture and identity are expressed through language

3.6 reflects on values, beliefs, customs and ideas expressed in texts.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

Additional language-specific knowledge, understanding and skills

eg in Japanese

- *apply knowledge of the relationships between the components of characters to understand unfamiliar words*

4.3.1 Issues, Perspectives and Contexts

For your information

4.3.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of [Language]-speaking communities locally, regionally and globally.

Writers will ensure that the issues cover a range of broad areas that are of relevance to Heritage learners of [Language] in an Australian setting (Section 4.4). The issues should allow for texts to be drawn from the three contexts of language use. The issues will reflect the philosophical underpinnings as expressed in the Rationale. Between seven and nine issues will be set for study.

For example: *The role of family and friends*
Living in two worlds
The impact of globalisation on the environment
Representations of identity in the Arts

4.3.1.2 Perspectives

The issues should be studied through three interdependent **Perspectives:**

***Personal* –** individual identity

Community – connections with the target community locally, regionally and worldwide

***International* –** connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means though which the students' personal identity and that of others can be explored.

4.3.1.3 Contexts

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

*Writers will provide examples of texts in [Language] drawn from the **Contexts** and appropriate to each of the **Issues** to ensure that students engage with a wide range of texts. As well as a range of types of texts, writers will suggest texts which reflect the Australian context of learning, such as the work of local [Language]-speaking writers, journalists and artists, as well as those from communities outside Australia.*

4.3.2 Personal Investigation

For your information

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in [Language] by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues.** The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in [Language] are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

Key knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

- use their personal understandings and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for accuracy, currency and relevancy
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed throughout the course and resources to access and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understandings of or perspectives on issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

*The parameters of the **Personal Investigation,** its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

4.3.3 Texts

For your information

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in [Language] relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between [Language] and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

4.3.4 Tasks

For your information

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly sophisticated levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

4.3.5 Grammar

For your information

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

Students typically may already have acquired a significant understanding of the function of grammar in [Language] through prior knowledge, experience or study of [Language]. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying [Language] are expected to recognise and use the following grammatical structures.

Writers should provide a detailed, structured grammatical guide. Information should include such grammatical items as nouns, verbs (tenses, moods), articles, cases, prepositions, phrases, clauses, conjunctions, word order and so on where appropriate to [Language].

The guide should include a table of grammatical items, sub-elements where appropriate, and examples:

Grammatical items	Sub-elements	Example(s)

4.4 Other considerations

4.4.1 The place of English

For your information

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in [Language] in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and [Language] is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

4.4.2 The role of digital technologies

For your information

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in [Language] available online, including interactive materials which can bring all four languages skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in [Language], enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

4.4.3 Dictionaries

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.

5 Assessment

5.1 School Assessment

This section will be determined by the relevant agency.

5.2 External Examination

For your information

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

Oral Examination (20 marks)

The overall weighting for the oral examination will the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.

Purpose
The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in [Language]. It relates to [Objective] 1.

Specifications
The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

Written Examination (80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

Section 1: Responding to texts (55 marks)

Purpose
Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in [Language]. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

Specifications
- There will be approximately six questions phrased in [Language] and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
  - There will be approximately three texts.
  - The texts will vary in length, ranging from approximately 1 to 2 minutes.
  - The total time for one reading/playing of all texts will be approximately 5 minutes.
  - The texts will be read/played twice. There will be a pause between the readings/playings and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
  - The total length of the written texts in [Language]will be approximately:
    - 800 words for Indonesian and Korean
    - 960 characters for Chinese
    - 1600 *ji* for Japanese.
- At least one question will require a response in English.
- The length of the responses in [Language] will depend on the nature of the stimulus text and the question asked and will range from approximately:
  - 50–200 words for Indonesian, Korean and English
  - 60–240 characters for Chinese
  - 100–400 *ji* for Japanese.

Section 2: Creating texts in [Language] (25 marks)

Purpose
Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in [Language]. It relates to [Objective] 2.

Specifications

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in [Language].
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in [Language] and English, for a response in [Language].
- The length of the response will be approximately:
  - 300 words for Indonesian and Korean
  - 360 characters for Chinese.
  - 600 *ji* for Japanese.

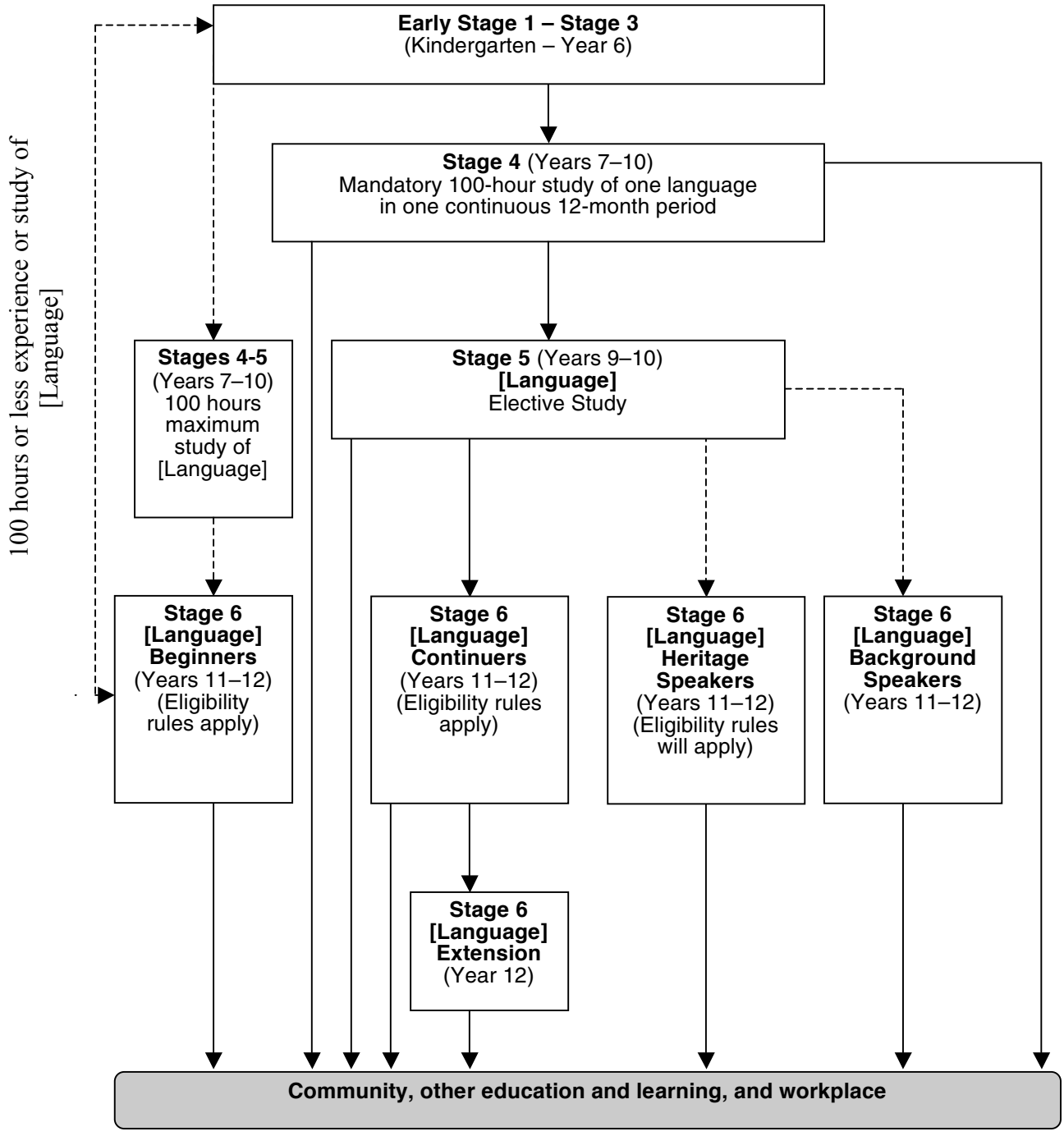
Appendix

1 Continuum of Learning (NSW)

i

For your information

This diagram places the syllabus in the context of the K-12 [Language] curriculum.



2 Assessment in Stage 6 (NSW)

For your information

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the <Course> Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in <Course> comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark,** which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows graphically the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal Assessment

For your information

This section should be read in conjunction with advice on internal assessment in the Board's Assessment Certification and Examination (ACE) Manual.

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in <Course>. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed

- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's *ACE Manual* for further information.

Assessment components and weightings

Preliminary course
The suggested components and weightings for the Preliminary course are set out below.

Preliminary Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	**30**
Responding to texts (Objectives 2 and 3)	**50**
Creating texts (Objective 2)	**20**
	100

HSC course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.
a range of outcomes. One task may be used to assess several components.

HSC Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	**20**
Responding to texts (Objectives 2 and 3)	**40**
Creating texts (Objective 2)	**20**
Personal Investigation (Objectives 1, 2 and 3) Oral task Written task	 **10** **10**
	100