



Stage 6 Languages Beginners Draft Syllabuses

Consultation Report

Appendix

Quantitative Analysis

Survey responses specific to languages were received as follows:

6	Chinese
8	French
6	German
5	Indonesian
10	Italian
16	Japanese
3	Modern Greek
6	Spanish

5 Analysis - Chinese

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of Chinese in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	4	0	0	0

The rationale reflects a contemporary view of Chinese.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	4	0	0	0

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Chinese Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	5	0	0	0	0

The pathways for learning in Chinese are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	1	1	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	6	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Chinese Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Chinese Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	0	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	2	4	0

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	6	0	0	0

The content for Chinese Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	3	1

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The level of specificity of the content for Chinese Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	3	1

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	1	1	4	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	1	0	4	1

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	1	0	4	1

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	3	1

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	3

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

The statements relating to the study of characters are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	0	0	0	0	0

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	0	1

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	1	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	0	3	0

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	1	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	1	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	3

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	3

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	1	0	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	0	1	5

The specifications for the written examination, *Section 3: Writing in Chinese* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	0	1	5

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the Chinese Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	0	2	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	0	4	0	2

5 Analysis - French

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of French in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	0	0	0

The rationale reflects a contemporary view of French.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	5	0	0	0

5.3 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of French Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	0	0	0

The pathways for learning in French are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	0	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	5	3	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of French Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	4	0	0	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in French Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	5	0	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	1	3	0

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	5	0	2	0

The content for French Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	2	0

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The level of specificity of the content for French Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	1	1

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	6	0	1	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	1	3	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	6	0	1	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	4	0	1	0

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	6	0	1	0

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	2	1	0

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	0	4	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	8	0	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	7	0	1	0

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	1	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	4	1	1	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	2	0	3	0

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	0	4	1

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	3	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	3	0

The specifications for the written examination, *Section 3: Writing in French* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	4	1

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the French Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	6	0	0	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	3	4	0	2

5 Analysis - German

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of German in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	2	0	0

The rationale reflects a contemporary view of German.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	0	1

a. Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of German Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

The pathways for learning in German are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	2	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	4	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of German Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	4	0	0	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in German Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	0	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	0	1	0

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	0	1	1

The content for German Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	1	0

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The level of specificity of the content for German Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	2	0	1

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	0	2	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	3	1	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	1	0	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	2	0	2	0

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	1	0	0

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	3	0	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	2	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	5	0	0	0

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	3	2	0	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	1	0	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	0	1	0

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	1	0	0

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	0	1	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	1	0	0

The specifications for the written examination, *Section 3: Writing in German* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	0	0	1

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the German Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	1	0	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	0	4	0	2

5 Analysis - Indonesian

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of Indonesian in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

The rationale reflects a contemporary view of Indonesian.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0	0

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Indonesian Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0	0

The pathways for learning in Indonesian are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Indonesian Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	1	1	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Indonesian Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	2	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	2	1	0

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	0	1	0

The content for Indonesian Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	1	1	0

The level of specificity of the content for Indonesian Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	0	0	0

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	1	1	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	0	4	0	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	2	0

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	2	1	0	0

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	0	0	1

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	1	2	0	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	0	0	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	0	0	0

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	2	1	0	0

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	4	0	1	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	1	0	0

The specifications for the written examination, *Section 3: Writing in Indonesian* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	1	2	0

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the Indonesian Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	5	0	0	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	1	1	2	1

5 Analysis - Italian

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of Italian in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	6	0	0	0

The rationale reflects a contemporary view of Italian.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	6	0	0	0

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Italian Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	5	5	0	0	0

The pathways for learning in Italian are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	5	5	0	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	6	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Italian Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	5	1	0	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Italian Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	5	0	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	3	1	1

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	5	0	1	0

The content for Italian Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	1	1	0

The level of specificity of the content for Italian Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	5	0	0	1

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	1	1	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	4	1	2	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	6	4	0	0	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	5	0	0	1

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	5	1	1	0

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	3	2	1	0

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	6	0	2	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	6	0	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	4	1	1	1

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	2	3	1	1

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	4	2	1	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	4	0	2	1

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	4	0	2	0

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	4	3	2	0	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	4	0	0	2

The specifications for the written examination, *Section 3: Writing in Italian* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	3	1	0	1

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the Italian Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	5	5	0	0	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
1	3	3	0	3

5 Analysis - Japanese

5.1 Rationale

Quantitative Analysis

The rationale describes the nature of Japanese in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	5	8	0	1	0
13%	31%	50%	0%	6%	0

The rationale reflects a contemporary view of Japanese.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	4	11	0	0	0
6%	25%	69%	0%	0%	0%

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Japanese Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	7	9	0	0	0
0%	44%	56%	0%	0%	0%

The pathways for learning in Japanese are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	6	9	1	0	0
0%	38%	56%	6%	0%	0%

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	10	1	1	1
0%	19%	63%	6%	6%	6%

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Japanese Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	13	2	0	0
0%	6%	81%	13%	0%	0%

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Japanese Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	11	2	1	1
0%	6%	69%	13%	6%	6%

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	7	3	4	2
0%	0%	44%	19%	25%	13%

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	7	4	2	2
6%	0%	44%	25%	13%	13%

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The content for Japanese Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	3	5	2	3
13%	6%	19%	31%	13%	19%

The level of specificity of the content for Japanese Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	5	2	1	6
6%	6%	31%	13%	6%	38%

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	6	3	3	2
0%	13%	38%	19%	19%	13%

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	4	6	4
0%	6%	6%	25%	38%	25%

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	10	1	2	0
0%	19%	63%	6%	13%	0%

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	6	5	3	2
0%	0%	38%	31%	19%	13%

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	5	4	5
0%	6%	6%	31%	25%	31%

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	5	1	6
0%	6%	19%	31%	6%	38%

The statements relating to the study of *kanji* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	15	0	0	0
0	0	94%	0%	0%	0%

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	7	4	3	1
0%	6%	44%	25%	19%	6%

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	10	4	0	0
0%	13%	63%	25%	0%	0%

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	2	3	6
0%	6%	25%	13%	39%	38%

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	4	3	6
0%	6%	13%	25%	19%	38%

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	7	2	2	4
0%	6%	44%	13%	13%	25%

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	4	2	2	5
13%	6%	25%	13%	13%	31%

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	6	2	1	4
6%	13%	38%	13%	6%	25%

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	5	2	3	4
0%	13%	31%	13%	19%	25%

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	2	2	0	3	7
13%	13%	13%	0%	19%	44%

The specifications for the written examination, *Section 3: Writing in Japanese* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	3	5	6
0%	6%	6%	19%	31%	38%

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the Japanese Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	1	8	3	1	0
19%	6%	50%	19%	19%	0%

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	3	4	2	7
0%	19%	25%	13%	44%

5 Analysis – Modern Greek

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of Modern Greek in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	1	0	0	0

The rationale reflects a contemporary view of Modern Greek.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	1	0	0	0

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Modern Greek Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	1	0	0	0

The pathways for learning in Modern Greek are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	1	0	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	0	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Modern Greek Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	1	0	1	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Modern Greek Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	2	0	0	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	1	0	1	0

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	0	0	1	0

The content for Modern Greek Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	2	0	0	0

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The level of specificity of the content for Modern Greek Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	0	0

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	0	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	2	1	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	1	0	1	0

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	0	1

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	0	1	0

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	0	0	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	1	1	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	0	0

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	0	1	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	1	0	2	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	0	0	0

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	0	1	1

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	0	1	0

The specifications for the written examination, *Section 3: Writing in Modern Greek* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	0	0	1	2

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the German Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	0	0	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
0	0	3	0	0

5 Analysis - Spanish

5.1 Rationale

Quantitative Analysis

NOTE – Due to the limited response, percentages have not been shown.

The rationale describes the nature of Spanish in broad terms and explains the place and purpose of the subject in the curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	2	0	0	0

The rationale reflects a contemporary view of Spanish.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	2	0	0	0

5.2 Continuum of Learning

Quantitative Analysis

The diagram clearly illustrates the place of Spanish Beginners in the K–12 Curriculum.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	1	1	0	0

The pathways for learning in Spanish are clearly described.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	2	1	0	0

5.3 Aim

Quantitative Analysis

The aim provides a succinct statement of the overall purpose of the syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	2	0	0	0

5.4 Objectives

Quantitative Analysis

The objectives amplify the aim and appropriately define the knowledge, understanding, skills, values and attitudes to be developed through the study of Spanish Beginners.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	1	1	0	0

5.5 Outcomes

Quantitative Analysis

The outcomes provide clear statements of what students are expected to achieve in Spanish Beginners Stage 6.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	1	0

The outcomes are set at an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	2	1	1

The outcomes are specific enough to use for measuring and reporting student achievement.

5.6 Content

Quantitative Analysis

The organisation of the content is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	3	1	2	0	0

The content for Spanish Beginners Stage 6 reflects an appropriate standard.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	2	0	1

*Stage 6 Languages Beginners Draft Syllabuses Consultation Report
Appendix - Quantitative Analysis*

The level of specificity of the content for Spanish Beginners Stage 6 is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	2	0	1

There is a clear relationship between the objectives, outcomes and content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	3	0	0

The outcomes and content can be realistically addressed in the indicative time.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	2	2	0

The number and range of topics are appropriate for an indicative time of 240 hours over Years 11 and Year 12.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

The texts for productive use are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	2	2	0	1

The statement relating to vocabulary is appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	3	1	1	1

The statements relating to the use of dictionaries are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0	1

The grammatical structures complement the content and are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	1	4	0	0

Many of the existing resources can be used to teach the content.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	4	1	0	0

5.7 Assessment and Reporting

Quantitative Analysis

The assessment components, weightings and tasks appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	1	3	0	1	1

The assessment weightings for the Preliminary course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	0	4	0	1	0

The assessment weightings for the HSC course are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	4	0	0	0

The external examination specifications appropriately reflect the objectives and outcomes of the Beginners course.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	1	0	0

The specifications for the oral examination are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	1	0	0

The specifications for the written examination, *Section 1: Listening* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	1	0	0

The specifications for the written examination, *Section 2: Reading* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	3	1	0	0

The specifications for the written examination, *Section 3: Writing in Spanish* are appropriate.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	2	0	2	0

5.8 Glossary

Quantitative Analysis

The glossary explains terms that will assist teachers in the interpretation of the Spanish Beginners Stage 6 Syllabus.

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	1	0

6 Overall Evaluation

Key	1	excellent
	2	good but some minor changes needed
	3	acceptable with some re-working
	4	unsure
	5	unsatisfactory in its treatment of some significant issues

1	2	3	4	5
1	1	2	2	0