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## **Heritage Languages Draft Courses of Study**

**Chinese (Mandarin), Japanese, Indonesian and  
Korean**

**at  
Senior Secondary Level**

## **Consultation Report**

March 2010



*COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES  
AUSTRALIA*

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## **1 Introduction**

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

This Consultation Report provides a brief description of the consultation process, the process of data analysis, and a summary and analysis of all feedback received. The summary analysis outlines confirmation of the general directions of the draft courses of study as well as key matters raised that require action and the changes that have been made in response. A profile of the survey respondents and participants in the focus group meetings and a quantitative analysis of the survey responses for each of the draft courses of study is also provided.

This report presents data and findings gathered through 97 survey responses and eight focus group meetings in New South Wales, Victoria and South Australia and consultation meetings with systems and sector representatives.

## **2 Background information**

The preparation of the Heritage Languages Draft Courses of Study for Chinese (Mandarin), Japanese, Indonesian and Korean took into account the broad directions established during the development of the *Framework for Heritage Languages Courses at Senior Secondary Level 2009*.

These draft courses of study were developed using a generic framework. Language-specific information was incorporated into the rationale, content and grammar sections of these documents. Additional language-specific information in the form of character lists for Chinese and Japanese, and a list suggested resources was also included.

The consultation period on the draft courses was from 19 October to 30 November, 2009. The purpose of the consultation was to obtain feedback from key stakeholders that would be taken into consideration during the preparation of the final courses of study.

### **2.1 Consultation process**

The draft courses of study and survey instrument were distributed to a wide range of professional and community stakeholder groups and individuals, including:

- consular officials from the Consulates-General of The People's Republic of China, Japan, The Republic of Indonesia and The Republic of Korea
- representatives from professional associations (national and state-based)
- academic educators from the university sector
- the Asia Education Foundation
- Sydney HSK Centre (Chinese Language Education)
- the Japan Foundation
- representatives from community languages schools

- community groups.

The draft courses of study and the survey instrument were also made available on the websites of the Board of Studies NSW and the Victorian Curriculum and Assessment Authority. The survey instrument sought detailed feedback on both the suitability and appropriateness of all sections within the draft courses of study. Respondents were provided with opportunities for online completion and lodgement of their survey responses as well as the option of either emailing, mailing and faxing responses.

Additionally, consultation on the Heritage languages draft courses of study involved the following:

- focus group meetings of representatives from the NSW Department of Education and Training, the Association of Independent Schools, the Catholic Education Commission, community languages schools and community groups at:

Location	Date	Number of participants
Strathfield Girls High School	24 October, 2009	16
The Open High School	27 October, 2009	12
SACE Board of South Australia	30 October, 2009	15
Office of the Board of Studies NSW	4 November, 2009	12
Smith’s Hill High School	7 November, 2009	5
Ku-ring-gai High School	9 November, 2009	6
Victorian Curriculum and Assessment Authority	9 November, 2009	10
Chatswood High School	28 November, 2009	34

- meetings of key groups:
  - Department of Education and Training NSW, Curriculum K–12 Directorate
  - Association of Independent Schools, NSW
  - NSW Heritage Languages Reference Group
  - Chinese Language Teachers Association of Victoria
  - Languages Education Working Party of the Queensland Studies Authority
  - Japanese Course Advisory Committee of Western Australia.

The focus group meetings and meetings with key groups were conducted as free discussion forums with an open flow of information and comment between participants and meeting convenors, with participants working their way through the draft courses in a linear fashion.

## **2.2 Data analysis**

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

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

### **2.3 Programming feasibility study**

A programming feasibility study was conducted in the four languages by eight practising teachers from across school systems. For each language, the teachers undertook the following procedures:

- designed a scope and sequence plan, incorporating the content of the course and taking into account the time required to cover the scope of each of the Issues over a two-year period
- prepared a sample unit of work, selecting appropriate aspects of the content of the course and placing the unit of work in the context of programming for the whole course.

The results of the feasibility study confirmed that:

- the structure of the course would be appropriate for the development of teaching, learning and assessment programs
- the courses of study provided clear, detailed information with regard to outcomes, content and grammar.

However, it was determined that the content was not manageable within the indicative hours and the following actions were suggested to address this matter:

- reduce the number of Issues from seven to five
- reduce the number of Perspectives through which to study each of the Issues
- indicate the Contexts from which each of the Issues could be drawn
- indicate focus areas or sub-topics to be covered within each Issue.

It was suggested that support materials in the form of programming and assessment advice be provided to further assist teachers.

### **3 Feedback affirming the directions of the Heritage Languages Draft Courses of Study in Chinese (Mandarin), Japanese, Indonesian and Korean**

Feedback from respondents indicated support for the Heritage Languages Draft Courses of Study in Chinese (Mandarin), Japanese, Indonesian and Korean as a whole as shown by the quantitative data below.

<b>Survey Item</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The statements accurately describe the language to be studied and assessed.	33%	53%	5%	8%	2%
The rationale reflects a contemporary view of [Language].	31%	50%	11%	5%	3%
The aims convey the overall purpose of the course of study.	34%	56%	2%	8%	0%
The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.	24%	48%	18%	8%	2%
The statements relating to the place of English appropriately reflect the nature of the Heritage Language learner.	24%	55%	10%	7%	3%
The statements relating to the role of digital technologies are appropriate to the students of the <i>Heritage [Language] Course of Study</i>	30%	57%	10%	3%	0%
The statements relating to the use of dictionaries are appropriate for Heritage Language learners	35%	53%	7%	5%	0%
The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.	19%	54%	12%	12%	2%

Strong support was expressed for:

- the descriptions of the language to be studied and assessed
- the Rationales for providing a contemporary view of the language to be studied
- the aims of the course
- the inclusion of the Personal Investigation
- the sections relating to the place of English and the use of digital technologies
- the statements relating to the use of dictionaries.

There was general support for:

- the structure of the Content as an organisational basis for the course
- the concepts of Issues, Perspectives and Contexts.

## **4 Summary of key matters raised**

General issues to emerge from the consultation on the Heritage Languages Draft Courses of Study highlight the need to:

clarify the connection between the statements in the Rationale and the relevance to Heritage language learners

- amend the Objectives to include an intercultural orientation
- ensure that the level of demand as expressed through the Objectives and Outcomes is appropriate for this cohort
- clarify the relationship between the Issues, Perspectives and Contexts
- reduce the number of Issues and the number of Perspectives through which to study the Issues to ensure the Content is manageable within the indicative hours of study
- further clarify the nature of the Personal Investigation and its place within the course
- further clarify the use of dictionaries in the external written examination
- review the mark allocations for the external Oral examination
- review the number and range of characters for Chinese and Japanese set for study
- review the list of suggested resources for appropriateness and alignment with the Issues.

### **4.1 Rationale**

It was recommended that statements be included in the Rationale clarifying the connection between the purpose and place of this course within the curriculum and its relevance to the target cohort.

Some respondents requested that statements in the language-specific sections of the Rationales be reviewed for accuracy and currency to ensure ongoing relevance of information.

### **4.2 Objectives**

There was general support for the number of objectives and for the directions provided to teachers in relation to the linguistic skills to be developed. However, a number of respondents suggested that statements relating to knowledge, understanding and values to be developed should also be included within the objectives.

In addition, a number of respondents highlighted the need to further articulate the intercultural orientation to language learning in these statements.

### **4.3 Outcomes**

Some respondents expressed concern that the standards reflected in the Outcomes would be too difficult for students of this target group to achieve.

### **4.4 Issues, Perspectives and Contexts**

Respondents reacted positively to the nature of the content and agreed that the subject matter of the Issues was appropriate and engaging for Heritage students. However, there was general consensus that the Content was not manageable within the indicative hours of study. This was confirmed by the results of the programming feasibility study.

Respondents recommended either a reduction in the number of Issues from seven to five or combining some Issues, thereby avoiding overlap. For example, ‘The environment’ could be covered in ‘The individual as a global citizen’. Many respondents suggested that the range of content could also be narrowed by reducing the number of Perspectives through which to study the Issues.

Respondents requested further clarification and guidance regarding the relationship between the concepts of Issues, Perspectives and Contexts.

Respondents advocated the development of a support document to assist teachers with programming and assessment advice.

#### **4.5 Personal Investigation**

There was a positive response to the inclusion of this aspect in the course. However, some respondents argued that students of Chinese and Japanese would be unable to access suitable written texts due to their limited knowledge of characters. Others commented that resources are available for students with varying degrees of character knowledge.

Respondents sought further clarification about the nature and scope of the school-based assessment related to the Personal Investigation and also its place within the two-year course.

#### **4.6 Dictionaries**

Whilst respondents advocated the use of dictionaries in the external written examination, additional information was sought on the use of character dictionaries for Chinese and Japanese. Some respondents suggested that a published list of suggested dictionaries would support teachers.

#### **4.6 External Oral examination**

Some respondents suggested that the marks for the external Oral examination should be increased from 20 to 25 marks, arguing that the speaking skills of Heritage learners should not be presumed and should be further developed. However, other respondents agreed with the current examination specification and argued that 20 marks is still a strong weighting within the whole examination and would provide sufficient opportunity for students at all levels to demonstrate their achievements relating to the outcomes for this section of the examination.

#### **4.8 Characters (Chinese and Japanese)**

The number and nature of the characters set for study was an area of contention. Many respondents expressed concern that the number of characters was too great and beyond the scope of many Heritage students born in Australia. Others suggested that the current provision would not allow students to achieve the level of fluency that is in keeping with Commonwealth Government initiatives. They expressed the view that the number of characters proposed was not adequate to develop suitable examination materials. The inclusion of additional characters for recognition was recommended.

Respondents suggested that for Japanese a list of compound words related to the Issues, similar in format to those prepared for Chinese, would support teachers and assist students to broaden their vocabulary knowledge base.

#### **4.9 List of suggested resources**

Respondents agreed that a list of suggested resources would assist teachers with planning and programming. However, many respondents highlighted the need to include more contemporary texts relevant to the target cohort and to ensure that the texts listed were appropriate in terms of the level of language.

Many respondents suggested that listing suggested resources under each Issue would further assist teachers with programming.

### **5 Overall evaluation**

Overall, there was a strong response in favour of the draft courses of study that were judged to be good, but with some minor changes needed. In addition, the draft courses received commendation from many respondents for addressing the needs of this cohort of learners and for reflecting the *National Plan for Languages Education in Australian Schools 2005–2008*.

There was general acknowledgement that these courses will provide a means through which Heritage learners will be able to develop more advanced mastery of their language. It is also envisaged that the provision of these courses will strengthen the number of non-background speakers undertaking these languages as second languages.

The major concerns that were raised by respondents are addressed in the following section of this report.

## 6 Actions taken to address the key matters raised

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

### 6.1 The language

Key Matters Raised	Source/s	Actions
<p><b>General</b></p> <ul style="list-style-type: none"> <li>amend the parameters of the description of the language to ensure consistency across all four languages</li> </ul>	Education system Focus group meetings Teachers Professional association – teachers (state) Community group Community members	<ul style="list-style-type: none"> <li>Advice has been noted and amendment made.</li> </ul>
<p><b>Chinese</b></p> <ul style="list-style-type: none"> <li>clarify the statement ‘use of written texts in full form (complex) characters’</li> </ul>	Education system Focus group meetings	<ul style="list-style-type: none"> <li>Amendment has been made and further clarification has been provided in the examination specifications.</li> </ul>
<p><b>Japanese</b></p> <ul style="list-style-type: none"> <li>remove the reference to prior knowledge of script, including ‘some basic kanji’</li> <li>consider replacing ‘dialectal variations’ with a reference to ‘regional languages encountered’</li> </ul>	Focus group meetings Teachers Community members Community group Organisation Academic Focus group meetings Faculty Community members	<ul style="list-style-type: none"> <li>Advice has been noted and the statement removed.</li> <li>Amendment has been made.</li> </ul>
<p><b>Indonesian</b></p> <ul style="list-style-type: none"> <li>include a reference to the different forms of the language</li> </ul>	Academic Teachers Reference Group	<ul style="list-style-type: none"> <li>Advice has been noted. Reference has been made to this aspect of Indonesian in the Languages and in the Rationale.</li> </ul>
<p><b>Korean</b></p> <ul style="list-style-type: none"> <li>reword the description of the language to ‘spoken and written varieties of Korean’ and provide examples</li> </ul>	Academic Teachers	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

## 6.2 Description of the target group

Key Matters Raised	Source/s	Actions
<ul style="list-style-type: none"> <li>change all references to the ‘target language’ to either Chinese, Japanese, Indonesian or Korean as appropriate</li> </ul>	Faculty Education system Organisation Focus group meetings Education organisation	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>remove the word ‘formal’ in relation to study of a language at a community language school</li> </ul>	Community group Community members Parent Academic Focus group meetings Teachers	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>reconsider the ‘age of ten’ as the cut-off for entry into the course</li> </ul>	Focus group meetings Teachers Organisation	<ul style="list-style-type: none"> <li>There was divergence of opinion on this issue. However, the majority of the respondents felt that the age of ten was appropriate and is supported by research.</li> </ul>
<ul style="list-style-type: none"> <li>ensure that eligibility criteria are applied consistently across states and all four languages</li> </ul>	Professional associations – teachers (state) Education system Community group Faculty Community members Parents Community organisation	<ul style="list-style-type: none"> <li>Comments have been noted and will be provided to authorities in each jurisdiction.</li> </ul>
<ul style="list-style-type: none"> <li>amend the description of the target group to ensure that it includes non-heritage learners who have undertaken extensive formal education in a school where the target language was the medium of instruction</li> </ul>	Community group Community members Academic Community organisation	<ul style="list-style-type: none"> <li>Advice has been noted. However, the description is broad enough to include such students.</li> </ul>
<ul style="list-style-type: none"> <li>clarify the term ‘bilingual’ in the context of heritage learners</li> </ul>	Education organisation Academic Focus group meetings	<ul style="list-style-type: none"> <li>Advice has been noted and clarifications have been made.</li> </ul>

## 6.3 Rationale

Key Matters Raised	Source/s	Action
<p><i>General</i></p> <ul style="list-style-type: none"> <li>clarify the connection between the statements in the Rationale and the relevance to the target cohort</li> </ul>	Teachers Academic	<ul style="list-style-type: none"> <li>Comments have been noted and amendments have been made.</li> </ul>

<p><b>Chinese</b></p> <ul style="list-style-type: none"> <li>• reword paragraphs four and five to better articulate China’s role in the world and to include other states where there are significant Chinese communities</li> <li>• replace the word ‘learn’ with ‘study’ in paragraph seven</li> </ul>	<p>Focus group meetings</p> <p>Focus group meetings Education system</p>	<ul style="list-style-type: none"> <li>• Advice has been noted and the paragraphs have been reworded.</li> <li>• Amendment has been made.</li> </ul>
<p><b>Japanese</b></p> <ul style="list-style-type: none"> <li>• remove the reference to ‘temporary residency’ and ‘recent years’ to avoid dating the document</li> </ul>	<p>Community group Community members Teachers Faculty</p>	<ul style="list-style-type: none"> <li>• Advice has been noted and the amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>• replace ‘sub-culture’ with ‘Japanese youth culture’</li> </ul>	<p>Faculty Education system Professional association – teachers (state)</p>	<ul style="list-style-type: none"> <li>• Amendment has been made.</li> </ul>
<p><b>Indonesian</b></p> <ul style="list-style-type: none"> <li>• include a reference to contact in Australia’s north between Aboriginal people and Macassan traders</li> </ul>	<p>Teachers</p>	<ul style="list-style-type: none"> <li>• Advice has been noted and amendments have been made.</li> </ul>
<p><b>Korean</b></p> <ul style="list-style-type: none"> <li>• reword the reference to ‘traditional and contemporary Korea’ to avoid confusion with the study of traditional texts</li> </ul>	<p>Teachers</p>	<ul style="list-style-type: none"> <li>• The statement has been reworded.</li> </ul>

#### 6.4 Aims

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>• remove the references to ‘bilingualism and biculturalism’ from the introductory text</li> </ul>	<p>Education organisation</p>	<ul style="list-style-type: none"> <li>• Due consideration has been given to this issue. However, to exclude this reference would remove the ‘heritage’ nature of the course.</li> </ul>
<ul style="list-style-type: none"> <li>• add ‘within the Australian context’ to dot point 3</li> </ul>	<p>Education organisation</p>	<ul style="list-style-type: none"> <li>• Advice has been considered. However, to include this phrase would conflict with the content of the course.</li> </ul>
<ul style="list-style-type: none"> <li>• further clarify dot point 5</li> </ul>	<p>Academics</p>	<ul style="list-style-type: none"> <li>• The word ‘linguistic’ has been included to further clarify the purpose of this dot point.</li> </ul>

<ul style="list-style-type: none"> <li>rephrase dot point 5 to include connections between [Language] and English, and/or other languages</li> </ul>	Education system	<ul style="list-style-type: none"> <li>The dot point has been revised.</li> </ul>
<ul style="list-style-type: none"> <li>add the word ‘vocational’ to the word ‘training’ in dot point 6</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>The revision has been made.</li> </ul>

## 6.5 Objectives

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>amend the objectives to incorporate an intercultural orientation</li> </ul>	Focus group meeting Education organisation	<ul style="list-style-type: none"> <li>Comments have been considered and statements have been incorporated.</li> </ul>
<ul style="list-style-type: none"> <li>amend the objectives to incorporate aspects of ‘knowledge, understanding and values’</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Comments have been considered and statements have been included to make explicit in the objectives that knowledge, understanding, skills and values will be developed through the language.</li> </ul>
<ul style="list-style-type: none"> <li>reword the objectives to avoid redundancy within each statement</li> </ul>	Education system	<ul style="list-style-type: none"> <li>Advice has been noted. However, the wording reflects current terminology in Languages curriculum areas.</li> </ul>
<ul style="list-style-type: none"> <li>indicate more clearly where the quote from the <i>National Statement and Plan for Languages in Australian Schools</i> starts and finishes</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Advice has been noted. The statements have been reworded and the reference removed.</li> </ul>
<ul style="list-style-type: none"> <li>remove reference to ‘heritage culture’ in the paragraph beginning, ‘through this learning...’</li> </ul>	Community group Community member	<ul style="list-style-type: none"> <li>Comments have been noted. Paragraph has been removed in light of the amended Objectives.</li> </ul>
<ul style="list-style-type: none"> <li>reword the Objectives to give correct grammatical context and meaning</li> </ul>	Education organisation	<ul style="list-style-type: none"> <li>Advice has been noted. However, the original word order has been retained to emphasise the skills students will achieve through the course.</li> </ul>

## 6.6 Outcomes

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>review the outcomes to ensure an appropriate level for the students targeted by the course</li> </ul>	Community group Teachers	<ul style="list-style-type: none"> <li>Advice has been noted. However, this was not supported by the majority of respondents.</li> </ul>

<ul style="list-style-type: none"> <li>Outcome 1.6: replace ‘constructs’ with either ‘expresses’, ‘develops’, or ‘reflects’</li> </ul>	Education systems Professional association – teachers (state) Teachers Focus group meetings	<ul style="list-style-type: none"> <li>Amendment has been made. Changed to ‘develops’.</li> </ul>
<ul style="list-style-type: none"> <li>review references to ‘bilingual’ and ‘bicultural’ in Outcomes 1.5 and 2.5</li> </ul>	Community group Community members Education system	<ul style="list-style-type: none"> <li>Comments have been noted and due consideration has been given to this issue. However, this aspect is a particular focus of the heritage course and reflects the nature of the learning to be achieved.</li> </ul>
<ul style="list-style-type: none"> <li>Outcome 3.6: reword to more accurately reflect intercultural perspective</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

## 6.7 Content

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>review the statement: ‘Students will develop ....’ to narrow the range of content so that it is manageable within indicative hours.</li> </ul>	Feasibility study Education system Education organisation	<ul style="list-style-type: none"> <li>Advice has been noted and amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>explain more clearly the relationship between the Issues, Perspectives and Contexts</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Advice has been noted and amendments have been made to more clearly articulate the relationships.</li> </ul>

### 6.7.1 Key Knowledge, Understanding and Skills

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>remove the word ‘Key’ from the heading</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>review the statements in this section to avoid repetition</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Statements have been reviewed and amendments made as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>review the statements to ensure that the level of difficulty is appropriate for this cohort</li> </ul>	Community members Teacher	<ul style="list-style-type: none"> <li>The statements have been reviewed and amendments made where appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>remove the word ‘debates’ from the suggested range of contexts in dot point 2 under Objective 1</li> </ul>	Parent Community member Teachers	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>include the word ‘intonation’ in the statement; ‘apply knowledge register to interact ...’</li> </ul>	Education system Teacher Faculty	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

### 6.7.2 Additional language-specific key knowledge, understanding and skills

Key Matters Raised	Source/s	Action
<p><b>General</b></p> <ul style="list-style-type: none"> <li>remove the heading for this section and incorporate these statements with Knowledge, Understanding and Skills</li> <li>reword the statements referring to ‘idioms’ and ‘colloquialisms’ to ensure consistency across languages</li> </ul>	<p>Focus group meetings Education system</p> <p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> <li>The statement has been reviewed and amendment has been made.</li> </ul>
<p><b>Chinese</b></p> <ul style="list-style-type: none"> <li>remove ‘apply knowledge of register when interacting’ to avoid repetition</li> <li>further elaborate the statement: ‘apply knowledge of radicals ...’</li> <li>rephrase statement: ‘refer to dictionaries ...’ to ‘determine meaning of unknown <i>Hanzi</i> by referring to dictionaries’</li> </ul>	<p>Focus group meetings Education system</p> <p>Teacher Focus group meetings</p> <p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> <li>The statement has been reviewed and reworded.</li> <li>Amendment has been made.</li> </ul>
<p><b>Japanese</b></p> <ul style="list-style-type: none"> <li>delete the statement ‘apply knowledge of polite and humble forms ...’ to avoid repetition</li> <li>rephrase statement: ‘refer to dictionaries ...’ to ‘use dictionaries to determine meaning of unknown <i>kanji</i>’</li> </ul>	<p>Education system</p> <p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>remove reference to ‘links between <i>on</i> and <i>kun</i> readings in the statement: ‘apply knowledge of <i>on</i> and <i>kun</i> readings ...’</li> <li>review the statement: ‘apply knowledge of the formation of <i>kanji</i>...’ for accuracy</li> </ul>	<p>Education system Focus group meetings</p> <p>Education organisation Focus group meetings</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> <li>The statement has been reviewed and amendments have been made.</li> </ul>
<p><b>Indonesian</b></p> <ul style="list-style-type: none"> <li>include a statement about the difference between spoken and written forms of Indonesian</li> </ul>	<p>Academic</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>replace the word ‘use’ with ‘prevalence’ in the statement referring to acronyms</li> </ul>	<p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

<p><b>Korean</b></p> <ul style="list-style-type: none"> <li>replace ‘to convey meaning’ with ‘to create written texts’ in the statement referring to spacing</li> <li>add the statement ‘understand the prevalence of acronyms to convey meaning’</li> </ul>	<p>Education system Focus group meeting</p> <p>Education system</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> <li>Amendment has been made.</li> </ul>
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### 6.7.3 Issues, Perspectives, Contexts

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>reduce the number and nature of Issues to be studied so that the content is manageable within the indicative hours</li> </ul>	<p>Feasibility study Education system Community organisation Community members Faculty Focus group meetings Professional association – teachers (state) Teachers Education organisation</p>	<ul style="list-style-type: none"> <li>Due consideration has been given to this matter and amendments have been made. The Issues have been reduced from seven to five.</li> </ul>
<ul style="list-style-type: none"> <li>provide a table to more clearly articulate the links between the Issues, Perspectives and Contexts</li> </ul>	<p>Education organisation Teachers</p>	<ul style="list-style-type: none"> <li>The comments have been considered. However, a table is more appropriately provided for programming and planning. Examples to be provided in support materials.</li> </ul>
<ul style="list-style-type: none"> <li>include sub-issues to provide more guidance to teachers</li> </ul>	<p>Teachers Faculty</p>	<ul style="list-style-type: none"> <li>No general consensus was reached on this matter. The courses are designed to allow flexibility to meet the needs of the students.</li> </ul>
<ul style="list-style-type: none"> <li>reconsider the use of the term ‘Issues’ as some of the issues currently listed are more like themes or topics</li> </ul>	<p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Comments have been noted. However, the term ‘Issues’ was generally accepted by the majority of respondents.</li> </ul>
<ul style="list-style-type: none"> <li>reword the Issues and their descriptions to ensure consistency across languages</li> </ul>	<p>Education system Teachers Focus group meetings</p>	<ul style="list-style-type: none"> <li>Advice has been accepted and amendments have been made.</li> </ul>
<ul style="list-style-type: none"> <li>reword the Issue: ‘[Language] people and culture in the international context’ to more clearly connect with the intercultural orientation</li> </ul>	<p>Focus group meeting</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>review the wording of the last sentence in the description of the Perspectives to clarify the purpose of its inclusion</li> </ul>	<p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>The sentence has been removed in light of consultation feedback.</li> </ul>
<ul style="list-style-type: none"> <li>further clarify the concept of Contexts</li> </ul>	<p>Focus group meeting Education organisation</p>	<ul style="list-style-type: none"> <li>The wording has been amended in light of the comments received.</li> </ul>

<ul style="list-style-type: none"> <li>articulate more clearly that the Issues do not need to be studied from all three Perspectives or drawn from all three Contexts</li> </ul>	Teachers Feasibility study Focus group meetings Faculty Education organisation	<ul style="list-style-type: none"> <li>Advice has been considered. The statements have been clarified and amended.</li> </ul>
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#### 6.7.4 Personal Investigation

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>include more specific details about the nature and scope of the Personal Investigation and its relationship to assessment</li> </ul>	Education organisation Reference Group	<ul style="list-style-type: none"> <li>The relationship of the Personal Investigation to school assessment will vary from state to state and will be elaborated by each individual authority. However, guidance has been provided.</li> </ul>
<ul style="list-style-type: none"> <li>add the Personal Investigation to the Year 11 course</li> </ul>	Consultation meeting	<ul style="list-style-type: none"> <li>Due consideration has been given to this matter. Additional advice has been provided to clarify this issue.</li> </ul>
<ul style="list-style-type: none"> <li>include criteria for assessment in relation to the Personal Investigation</li> </ul>	Consultation meeting	<ul style="list-style-type: none"> <li>Comments have been noted. The responsibility for specific advice on this matter relies with individual authorities.</li> </ul>

#### 6.7.5 Texts

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>realign the information from this section with the information in the Contexts section</li> </ul>	Education organisation	<ul style="list-style-type: none"> <li>Advice has been noted and the amendment has been made. This section has been moved and incorporated under the heading 'Contexts and Texts'.</li> </ul>

#### 6.7.6 Grammar

Key Matters Raised	Source/s	Action
<p><b>General</b></p> <ul style="list-style-type: none"> <li>review the appropriateness of the organisation of the Grammar section and the accuracy of the terminology used</li> <li>review the elements in the Grammar section for their suitability for this cohort</li> </ul>	Focus group meetings Education system  Community group Community members Focus group meetings	<ul style="list-style-type: none"> <li>Advice has been noted. Organisation and terminology has been reviewed and amended where appropriate.</li> <li>Advice has been noted and the Grammar section has been reviewed by expert writers.</li> </ul>
<ul style="list-style-type: none"> <li>include all grammatical knowledge, that is, prior knowledge and Heritage course requirements</li> </ul>	Focus group meetings	<ul style="list-style-type: none"> <li>Amendments across all courses have been made by expert writers.</li> </ul>

<p><b>Chinese, Japanese, Indonesian and Korean</b></p> <ul style="list-style-type: none"> <li>review the elements and language examples within the Grammar tables for Chinese, Japanese, Indonesian and Korean for accuracy</li> </ul>	<p>Education organisation</p>	<ul style="list-style-type: none"> <li>The Grammar tables have been reviewed by language expert writers and amendments made where appropriate.</li> </ul>
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## 6.8 Other considerations

### 6.8.1 The place of English

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>change all references to the ‘target language’ to either Chinese, Japanese, Indonesian or Korean as appropriate</li> </ul>	<p>Faculty Education organisation</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>reword the first sentence of this section to be more inclusive of the Heritage learner’s status in Australia</li> </ul>	<p>Academic</p>	<ul style="list-style-type: none"> <li>Amendments have been made.</li> </ul>
<ul style="list-style-type: none"> <li>review the use of the term ‘bilingual individuals’ in this section</li> </ul>	<p>Education organisation Faculty Community Academic</p>	<ul style="list-style-type: none"> <li>Comments have been noted and amendments have been made.</li> </ul>
<ul style="list-style-type: none"> <li>reword the statements in this section to place greater emphasis on a bilingual approach in relation to the use of English and the target language</li> </ul>	<p>Teacher Academic Consultation meetings</p>	<ul style="list-style-type: none"> <li>Due consideration has been given to this matter. The emphasis as currently stated is appropriate and has support from the majority of respondents.</li> </ul>

### 6.8.2 The role of digital technologies

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>consider rewording the statement: ‘Students and teachers have access to...’ to more accurately reflect access to online materials for classroom use</li> </ul>	<p>Education system Academic</p>	<ul style="list-style-type: none"> <li>Advice has been noted and the amendment has been made.</li> </ul>
<ul style="list-style-type: none"> <li>include the word ‘presented’ in the last sentence of this section</li> </ul>	<p>Faculty Education system</p>	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

### 6.8.3 Dictionaries

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>provide a list of suitable dictionaries for teachers and students</li> </ul>	Teachers Consultation meetings	<ul style="list-style-type: none"> <li>Comments have been noted. Writers have provided examples of suitable dictionaries in List of Suggested Resources.</li> </ul>
<ul style="list-style-type: none"> <li>specify the types of dictionaries to be used in assessment</li> </ul>	Education organisation	<ul style="list-style-type: none"> <li>Amendment has been made.</li> </ul>

### 6.9 School Assessment

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>review the appropriateness of all weightings for each of the components to ensure a fair distribution of marks to meet the course outcomes</li> </ul>	Teachers Community members Academic Reference Group	<ul style="list-style-type: none"> <li>There was divergence of opinion on this issue. However, current weightings have been reviewed.</li> <li>Marks previously allocated to the Personal Investigation now distributed amongst the three assessment components with additional advice provided.</li> </ul>

### 6.10 External examination

#### 6.10.1 Oral examination

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>increase the weighting for this section to 25%</li> </ul>	Education organisation Community group Community members Focus group meetings	<ul style="list-style-type: none"> <li>Due consideration has been given to this issue. Within the current parameters each state has the flexibility to determine their own weightings.</li> </ul>
<ul style="list-style-type: none"> <li>include a statement to indicate that the Interview Outline Summary is not part of the assessment for the oral examination</li> </ul>	Education organisation Teachers	<ul style="list-style-type: none"> <li>Advice has been noted and a statement has been included.</li> </ul>

#### 6.10.2 Written examination

Key Matters Raised	Source/s	Action
<p><i>Responding to texts</i></p> <ul style="list-style-type: none"> <li>amend the specifications to limit the questions requiring a response in English to a maximum of two</li> </ul>	Education organisations	<ul style="list-style-type: none"> <li>Advice has been noted and amendment has been made.</li> </ul>

<p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>decrease the length of the response in this section</li> <li>remove the reference to ‘words’ in relation to the length of written responses in Korean and use <i>ja</i></li> </ul>	<p>Professional association – teachers (state) Teachers Community Academic Focus group meeting</p> <p>Education organisation Teachers Focus group meetings</p>	<ul style="list-style-type: none"> <li>Due consideration has been given to this issue. However, the specifications are appropriate to the task requirements and the Heritage course expectations.</li> <li>Advice has been noted and amendment has been made.</li> </ul>
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### 6.11 Character lists (Chinese and Japanese)

Key Matters Raised	Source/s	Action
<p><b>Chinese and Japanese</b></p> <ul style="list-style-type: none"> <li>review the number of characters prescribed for study</li> <li>supplement the list of characters for productive use with a list of characters for recognition</li> </ul>	<p>Education organisations Teachers Teacher – community language school Faculty Professional association – teachers (state)</p> <p>Education organisation</p>	<ul style="list-style-type: none"> <li>There was divergence of opinion on this issue. The current number of characters prescribed for recognition and use has been reviewed in line with the amendments to the Content. The results of the feasibility study undertaken by practising teachers support the provision as stated.</li> <li>Comments have been noted. The present requirement provides flexibility for the study of characters for recognition beyond the list. Statements clarifying the expected use of characters in assessment have been included.</li> </ul>
<p><b>Chinese</b></p> <ul style="list-style-type: none"> <li>articulate the place of full form characters in assessment</li> </ul>	<p>Education organisation Teachers</p>	<ul style="list-style-type: none"> <li>Due consideration has been given to this matter. This issue was raised by very few respondents. Teachers and community respondents overwhelmingly supported the use of simplified characters only.</li> </ul>
<p><b>Japanese</b></p> <ul style="list-style-type: none"> <li>include a list of compound words related to the Issues</li> </ul>	<p>Focus group meetings</p>	<ul style="list-style-type: none"> <li>Advice has been noted and the list has been prepared by expert writers.</li> </ul>

<ul style="list-style-type: none"> <li>realign the list of characters under the Issues</li> </ul>	Teachers	<ul style="list-style-type: none"> <li>Advice has been noted. However, the Issues do not allow for a division into distinct groups of vocabulary.</li> </ul>
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### 6.12 List of suggested resources

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> <li>include more contemporary resources to make the list more relevant to the cohort</li> </ul>	Teachers Focus meetings	<ul style="list-style-type: none"> <li>Comments have been noted. The suggested resources have been reviewed for suitability and appropriateness by expert writers.</li> </ul>
<ul style="list-style-type: none"> <li>review the list of resources to ensure they are appropriate in terms of the language level for these students</li> </ul>	Education system	
<ul style="list-style-type: none"> <li>remove course/text books from the list</li> </ul>	Teachers	
<ul style="list-style-type: none"> <li>review the format of the List of Resources</li> </ul>	Teachers Focus meetings Reference Group	<ul style="list-style-type: none"> <li>Amendments have been made. The resources have been listed under the Issues to be consistent across all courses.</li> </ul>

## Appendix 1

### 1. Profile of survey respondents

109 written responses were received. The sample profile is as follows:

#### Language:

Chinese	36	Indonesian	10
Japanese	50	Korean	13

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#### Type of school/system:

metropolitan	62	non-metropolitan	14
7–12	27	government	63
11–12	7	non-government	42
K–12	34	catholic systemic	2
7–10	3	other	4

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#### State/territory:

NSW	68	QLD	4	NT	0
Vic	34	Tas	0	ACT	0
SA	2	WA	2	NZ	1

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#### This response is from

a teacher	56	a school executive member	2	an academic	8
a head of department	13	a principal	4	an organisation	18
a faculty	8	a system	2	a parent/group	7
a community member/group	8				

## 2 Consultation meetings

### Victoria:

- information briefing with community members – 7 for Japanese, 2 Chinese
- meeting with Chinese Languages Teachers Association of Victoria committee members (7 teachers).

### South Australia:

- meeting with teachers: 8 Chinese, 5 Japanese, 1 Korean, 1 Indonesian

### Western Australia

- meeting with 11 teachers from the Japanese Course Advisory Committee

### NSW:

- Consultation meetings (8) with teachers, community members and community school teachers, system representatives (2), and a university academic (1)

### Profile of participants at NSW meetings

Teacher representatives:

Chinese	29
Japanese	13
Indonesian	5
Korean	9

Community school representatives/community members:

Chinese	13
Japanese	16
Indonesian	0
Korean	2

Systems/sectors:

government	9
non-government	2
catholic systemic	0
university, consular	2
<b>Total number of participants</b>	<b>100</b>

## Appendix 2

### Quantitative analysis (NSW survey responses)

#### Chinese

##### 1 The Language

The statements accurately describe the language to be studied and assessed.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	11	0	1	0
43%	52%	0%	5%	0%

##### 2 Description of the target group

The statements appropriately describe the students for whom Heritage languages courses are intended.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	14	2	4	0
5%	67%	9%	19%	0%

##### 3 Rationale

The rationale describes the nature of Chinese in broad terms.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	13	0	0	0
35%	65%	0%	0%	0%

The rationale explains the place and purpose of the subject in the curriculum.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	13	0	0	0
38%	62%	0%	0%	0%

The rationale reflects a contemporary view of Chinese.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	12	1	0	0
38%	57%	5%	0%	0%

##### 4 Aims

The aims convey the overall purpose of the course of study.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	12	0	0	0
43%	57%	0%	0%	0%

## 5 Objectives

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

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
9	9	3	0	0
43%	43%	14%	0%	0%

## 6 Outcomes

The outcomes provide clear statements of what students are expected to achieve in Heritage Chinese.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
7	13	0	0	0
35%	65%	0%	0%	0%

The outcomes are set at an appropriate standard.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	13	0	1	0
26%	68%	0%	5%	0%

## 7 Content

The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	11	4	2	0
15%	55%	20%	10%	0%

The content for Heritage Chinese reflects an appropriate standard.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	12	7	1	1
9%	52%	30%	4%	4%

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

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	19	1	0	0
9%	86%	4%	0%	0%

The number and range of Issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	6	7	6	1
13%	26%	30%	26%	4%

The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	14	3	1	0
22%	61%	13%	4%	0%

The grammatical structures complement the content and are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	14	6	1	0
5%	64%	27%	4%	0%

## 8 Other considerations

The statements relating to the place of English appropriately reflect the nature of the Heritage language learner.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	14	1	0	0
21%	74%	5%	0%	0%

The statements relating to the role of digital technologies are appropriate to the study of the *Heritage Chinese Course of Study*.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	14	2	0	0
24%	67%	9%	0%	0%

The statements relating to the use of dictionaries are appropriate for Heritage language learners.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
6	14	0	1	0
29%	67%	0%	5%	0%

## 9 External examination

The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
6	13	1	0	1
28%	62%	5%	0%	5%

The specifications for the written examination, *Section 1: Responding to texts*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	19	1	0	0
5%	90%	5%	0%	0%

The specifications for the written examination, *Section 2: Creating texts in Chinese*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	16	3	1	0
5%	76%	14%	5%	0%

### 10 Characters

The list of characters is appropriate and complements the content of the course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	14	5	1	0
5%	67%	24%	5%	0%

### 11 List of suggested resources

The list of suggested resources is appropriate and will provide guidance to teachers.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	10	8	3	0
9%	43%	35%	13%	0%

### 12 Overall evaluation

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

1	2	3	4	5
2	14	4	0	0
10%	70%	20%	0%	0%

**(NSW Specific)**

**13 Continuum of Learning**

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

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	16	0	0	0
20%	80%	0%	0%	0%

The pathways for learning in Chinese are clearly described.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	14	3	0	0
19%	67%	14%	0%	0%

**(NSW Specific)**

**14 Assessment in Stage 6**

The assessment components, weightings and tasks appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	16	3	1	0
9%	73%	14%	4%	0%

The assessment weightings for the Preliminary course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	15	3	0	0
18%	68%	14%	0%	0%

The assessment weightings for the HSC course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	16	3	0	0
14%	73%	13%	0%	0%

## Japanese

### 1 The Language

The statements accurately describe the language to be studied and assessed.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	14	3	4	1
27%	47%	10%	13%	3%

### 2 Description of the target group

The statements appropriately describe the students for whom Heritage languages courses are intended.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	5	5	10	5
14%	17%	17%	34%	17%

### 3 Rationale

The rationale describes the nature of Japanese in broad terms.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	18	6	2	0
13%	60%	20%	7%	0%

The rationale explains the place and purpose of the subject in the curriculum.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	15	6	4	1
10%	52%	21%	14%	3%

The rationale reflects a contemporary view of Japanese.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	14	4	2	2
24%	48%	14%	7%	7%

### 4 Aims

The aims convey the overall purpose of the course of study.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	16	0	4	0
26%	59%	0%	15%	0%

## 5 Objectives

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	16	3	2	0
25%	57%	11%	7%	0%

## 6 Outcomes

The outcomes provide clear statements of what students are expected to achieve in Heritage Japanese.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	10	5	5	0
23%	39%	19%	19%	0%

The outcomes are set at an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	6	11	4	1
18%	22%	41%	15%	4%

## 7 Content

The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	14	2	5	0
19%	54%	8%	19%	0%

The content for Heritage Japanese reflects an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	9	7	5	2
15%	33%	26%	19%	7%

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	13	9	2	0
14%	46%	32%	7%	0%

The number and range of Issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	5	6	8	5
14%	18%	21%	29%	18%

The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	14	4	4	1
18%	50%	14%	14%	4%

The grammatical structures complement the content and are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	12	6	4	2
11%	44%	22%	15%	7%

## **8 Other considerations**

The statements relating to the place of English appropriately reflect the nature of the Heritage language learner.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
6	13	4	2	2
22%	48%	15%	7%	7%

The statements relating to the role of digital technologies are appropriate to the study of the *Heritage Japanese Course of Study*.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
8	15	3	1	0
30%	56%	11%	4%	0%

The statements relating to the use of dictionaries are appropriate for Heritage language learners.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
9	11	3	2	0
36%	44%	12%	8%	0%

## 9 External examination

The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	11	8	2	1
21%	39%	29%	7%	4%

The specifications for the written examination, *Section 1: Responding to texts*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	10	7	4	1
21%	36%	25%	14%	4%

The specifications for the written examination, *Section 2: Creating texts in Japanese*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	10	8	3	1
21%	36%	29%	11%	4%

## 10 Characters

The list of characters is appropriate and complements the content of the course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	2	6	3	2
13%	13%	40%	20%	13%

## 11 List of suggested resources

The list of suggested resources is appropriate and will provide guidance to teachers.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	3	9	9	3
11%	11%	33%	33%	11%

## 12 Overall evaluation

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

1	2	3	4	5
1	9	6	3	6
4%	36%	24%	12%	24%

(NSW Specific)

## 13 Continuum of Learning

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	7	7	6	2
21%	25%	25%	21%	7%

The pathways for learning in Japanese are clearly described.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	11	4	6	3
14%	39 %	14%	21%	11%

## 14 Assessment in Stage 6

The assessment components, weightings and tasks appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	8	8	2	1
27%	31%	31%	8%	4%

The assessment weightings for the Preliminary course are appropriate.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	10	7	1	1
27%	38%	27%	4%	4%

The assessment weightings for the HSC course are appropriate.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	5	10	2	3
23%	19%	38%	8%	12%

## Indonesian

### 1 The Language

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

The statements accurately describe the language to be studied and assessed.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	4	0	0	0

### 2 Description of the target group

The statements appropriately describe the students for whom Heritage languages courses are intended.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	4	0	0	0

### 3 Rationale

The rationale describes the nature of Indonesian in broad terms.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	1	0	0

The rationale explains the place and purpose of the subject in the curriculum.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	1	0	0

The rationale reflects a contemporary view of Indonesian.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	0	1	0

### 4 Aims

The aims convey the overall purpose of the course of study.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	1	0	0

## 5 Objectives

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	1	1	0	0

## 6 Outcomes

The outcomes provide clear statements of what students are expected to achieve in Heritage Indonesian.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	0	0	0

The outcomes are set at an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	1	0	0

## 7 Content

The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	0	0	0

The content for Heritage Indonesian reflects an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	1	2	0

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	2	3	0	0

The number and range of Issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	0	2	1	2

The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	1	0	0

The grammatical structures complement the content and are appropriate.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	0	1	0

## 8 Other considerations

The statements relating to the place of English appropriately reflect the nature of the Heritage language learner.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	1	1	0

The statements relating to the role of digital technologies are appropriate to the study of the *Heritage Indonesian Course of Study*.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	1	0	0

The statements relating to the use of dictionaries are appropriate for Heritage language learners.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	3	1	0	0

## 9 External examination

The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	2	0	0	0

The specifications for the written examination, *Section 1: Responding to texts*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
0	4	1	0	0

The specifications for the written examination, *Section 2: Creating texts in Indonesian*, appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	2	2	0	0

### 10 List of suggested resources

The list of suggested resources is appropriate and will provide guidance to teachers.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	1	2	1	0

### 11 Overall evaluation

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

1	2	3	4	5
0	2	1	1	0

(NSW Specific)

### 12 Continuum of Learning

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	2	0	0	1

The pathways for learning in Indonesian are clearly described.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	1	1	1	0

**(NSW Specific)**

**13 Assessment in Stage 6**

The assessment components, weightings and tasks appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	3	0	0	0

The assessment weightings for the Preliminary course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	3	0	0	0

The assessment weightings for the HSC course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	3	0	0	0

## **Korean**

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

### **1 The Language**

The statements accurately describe the language to be studied and assessed.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	5	0	0	0

### **2 Description of the target group**

The statements appropriately describe the students for whom Heritage languages courses are intended.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	4	1	0	1

### **3 Rationale**

The rationale describes the nature of Korean in broad terms.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	5	1	0	0

The rationale explains the place and purpose of the subject in the curriculum.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	4	1	0	0

The rationale reflects a contemporary view of Korean.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	3	2	0	0

### **4 Aims**

The aims convey the overall purpose of the course of study.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	3	0	1	0

## 5 Objectives

The objectives appropriately define the knowledge, understanding, skills and values and attitudes to be developed through the study of Heritage Korean.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	3	1	1	0

## 6 Outcomes

The outcomes provide clear statements of what students are expected to achieve in Heritage Korean.

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

The outcomes are set at an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	5	0	1	1

## 7 Content

The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.

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

The content for Heritage Korean reflects an appropriate standard.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	4	0	1	1

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

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	5	1	0	0

The number and range of Issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.

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

The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	1	3	0	0

The grammatical structures complement the content and are appropriate.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	3	1	0	0

## 8 Other considerations

The statements relating to the place of English appropriately reflect the nature of the Heritage language learner.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	3	0	1	0

The statements relating to the role of digital technologies are appropriate to the study of the *Heritage Korean Course of Study*.

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

The statements relating to the use of dictionaries are appropriate for Heritage language learners.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	3	0	0	0

## 9 External examination

The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2	2	2	1	0

The specifications for the written examination, *Section 1: Responding to texts*, appropriately reflect the Objectives and Outcomes of the Heritage course.

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

The specifications for the written examination, *Section 2: Creating texts in Korean*, appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	3	2	0	1

### **10 Characters**

The list of characters is appropriate and complements the content of the course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	0	0	0	0

### **11 List of suggested resources**

The list of suggested resources is appropriate and will provide guidance to teachers.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	3	1	0	1

### **12 Overall evaluation**

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2	3	1	0	1

**(NSW Specific)**

### **13 Continuum of Learning**

The diagram clearly illustrates the place of Heritage Korean in the K–12 Curriculum.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	4	0	1	0

The pathways for learning in Korean are clearly described.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	2	2	1	0

**(NSW Specific)**

**14 Assessment in Stage 6**

The assessment components, weightings and tasks appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	4	0	0	1

The assessment weightings for the Preliminary course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	3	0	1	1

The assessment weightings for the HSC course are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	3	1	0	1

## Appendix 3

### Quantitative analysis (Victorian survey responses)

34 written responses were received.

#### Chinese (Mandarin), Japanese, Indonesian and Korean

##### 1 The Language

The statements accurately describe the language to be studied and assessed.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	12	3	1	1
23%	55%	14%	4%	4%

##### 2 Description of the target group

The statements appropriately describe the students for whom Heritage languages courses are intended.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4	11	2	2	2
19%	52%	9%	9%	9%

##### 3 Rationale

The rationale describes the nature of Chinese in broad terms.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	12	0	2	1
32%	55%	0%	9%	4%

The rationale explains the place and purpose of the subject in the curriculum.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	14	1	1	1
23%	64%	5%	5%	5%

The rationale reflects a contemporary view of Chinese.

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6	14	1	0	1
27%	64%	4%	0%	4%

#### 4 Aims

The aims convey the overall purpose of the course of study.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	12	1	1	1
25%	60%	5%	5%	5%

#### 5 Objectives

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

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
6	13	1	1	1
27%	59%	5%	5%	5%

#### 6 Outcomes

The outcomes provide clear statements of what students are expected to achieve in Heritage Chinese.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	11	1	2	2
24%	52%	5%	9%	9%

The outcomes are set at an appropriate standard.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	11	4	1	0
24%	52%	19%	5%	0%

#### 7 Content

The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	13	2	1	1
19%	62%	9%	5%	5%

The content for Heritage Chinese reflects an appropriate standard.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	11	4	1	0
24%	52 %	19%	5%	0%

There is a clear relationship between the Objectives, Outcomes and content.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
6	11	1	2	0
30%	55%	5%	10%	0%

The number and range of Issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
3	8	7	2	0
15%	40%	35%	10%	0%

The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
8	8	3	1	0
40%	40%	15%	5%	0%

The grammatical structures complement the content and are appropriate.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	13	2	2	1
5%	68%	11%	11%	5%

## **8 Other considerations**

The statements relating to the place of English appropriately reflect the nature of the Heritage language learner.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	7	5	2	0
26%	37%	26%	11%	0%

The statements relating to the role of digital technologies are appropriate to the study of the *Heritage Chinese Course of Study*.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	15	0	0	0
21%	79%	0%	0%	0%

The statements relating to the use of dictionaries are appropriate for Heritage language learners.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	13	0	1	0
22%	72%	0%	6%	0%

## 9 External examination

The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	14	3	1	0
5%	74%	16%	5%	0%

The specifications for the written examination, *Section 1: Responding to texts*, appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	12	3	0	1
11%	67%	17%	0%	6%

The specifications for the written examination, *Section 2: Creating texts in Chinese*, appropriately reflect the Objectives and Outcomes of the Heritage course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	12	2	1	0
21%	63%	11%	5%	0%

## 10 Characters

The list of characters is appropriate and complements the content of the course.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	4	3	1	1
10%	40%	30%	10%	10%

## 11 List of suggested resources

The list of suggested resources is appropriate and will provide guidance to teachers.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	9	3	1	0
24%	53%	18%	6%	0%

## **12 Overall evaluation**

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5	8	5	0	3
24%	38%	24%	0%	14%

## **Attachment 1**

### **Acknowledgement**



**Australian Government**

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## **Heritage [Language] Draft Course of Study**

**at**

## **Senior Secondary Level**

## **Consultation Survey**

**Chinese (Mandarin), Japanese, Indonesian and Korean**

**Consultation Period  
19 October – 30 November 2009**



**COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES  
AUSTRALIA**

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### **Disclaimer**

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

## **Responding to the Heritage [Language] Draft Course of Study at Senior Secondary Level – Chinese (Mandarin), Japanese, Indonesian and Korean**

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

You can respond to the draft course of study by either:

Forwarding your responses to the focus questions to:

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

**OR**

Sending your responses by email to:

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

**OR**

Completing the online survey on the Board's website  
<<http://www.boardofstudies.nsw.edu.au/national/>>

Please indicate the extent to which you agree with the following descriptions of the draft course of study items. Choose the appropriate number and provide comments in the spaces provided.

Key	1	Strongly Agree
	2	Agree
	3	Unsure
	4	Disagree
	5	Strongly Disagree



**Please  
comment**

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

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

## Part A

### Respondent information

Language:

Chinese

1

Japanese

2

Indonesian

3

Korean

4

Name(s) (optional):

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Name of school/organisation:

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System:

government

1

non-government

2

catholic systemic

3

State/territory:

NSW

1

Vic

2

SA

3

QLD

4

Tas

5

WA

6

NT

7

ACT

8

Type of school:

metropolitan	1
non-metropolitan	2
7–12	3
11–12	4
K–12	5
7–10	6

This response is from:

a teacher	1
a head of department	2
a member of a school executive	3
a principal	4
a faculty	5
a system	6
an organisation	7
a parent/group	8
a community member/group	9

Number of people contributing to this response:

\_\_\_\_\_

**Part B**

**1 The Language** (Draft Course of Study Section 3.1)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>1.1</b> The statements accurately describe the language to be studied and assessed.	1	2	3	4	5

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**2 Description of target group** (Section 3.2)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>2.1</b> The statements appropriately describe the students for whom the Heritage languages courses are intended.	1	2	3	4	5

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**3 Rationale (Section 4)**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>3.1</b> The rationale describes the nature of [Language] in broad terms.	1	2	3	4	5
<b>3.2</b> The rationale explains the place and purpose of the subject in the curriculum.	1	2	3	4	5
<b>3.3</b> The rationale reflects a contemporary view of [Language].	1	2	3	4	5

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**4 Aims (Section 5.1)**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>4.1</b> The aims convey the overall purpose of the course of study.	1	2	3	4	5

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**7 Content (Section 6)**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>7.1</b> The Issues, Perspectives and Contexts provide a suitable organisational basis for the course.	1	2	3	4	5
<b>7.2</b> The content for Heritage [Language] reflects an appropriate standard.	1	2	3	4	5
<b>7.3</b> There is a clear relationship between the objectives, outcomes and content.	1	2	3	4	5
<b>7.4</b> The number and range of issues are appropriate for an indicative time of between 200 and 240 hours over Years 11 and 12.	1	2	3	4	5
<b>7.5</b> The Personal Investigation complements other aspects of the content and will enable students to further develop linguistic skills and intercultural knowledge and understanding.	1	2	3	4	5
<b>7.6</b> The grammatical structures complement the content and are appropriate.	1	2	3	4	5

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**9 External Examination (Section 8.2)**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>9.1</b> The specifications for the oral examination appropriately reflect the Objectives and Outcomes of the Heritage course.	1	2	3	4	5
<b>9.2</b> The specifications for the written examination, <i>Section 1: Responding to texts</i> , appropriately reflect the Objectives and Outcomes of the Heritage course.	1	2	3	4	5
<b>9.3</b> The specifications for the written examination, <i>Section 2: Creating texts in [Language]</i> , appropriately reflect the Objectives and Outcomes of the Heritage course.	1	2	3	4	5

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**10 Characters (Chinese)** (Attachment 1)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>10.1</b> The list of suggested characters is appropriate and complement the content of the course.	1	2	3	4	5

**11 Characters (Japanese)** (Attachment 1)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>11.1</b> The list of characters set for study is appropriate and complement the content.	1	2	3	4	5

**12 List of suggested resources** (Attachment 2)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>12.1</b> The list of suggested resources is appropriate and will provide guidance to teachers.	1	2	3	4	5





