



Stage 6 Languages Beginners Syllabuses

**Chinese, French, German, Indonesian, Italian,
Japanese, Modern Greek and Spanish**

Draft Syllabuses

Consultation Report

October 2005

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1 Executive Summary

The Consultation Report for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish Beginners Stage 6 Draft Syllabuses presents data and findings gathered through 60 written responses, 7 structured sample group meetings, a meeting with the Board Curriculum Committee and two general responses from the NSW Department of Education and Training. The profile of respondents reflects a range of teaching experience, location, school systems and school size.

Key matters

An analysis of quantitative data indicated that the majority of respondents agreed that the content and direction of the draft syllabuses were appropriate and suggested that some amendments were necessary. There was considerable support for the draft syllabuses in being clearly derived from the *Framework for Stage 6 Languages Beginners Syllabuses* and ensuring parity across languages in terms of requirements for students and consistency in internal assessment and external examinations.

Qualitative data analysis reinforced these findings. Structured sample groups and the Board Curriculum Committee provided more detailed and critical feedback.

Major issues to emerge through these forums included:

- the level of difficulty of Outcome 2.5, *identifies the tone, purpose, context or audience of a text*
- the need to clarify the *Learn about* and *Learn to* statements relating to Outcome 1.3, *sequences ideas and information*, and Outcome 2.5, *identifies the tone, purpose, context or audience of a text*
- the appropriateness of *article, report* and *script of a talk* as texts for productive use
- the number and length of texts in the external written examination.

Actions taken to resolve key matters

- amendment to Outcome 2.5, with the deletion of *tone*
- clarification of the *Learn about* and *Learn to* statements for Outcomes 1.3 and 2.5. The statements have been amended to *structure information and ideas coherently* and *identify why, how or to whom a text is presented*.
- review of the texts for productive use, resulting in deletion of *report*, retention of *article* and clarification through the amendment *script of a talk (to an audience)*
- amendments to the external examination specifications, with a reduction in the number of texts for Section I, *Listening*, and in the length of texts for Section II, *Reading*, and Section III, *Writing in [Language]*.

Programming feasibility study

A feasibility study was conducted by eight language groups, with a total of 24 practising teachers from across school systems.

The groups confirmed that:

- the essential content would be manageable within the indicative hours for both the Preliminary and HSC courses
- the syllabus structure would be appropriate for the development of teaching, learning and assessment programs

- the syllabuses provided clear, detailed information with regard to outcomes, content, topics, texts and grammar
- existing teaching and learning programs and resources would continue to be useful in planning and programming for the revised syllabuses.

2 Background Information

The preparation of the Stage 6 Beginners Draft Syllabuses for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish took into account the directions established during the development of the Framework for Beginners Languages, which was approved by the Board on 14 December 2004.

These Stage 6 draft syllabuses were developed using a generic framework. Language-specific information was incorporated into the rationale, content and grammar sections of the documents.

The Stage 6 Beginners Draft Syllabus packages included draft HSC Specimen Papers. The packages and the survey instrument were distributed to a wide consultation network, including all secondary schools in NSW, during the period 26 April–3 June, 2005. The documents were also available on the Board's website. Additionally, consultations on these Stage 6 draft syllabuses involved the following:

- structured sample group meetings, comprising representatives from the Association of Independent Schools, the Catholic Education Commission and the Department of Education and Training, at:

Region	Location	Date
Sydney	Office of the Board of Studies	9/05/05
Metropolitan West	Hurlstone Agricultural High School, Glenfield	10/05/05
Hunter	Belmont High School, Belmont	11/05/05
Riverina	Wagga Wagga High School, Wagga Wagga	17/05/05
Sydney	The Open High School, Randwick	19/05/05
South Coast	Nowra High School, Nowra	23/05/05
North Coast	South Grafton High School, Grafton South	25/05/05

- meeting of key groups:
 - the Board Curriculum Committee for Languages K–12.

The consultation process provided opportunities for language-specific experts to comment on particular syllabuses. Their comments have been included in both the generic and language-specific sections of the Consultation Report.

This report provides:

- a summary of all issues that will impact on the languages syllabuses
- identification of issues that apply to specific language syllabuses
- a profile of the survey respondents and participants in structured sample group meetings
- the quantitative analysis response to each of the specific language syllabuses.

Modifications to the Stage 6 Beginners Draft Syllabuses for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish, following widespread consultation, will enable the syllabuses to be submitted to the Board Curriculum Committee and the Board.

The HSC Specimen Papers for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish will be amended in response to feedback gathered during consultation, and will be submitted to a Board sub-committee.

3 Profile of Survey Respondents

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

Responses from individuals

48 individual responses

teachers	<input type="text" value="66"/>	profile not provided	<input type="text" value="0"/>
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Type of school/system/organisation:

metropolitan	<input type="text" value="37"/>	non-metropolitan	<input type="text" value="11"/>
11–12	<input type="text" value="6"/>	government	<input type="text" value="37"/>
		independent	<input type="text" value="10"/>
7–12	<input type="text" value="31"/>	government central	<input type="text"/>
		TAFE college	<input type="text"/>
9–12	<input type="text"/>	non-govt systemic	<input type="text" value="1"/>
		other	<input type="text"/>
K–12	<input type="text" value="10"/>		

Size of school:

0–150	<input type="text"/>	300–600	<input type="text" value="9"/>	more than 1000	<input type="text" value="21"/>
150–300	<input type="text"/>	600–1000	<input type="text" value="17"/>		

Nature of school:

significant representation of Aboriginal and/or Torres Strait Islander students	<input type="text" value="3"/>
high percentage of students with language backgrounds other than English	<input type="text" value="17"/>
School for Specific Purpose	<input type="text" value="2"/>
Priority school funding	<input type="text" value="2"/>
academically selective school	<input type="text" value="4"/>
other	<input type="text"/>

This response is from

a teacher	<input type="text" value="59"/>	school executive member	<input type="text" value="1"/>	academic	<input type="text"/>
a head of department	<input type="text" value="6"/>	a principal	<input type="text"/>	other	<input type="text"/>

number of years teaching:

Nil response	<input type="text" value="14"/>	4–9 years	<input type="text" value="9"/>	16–25 years	<input type="text" value="13"/>
up to 3 years	<input type="text" value="2"/>	10–15 years	<input type="text" value="5"/>	26 years plus	<input type="text" value="5"/>

Responses from institutions or groups

Eleven institution/group responses

faculty	<input type="text" value="1"/>	other	<input type="text" value="11"/>
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Type of school/system/organisation:

metropolitan	<input type="text" value="12"/>	non-metropolitan	<input type="text"/>
11-12	<input type="text"/>	K-12	<input type="text" value="9"/>
7-12	<input type="text" value="1"/>	government	<input type="text" value="11"/>
9-12	<input type="text"/>	government central	<input type="text"/>
		non-govt systemic	<input type="text"/>
		independent	<input type="text"/>
		other (see below)	<input type="text" value="1"/>

Other

TAFE college	<input type="text"/>	professional association	<input type="text" value="1"/>	school sector	<input type="text"/>
parent group	<input type="text"/>	university	<input type="text"/>	business/industry	<input type="text"/>

Size of school:

0-150	<input type="text"/>	300-600	<input type="text"/>	more than 1000	<input type="text" value="1"/>
150-300	<input type="text"/>	600-1000	<input type="text"/>		

Nature of school:

significant representation of Aboriginal and/or Torres Strait Islander students	<input type="text"/>
high percentage of students with language backgrounds other than English	<input type="text" value="1"/>
School for Specific Purpose	<input type="text" value="1"/>
Priority school funding	<input type="text"/>
academically selective school	<input type="text"/>
other	<input type="text"/>

Consultation with structured sample groups

Seven structured sample groups

teachers	97	profile not provided	10
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Type of school/system/organisation:

metropolitan	62	non-metropolitan	45
K-6		7-10	1
7-12	71	government	77
9-12	3	non-govt systemic	7
11-12	7	independent	10
K-12	14	TAFE college	
		other	3

Size of school:

0-150		300-600	7	more than 1000	49
150-300	3	600-1000	38		

Nature of school:

significant representation of Aboriginal and/or Torres Strait Islander students	13
high percentage of students with language backgrounds other than English	40
School for Specific Purpose	37
academically selective school	1
Priority school funding	11
other	1

This response is from

a teacher	69	member school executive	2	other	4
a head of department	22	a principal			

Number of years teaching:

nil		4-9 years	18	16-25 years	31
up to 3 years	4	10-15 years	15	26 years plus	29

4 Summary of Key Matters Raised and Actions Taken

Key matters raised for the Stage 6 Languages Beginners Draft Syllabuses arising from the consultation process	Summary of action taken
<ul style="list-style-type: none"> There was strong support for the outcomes, in providing explicit statements about knowledge, understanding, skills, values and attitudes. However, there was concern about the difficulty of Outcome 2.5, that students would be required to identify the tone of a text. 	<ul style="list-style-type: none"> Outcome 2.5 has been amended to exclude the identification of tone: <i>identifies the purpose, context or audience of a text</i>
<ul style="list-style-type: none"> While the syllabus content was seen to be clearly derived from the outcomes, there were many requests to clarify the <i>Learn about</i> and <i>Learn to</i> statements derived from Outcome 1.3, <i>sequences ideas and information</i>, and Outcome 2.5, <i>identifies the purpose, context and audience of a text</i>. 	<ul style="list-style-type: none"> The <i>Learn about</i> and <i>Learn to</i> statement derived from Outcome 1.3 has been amended to <i>structure information and ideas coherently</i>. The statement derived from Outcome 2.5 has been amended to <i>identify why, how or to whom a text is presented</i>.
<ul style="list-style-type: none"> There was strong concern about the inclusion of the texts, <i>article</i>, <i>report</i> and <i>script of a talk</i>, and requests for clarification of the language to be used in texts. 	<ul style="list-style-type: none"> The list of texts for productive use has been revised to ensure a broad scope for writing tasks that are relevant to the course. <i>Report</i> was deleted and <i>article</i> retained. A definition of <i>article</i> will be included in the Glossary for clarification. The text, <i>script of a talk</i>, has been amended for clarification to <i>script of a talk (to an audience)</i>. A statement, relating to the language to be used, has been included.
<ul style="list-style-type: none"> A clear majority of respondents recommended changes to the external examination specifications, with a reduction in the number and length of texts in the written examination. 	<ul style="list-style-type: none"> The external examination specifications have been amended, with a reduction in the number of texts for Section I, <i>Listening</i>, and in the length of texts for Section II, <i>Reading</i>, and Section III, <i>Writing in [Language]</i>.

5 Analysis

The abbreviated sources are explained as follows:

- T Teacher
- SSG Structured sample group
- F Faculty
- O Organisation
- DET Department of Education and Training
- BCC Board Curriculum Committee, Languages

5.1.1 Rationale

Summary

Response to the rationales was extremely positive, with the majority of respondents approving of the way in which they are expressed. There was consensus that the generic section clearly indicated the role of language learning in the curriculum. There were some requests for minor amendments to the language-specific sections, mainly relating to the ongoing relevance of information.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> • Revise the exaggerated statement, <i>the dynamic world that is the 21st century</i>, by deleting the word, <i>dynamic</i>. 	SSG	Amendment not made. The majority of respondents supported the wording of the sections of the rationale common to all languages. An additional check showed that <i>dynamic</i> was appropriate within this context.
<ul style="list-style-type: none"> • Ensure that the information in the rationales remains relevant and does not become quickly outdated 	SSGs	Rationales were reviewed for ongoing relevance and appropriateness. Minor amendments were made where necessary.

5.1.2 Continuum of Learning

Summary

The majority of respondents endorsed the *Continuum of learning* for setting the syllabus within the context of the K-12 curriculum for each language. There were some requests for amendments to reflect more clearly the eligibility rules for Beginners.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> Amend the diagram to reflect more clearly the eligibility rules for study of Beginners Courses. 	BCC SSG Surveys T12203 T12211	The diagram has been amended, to include more information about eligibility for the Beginners course, with regard to prior study of [Language] in Years 7-10.
<ul style="list-style-type: none"> Amend the diagram to show possible pathways leading to the Beginners course only. 	DET	Amendment not made, as the majority of respondents favoured the inclusion in the diagram of all courses offered for each language.
<ul style="list-style-type: none"> Include the eligibility rules in this section. 	BCC DET	Amendment not made, as the main purpose of the diagram is to place the syllabus within the context of the K-12 [Language] curriculum. The eligibility rules are stated in section 1.2.2.
<ul style="list-style-type: none"> Replace <i>mandatory 100-hour study of one language</i> with <i>mandatory 100-hour study of [Language]</i> in Stage 4, for consistency with the description of study for Stages 5 and 6. 	SSG Surveys O10822 O12294	Amendment not made, as the mandatory 100-hour study may be conducted in a language other than [Language].

5.1.3 Aim

Summary

The aim received very strong endorsement, in providing a clear, concise statement of the overall purpose of the syllabus.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none">The aims presented in the current <i>Stage 6 Japanese 2 Unit Z Syllabus</i> are better expressed and should be adopted for all syllabuses.	SSG Survey T12224	Amendment not made, as the majority of respondents supported the statement of the aim.

5.1.4 Objectives

Summary

The majority of respondents supported the way in which the Objectives are expressed, emphasising the communicative use of [Language]. There was a positive response to the use of the Venn diagram to show the interdependence of the Objectives.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> Rewrite the descriptions of the Objectives in terms of macro skills, to reflect the components of internal and external assessment. 	SSG Survey T12246	Amendment not made, as the majority of respondents felt that the Objectives provided appropriate definitions of knowledge, understanding, skills, values and attitudes. Section 9.5 of the syllabuses, <i>Assessment Components and Weightings</i> , addresses the link between the Objectives and macro skills.
<ul style="list-style-type: none"> In Objective 1, amend <i>in interpersonal situations</i> to <i>in language</i>. 	DET	Amendment not made, as the majority of respondents supported the wording of Objective 1.
<ul style="list-style-type: none"> Delete the heading, <i>Communication</i>, as it interferes with the heading, <i>Objectives</i>. 	DET Survey O12316	Amendment not made. During consultation on the draft Framework, a clear majority of respondents supported <i>Communication</i> as the heading for the diagram.

5.1.5 Outcomes

Summary

There was general approval for the setting out and clarity of the outcomes. A good deal of concern was expressed about Outcome 2.5, *identifies the tone, purpose, context or audience of a text*, with the majority of respondents commenting that the identification of tone would be too difficult for students. There were requests for further clarification of expectations and standards in the HSC specimen papers.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> Concern with regard to Outcome 2.5, that students will be required to identify the tone of a text. This was considered to be an unrealistic expectation for Beginners. 	DET BCC SSGs Surveys T12223 T12206 T12205 O12261	Outcome 2.5 has been amended to exclude the identification of tone. Outcome 2.5 now reads: <i>identifies the purpose, context and audience of a text</i> .
<ul style="list-style-type: none"> Request for clarification of Outcome 2.4, <i>draws conclusions from or justifies an opinion about a text</i>, and Outcome 2.5, <i>identifies the purpose, context and audience of a text</i> 	SSGs Surveys O12220 T12235 T12221	The syllabus content has been amended to provide further clarification of Outcomes 2.4 and 2.5. The HSC specimen papers will be reviewed and amended to ensure that they reflect the syllabus outcomes.
<ul style="list-style-type: none"> Concern that HSC examinations will escalate in difficulty, depending on the expectations of individual Board examination committees, and their interpretation of, for example, Outcome 2.4 <i>draws conclusions from or justifies an opinion about a text</i> 	BCC SSG	The Board's document <i>Principles for Setting HSC Examinations in a Standards-Referenced Framework</i> provides explicit guidelines for the development of HSC examination papers to ensure they clearly reflect syllabus outcomes and content.

<ul style="list-style-type: none"> Request to delete Outcome 3.4, <i>applies knowledge of the culture of [Language]-speaking communities</i>, to avoid stereotyping of cultures 	<p>Survey T12208</p>	<p>Amendment not made, as an understanding of culture is inherent in language learning and does not imply an objective or static assessment leading to stereotypes.</p>
<ul style="list-style-type: none"> Concern that outcomes relating to cultural understanding will be assessed in the HSC external examination 	<p>SSG Surveys T12200 T12030</p>	<p>The outcomes to be assessed in the HSC external examination have been included in Sections 9.6 and 9.8 of the syllabuses. Assessment of cultural understanding will be included in internal assessment programs.</p>
<ul style="list-style-type: none"> Support from some Japanese teachers for retention of the current <i>Stage 6 Syllabus Japanese 2 Unit Z</i>, which has objectives and domains rather than outcomes 	<p>SSG</p>	<p>The majority of Japanese teachers supported the outcomes presented in the draft syllabus. It was also acknowledged, during discussion at consultation meetings, that current programs and resources for Japanese would continue to be relevant.</p>

5.1.6 Content

Summary

There was strong agreement that the syllabus content provided a comprehensive description of what students should know and be able to do. Many respondents expressed confidence in using the syllabus content to plan and program effectively. There were requests for amendments to clarify some *Learn about* and *Learn to* statements.

There was acknowledgement that the topics provided practical learning contexts for the outcomes and content. The majority of respondents commented that the description of perspectives and topics was appropriate, and that the reference to themes was superfluous.

The texts were generally considered to be appropriate for productive use. There were concerns about the inclusion of the texts, *article*, *report* and *script of a talk*, and requests for clarification of the language to be used in informal texts, such as emails.

A clear majority of respondents expressed strong approval for the inclusion of prescribed character lists for Chinese and Japanese.

There was strong support for the use of dictionaries, and many requests to provide information about appropriate dictionaries for Beginners courses.

There was general approval for the Grammar sections, with requests for amendments to specific items in each syllabus.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> Amend the content to clarify Outcome 2.5, <i>identifies the purpose, context and audience of a text.</i> 	SSGs Survey O11972	The following <i>Learn to</i> statement has been included: <i>identify why, how or to whom a text is presented.</i>
<ul style="list-style-type: none"> Ensure that language examples are appropriate for the relevant <i>Learn to</i> statements. 	SSGs	Language examples for <i>Learn to</i> statements have been revised and amendments made where appropriate.
<ul style="list-style-type: none"> Support from some Japanese teachers for the content of the current <i>Stage 6 Syllabus Japanese 2 Unit Z.</i> 	SSG	The majority of Japanese teachers supported the content of the draft syllabus. It was also acknowledged, during discussion at consultation meetings, that current programs and resources for Japanese would continue to be relevant.
<ul style="list-style-type: none"> Amend the <i>Learn to</i> 	SSGs	The <i>Learn to</i> statement has been amended to

statement, <i>sequences ideas and information in texts</i> , which is almost identical to Outcome 1.3, <i>sequences ideas and information</i> .		<i>structures ideas and information coherently</i> .
<ul style="list-style-type: none"> For Objective 1, delete the <i>Learn to</i> statement, <i>apply appropriate social conventions in formal and informal contexts</i>, as is too similar to the statement, <i>interact with reference to context, purpose and audience</i>. 	DET	Amendment not made, as the latter statement relates to register in a broader context, and the former statement is more specific, relating directly to the application of cultural understanding.
<ul style="list-style-type: none"> In the <i>Learn about</i> statements for Objective 1, replace <i>to assist understanding</i> with <i>in interacting</i>, and move <i>to assist understanding</i> to the statements for Objective 2. 	DET	Amendment not made, as the majority of respondents supported the expression of the <i>Learn about</i> statements, in reflecting the interdependence of the Objectives.
<ul style="list-style-type: none"> In the <i>Learn about</i> statements for Objective 2, amend <i>colloquialisms and register in language use to formulaic expressions and register in language use</i>. 	SSGs DET Surveys T12257 O12261 T12253	For clarification, the <i>Learn about</i> statement has been amended to <i>register and common expressions in language use</i> , and the <i>Learn to</i> statement has been amended to <i>explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms</i> .
<ul style="list-style-type: none"> For Objective 3 in the Chinese syllabus, amend the <i>Learn to</i> statement, <i>practise writing Hanzi using models to write Hanzi</i>. 	Survey O12296	Amended
<ul style="list-style-type: none"> In Section 8.2, <i>Topics</i>, amend <i>within two perspectives</i> to <i>from two perspectives</i>. 	DET	Amended

<ul style="list-style-type: none"> Amend Section 8.2, <i>Topics</i>, to refer to perspectives and topics rather than perspectives, themes and topics. 	BCC SSGs DET	Amended. The first sentence of paragraph 5, <i>Students will engage in the study of the prescribed topics through the interconnected themes of relationships, lifestyles and experiences</i> , has been deleted.
<ul style="list-style-type: none"> Amend the topics to separate <i>neighbourhoods</i> and <i>communities</i>, as the latter has a wider context. 	SSGs	The topics have been amended to <i>family life, home and neighbourhood</i> and <i>people, places and communities</i> .
<ul style="list-style-type: none"> Include prescribed vocabulary in the syllabuses. 	SSG Surveys T12246 T7201 O12220	Amendment not made, as the majority of respondents regarded the topics as more appropriate learning contexts, with the flexibility to use existing resources for teaching and learning programs.
<ul style="list-style-type: none"> In Section 8.3, delete the texts <i>report</i> and <i>article</i>, as these are too difficult for productive use. 	SSGs DET Surveys T12212 T12206	The list of texts has been revised, with the deletion of <i>report</i> and the retention of <i>article</i> , which is the more general term and allows broader scope for writing tasks that are relevant to the course, eg a report of an excursion, a personal profile for the school newsletter, etc. As further clarification, Section III of some HSC specimen papers, <i>Writing in [Language]</i> , will include questions that require students to write an article. A definition of <i>article</i> will also be included in the Glossary.
<ul style="list-style-type: none"> Amend the text <i>report</i> to <i>recount</i>. 	BCC SSG	Amendment not made, as both <i>report</i> and <i>recount</i> would require the past tense, rather than allowing for the use of a variety of tenses.
<ul style="list-style-type: none"> Clarify whether the text <i>script of a talk</i> refers to a dialogue. 	SSG Survey T12221	The text has been amended to <i>script of a talk (to an audience)</i> .
<ul style="list-style-type: none"> Delete the text <i>diary entry</i>, as this text is not for productive use in the Japanese Continuers course. 	SSG Surveys T12208 O12294	Amendment not made, as the majority of respondents regarded this text as being highly relevant to the content of the Beginners course.

<ul style="list-style-type: none"> In Section 8.3, clarify the language that is appropriate for an email. 	SSGs BCC Surveys O12283 T12246	The following statement has been added: <i>The language to be used is the modern standard version of [Language].</i>
<ul style="list-style-type: none"> Include a reference to the use of dictionaries <i>to enhance learning.</i> 	DET BCC	Amended
<ul style="list-style-type: none"> Provide a list of suitable dictionaries. 	SSGs	A list of suitable dictionaries will be included in a separate list of resources for each course.
<ul style="list-style-type: none"> Prescribe character lists for Chinese and Japanese. 	DET SSGs Surveys O12296 O12220	Prescribed character lists for Chinese and Japanese will be presented in separate documents.
<ul style="list-style-type: none"> Include a list of grammatical items for both productive and receptive use. 	SSGs Survey O12324	Amended for French, German, Italian, Japanese, Modern Greek and Spanish. For Chinese and Indonesian, it was generally felt that the grammar section should be for productive use only.
<ul style="list-style-type: none"> Revise the Grammar section in each syllabus, with suggested amendments as follows: 		
<p><i>Chinese</i></p> <ul style="list-style-type: none"> Review the examples for accuracy and appropriateness, omitting redundant examples. Ensure that teachers are aware that the characters used in examples are for productive use. 	SSG O12220	Reviewed and amended where necessary The prescribed character list will include characters for productive use.
<p><i>French</i></p> <ul style="list-style-type: none"> Clarify the use of the subjunctive mood. Delete the interrogative form <i>lequel</i>. 	SSG Surveys T12301 T12223	The use of the subjunctive in common expressions has been included for receptive use. Amendments not made, as the majority of respondents felt that, as these forms are

<ul style="list-style-type: none"> • Include the future tense of verbs for recognition only. 		<p>commonly used, they are appropriate for productive use in the Beginners course.</p>
<p><i>German</i></p> <ul style="list-style-type: none"> • Amend the formatting for clarity. • Include, for receptive use, relative pronouns and verbs with fixed prepositions. • Review the use of the subjunctive mood. • Delete the conditional verb form. • Delete the use of particles. • Include the alphabet, which is relevant to Listening skills. 	<p>SSG O12222 O12316</p>	<p>Formatting was reviewed and amended to clarify sub-elements and examples.</p> <p>Amended</p> <p>Amended to ensure consistency, with the subjunctive forms of <i>mögen</i> and <i>können</i> for productive use</p> <p>Amendment not made, as the majority of respondents felt that this verb form is appropriate for the Beginners course.</p> <p>Amended</p> <p>Amended, with the inclusion of the alphabet in the grammatical items for receptive use.</p>
<p><i>Indonesian</i></p> <ul style="list-style-type: none"> • Review the examples for accuracy and appropriateness. 	<p>SSG O10822 O11972 T12236</p>	<p>Reviewed and amended where necessary</p>
<p><i>Italian</i></p> <ul style="list-style-type: none"> • Amend the formatting for clarity. • Review the examples for accuracy and appropriateness. 	<p>SSG O12283 T12200</p>	<p>Formatting reviewed and amended where necessary</p> <p>Reviewed and amended where necessary</p>
<p><i>Japanese</i></p> <ul style="list-style-type: none"> • Add the following forms for productive use: <i>~ tara</i>, <i>~ ni naru</i> and <i>~ to iimasu</i>. 	<p>SSG O12294</p>	<p>Amended</p>

5.1.7 Assessment and Reporting

Summary

There was strong support for the appropriateness of the assessment components and weightings for the Beginners courses. While there was general approval for the external examination specifications, a clear majority of respondents recommended a reduction in the number of texts for Section I, *Listening*, and in the length of texts for Section II, *Reading*, and Section III, *Writing in [Language]*.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none"> Amend the introduction, with bold print to highlight suggested weightings for Preliminary and mandatory weightings for the HSC. 	DET BCC	Amendment not made, to maintain consistency across all Stage 6 syllabuses.
<ul style="list-style-type: none"> Concern that the general conversation described in the oral examination specifications will be too difficult for students. 	SSG Surveys T12237 O12324	Amendment not made, as the majority of respondents strongly supported the specifications for the oral examination.
<ul style="list-style-type: none"> Reduce the number of texts for Section I, <i>Listening</i>, in the external examination specifications. 	DET BCC SSGs Surveys T1225 T12020	The number of texts has been reduced from 10-15 to 9-12.
<ul style="list-style-type: none"> Reduce the length of text for Section II, <i>Reading</i>, in the external examination specifications. 	DET BCC SSGs Surveys T12244 T12220 T12208	The length of text has been reduced from approximately 800-1000 words to approximately 750 words. On BCC recommendation, an external assessment was conducted of Section II <i>Reading</i> in Japanese, confirming that the length of text is appropriate.

<ul style="list-style-type: none"> Reduce the length of texts for Section III, <i>Writing in [Language]</i>, in the external examination specifications. 	<p>DET BCC SSGs Surveys T7204 T12254 T7201</p>	<p>The length of texts has been reduced from approximately 250-300 words to approximately 250 words.</p>
<ul style="list-style-type: none"> Amend the weightings for the two tasks in Section III, <i>Writing in [Language]</i> Part A to 4 and 6 marks, to allow for reliable differentiation in the marking process. 	<p>SSGs BCC Survey O12261</p>	<p>Amended</p>
<ul style="list-style-type: none"> Some support for the examination specifications in the current <i>Japanese Stage 6 Syllabus Amendments</i> 	<p>SSG T12244 T12246</p>	<p>No amendment made, as the majority of respondents supported the examination specifications in the draft syllabuses.</p>
<ul style="list-style-type: none"> Concern about the length of texts in the examination specifications for Chinese in comparison with the length of texts for other languages 	<p>SSGs T12211 T12221 O12220 BCC</p>	<p>Following analysis of consultation findings, the BCC recommended that an external assessment be conducted to review the length of texts specified in Section II <i>Reading</i> and Section III <i>Writing in Chinese</i>. As a result, the total length of texts in Section II <i>Reading</i> has been reduced from 1000-1200 characters to approximately 800 characters. The total length of texts in Section III <i>Writing in Chinese</i> has been reduced from approximately 300-400 characters to approximately 300 characters.</p>
<ul style="list-style-type: none"> Ensure that the information in the examination specifications is presented in the same way for Beginners as for Continuers syllabuses. 	<p>SSGs Surveys O11972 O12316</p>	<p>The information in the examination specifications has been mapped across Beginners and Continuers syllabuses to ensure consistency.</p>
<ul style="list-style-type: none"> Provide guidance for teachers in preparing students for the oral examination. 	<p>SSGs BCC</p>	<p>It will be recommended to systems to provide support for teachers and students in preparing for the oral examination.</p>

5.1.8 Glossary

Summary

It was generally acknowledged that the Glossary provided appropriate definitions of terms used in the syllabuses. There were suggestions for additional terms.

Qualitative Analysis

Key matters raised and writing team action

Key Matters Raised	Source/s	Action
<ul style="list-style-type: none">Add definitions for the terms <i>colloquialisms</i> and <i>register</i>.	SSGs O12316 O12283	Amended.

6 Overall evaluation

Summary

Overall, the draft syllabuses were judged to be acceptable, with some re-working. The syllabuses received commendation from many respondents for reflecting current research and trends in languages education for older adolescents as beginners. There was praise for the clarity of the syllabus content, which would facilitate the development of appropriate teaching, learning and assessment programs.

The concerns that were raised by respondents have been addressed in the relevant sections of this report.