Draft Framework for Languages Beginners Stage 6 Syllabuses

Survey

Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish

Consultation period

6 September – 29 October 2004
Responding to the Draft Framework for Languages Beginners Syllabuses

The purpose of the consultation survey is to obtain detailed comments from individuals and systems/organisations on the Draft Framework for Stage 6 Languages Beginners Syllabuses. Please comment on both the strengths and weaknesses of the draft framework. Comments will be taken into account when the draft syllabuses are developed.

Respondents should note that this is an opportunity to contribute directly to the design of high quality syllabuses.

Schools, teachers and other interested individuals and organisations can respond to the draft framework in one of three ways:

1 Written response on the survey form which accompanies the draft framework
   Please forward the completed survey to:
   The Administrative Officer, Languages
   Office of the Board of Studies NSW
   GPO Box 5300 SYDNEY 2001

OR

2 Email survey response to silink@boardofstudies.nsw.edu.au

OR

3 Online survey response through the Board’s website
   The Board’s website address is: www.boardofstudies.nsw.edu.au

The consultation period for the survey is from 6 September to 29 October 2004. If you require further clarification on any matter related to this project, please contact Dr Margaret Silink, Inspector, Languages, on (02) 9367 8152.

Please indicate the extent to which the description of the syllabus item (in italics) has been achieved. Circle the appropriate number (where applicable) and provide comments in the space provided.

Key  4  Strongly Agree
     3  Agree
     2  Disagree
     1  Strongly Disagree
This icon in the draft syllabus framework indicates material on which responses and views are sought through consultation.

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

Name(s) (optional): ____________________________________________

Name of school/organisation: ____________________________________________

System (AIS, CEC, DET, etc): ____________________________________________

Please indicate the numbers corresponding to the most appropriate responses.

Type of school/system/organisation in which you work or for whom you are responding:

- metropolitan  1
- non-metropolitan  2
- 7 – 12  4
- 11 – 12  5
- K – 12  6
- government  7
- government central  8
- non-government – systemic  9
- independent  10
- TAFE college  11
- parent group  12
- community group  13
- business/industry group  14
- other (please specify) ____________________________________________

Size of school:

- 0–150  1
- 151–300  2
- 301–600  3
- 601–1000  4
- more than 1000  5
Nature of school:

- significant representation of Aboriginal and/or Torres Strait Islander students: 1
- high percentage of students with language backgrounds other than English: 2
- School for Specific Purpose: 3
- academically selective school: 4
- Priority School Funding: 5
- other (please specify):

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
- other (please specify):

number of people contributing to this response:

If this response is from an individual, number of years teaching:

- nil: 1
- up to 3 years: 2
- 4–9 years: 3
- 10–15 years: 4
- 16–25 years: 5
- 26 or more years: 6
1  Rationale

1.1  The rationale describes the nature of [Language] in broad terms and explains the place and purpose of the subject in the curriculum.

Comments/suggestions

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2  Aim

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

Comments/suggestions

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3 Objectives

3.1 The Objectives amplify the aim and appropriately define the knowledge, understanding and skills to be developed through the study of [Language].

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4 Outcomes

4.1 The Outcomes provide clear statements of the knowledge, understanding and skills that each student is expected to achieve as a result of effective teaching and learning in [Language].

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5  Spoken and Written texts

5.1  The texts for productive use are appropriate.  

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6  Vocabulary

6.1  The statement relating to vocabulary is appropriate.

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7  Characters for Chinese and Japanese

7.1  The statements relating to the study of characters are appropriate.

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8  Dictionaries

8.1  The statements relating to the use of dictionaries are appropriate.

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9  Grammar

9.1  The inclusion of a detailed, structured grammatical guide is appropriate.

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10  Assessment Components, Weightings and Tasks

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

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11 HSC External Examination Specifications

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

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11.2 *The specifications for the oral examination are appropriate.*

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<td><em>The specifications for the written examination, Section 1: Listening, are appropriate.</em></td>
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11.5 *The specifications for the written examination, Section 3: Writing, are appropriate.*

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Comments/suggestions

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12 **Glossary**

12.1 *The inclusion of a glossary will assist teachers in the interpretation of the [Language] syllabus.*

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Thank you for taking the time to complete this survey.