

**Draft Australian Curriculum: Languages
Foundation to Year 10
Consultation Report**

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Contents

Contents	0
1. Executive summary	1
2. Introduction.....	4
3. Consultation process and methodology	5
3.1 Consultation processes	5
3.2 Online questionnaire	5
3.3 Written submissions	5
3.4 Intensive engagement activity	5
3.5 Methodology	5
3.6 Consultation demographics.....	6
4. Consultation Findings- Languages Learning Area.....	8
4.1 Responses to online questionnaire	8
4.2 Preamble	8
4.3 Rationale and Aims	11
4.4 Organisation of the Languages learning area	13
4.5 Curriculum Architecture.....	15
4.6 Content structure — strands and sub-strands	17
4.7 Context statements	21
4.8 Band descriptions.....	22
4.9 Content descriptions and elaborations.....	23
4.10 Achievement standards.....	24
4.12 Diversity of learners.....	26
4.14 General capabilities and cross-curriculum priorities	27
4.15 Links to other learning areas.....	29
4.16 Implications for implementation.....	30
4.17 Glossary	33
5. Consultation Findings — Chinese	34
Chinese second language learner pathway.....	36
Chinese background language learner pathway.....	41
Chinese first language learner pathway.....	43
6. Consultation Findings — Italian	46
Appendix 1 – Online questionnaire	54
Appendix 2 – Intensive Engagement questionnaire	59
Appendix 3 – Online questionnaire responses	61
Appendix 4 – Written submissions	66
Appendix 5 – Key findings.....	68

1. Executive summary

1.1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of the Australian Curriculum from Foundation to Year 12. The draft Australian Curriculum: Languages Foundation to Year 10 includes the development of language-specific curricula for eleven languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages* (the *Framework*).

The draft Australian Curriculum: Languages was released for public consultation in two stages. The first stage of consultation was undertaken on the overall design of the Languages learning area presented as an introduction to the languages curriculum, and the language-specific curriculum for Chinese and Italian, between 19 December 2012 and 12 April 2013. A second stage of consultation was conducted between 13 May and 25 July 2013 on the draft *Framework*, the overall design of the Languages learning area, and the language-specific curriculum for Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese.

1.2 Purpose of the report

This report presents the key findings from the two stages of consultation on the draft Australian Curriculum: Languages in relation to the overall design of the Languages learning area. Specific findings in relation to the draft curriculum for Chinese and Italian are also included.

The methodology used to collect and analyse consultation data is described, and summaries of the qualitative and quantitative data are provided. The data presented in this report will inform refinement of the design of the Languages learning area and revisions to the draft curricula for Chinese and Italian.

Feedback was sought in relation to the overall design of the Languages learning area, presented as an introduction to the languages curriculum, in the following areas:

- Preamble, rationale and aims
- Curriculum Architecture
- Content structure: strands and sub-strands
- Diversity of learners
- General capabilities
- Cross-curriculum priorities

Feedback was sought in relation to the draft Australian Curriculum: Languages for Chinese and Italian in the following areas:

- Context statement
- Content
- Achievement standards

1.3 Key Findings

Languages learning area

Specific findings in relation to the Languages curriculum design:

Orientation

- The intercultural language learning orientation of the curriculum is strongly supported.
- The development of language specific curricula is strongly supported.

Design

- The curriculum design is perceived as complex with an over emphasis on reflection.
- The number of sub-strands requires review and rationalisation.
- The description of sub-strands 1.4 *Moving between/translating* 1.5 *Expressing and performing identity* and 1.6 *Reflecting on intercultural language use* in Communicating strand, are not sufficiently clear.

Structure

- The recognition of pathways and learner groups is valued however the structure of the curriculum is difficult to navigate and the related terminology is not clear.

Achievement Standards

- The recognition of learner diversity through the pathways and entry point structure is valued.
- The number and naming of Achievement Standards does not mirror the structure used for Content.

Expression

- The language used to describe curriculum content is complex and requires greater clarity.

Chinese and Italian

Specific findings in relation to the Chinese and Italian:

Balance and active language use

- There is an over-emphasis on language awareness, particularly in the Chinese curriculum, and needs to be a stronger sense of active language use and language acquisition across the content descriptions.

Breadth

- The breadth of content is too great. There are too many content descriptions within each band.

Scope and Sequence

- The progression of learning across the scope and sequence of the curriculum requires greater clarity

Alignment

- Greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required
-

Band Descriptions

- Band descriptions are overly lengthy and dense

Role and use of English

- The role and use of English in the band descriptions and content elaborations is not clear.

Achievement Standards

- The pitch of achievement standards is too high and they do not align well with curriculum content.

Relationship between curriculum and policy settings

Implementation and policy issues

- A great deal of the feedback from consultation pertained to implementation and policy issues with concerns relating to scope and pitch often referenced against current conditions and allocation of hours.

2. Introduction

2.1 Background

In November 2011 ACARA published *The Shape of the Australian Curriculum: Languages* (the Shape paper). Following publication of the Shape paper ACARA began the process of developing the Australian Curriculum: Languages for Foundation to Year 10 consisting of:

- A *Framework for Aboriginal languages and Torres Strait Islander Languages* that provides different learner pathways that also take account of the varied states of the language(s) involved
- Chinese (three pathways - Second Language Learner, Background Language Learner and First Language Learner Pathways)
- Arabic, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese (one pathway each, pitched to the dominant cohort of learners for that language in the current Australian context)

The draft Languages curriculum was developed according to a set of design specifications that were approved by ACARA's Board following consultation with state and territory education authorities and are published in ACARA's Curriculum Development Process, Version 6 (2012) and Curriculum Design Paper, Version 3.1 (2013).

Development of the Australian Curriculum: Languages has been further guided by *The Australian Curriculum: Languages Design* paper (the Design paper). This document describes a common design and curriculum development process for developing language-specific curricula for Foundation to Year 10 for the Australian Curriculum.

The draft curriculum for each language specifies content and achievement standards that will provide the basis for consistency in what is to be taught from Foundation to Year 10 in schools. Content refers to the knowledge, understanding and skills to be taught and learnt in each subject. Achievement standards describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) that students should typically demonstrate by a particular point in their schooling.

Two distinct sequences of learning have been developed for the Australian Curriculum: Languages - a Foundation to Year 10 Sequence and a Years 7 to 10 (Year 7 Entry) Sequence. This design takes into account the different entry points of students into language learning and reflects current practice in languages teaching and learning. Content has been developed for both sequences for each language and each pathway, except for the first language learner pathway which has been developed for Years 7 to 10 (Year 7 Entry) only.

3. Consultation process and methodology

3.1 Consultation processes

The draft Australian Curriculum: Languages was released for public consultation in two stages. Stage 1 consultation was held from 19 December 2012 to 12 April 2013 on the Languages learning area design, captured as an introduction, Chinese and Italian. Stage 2 consultation was held from 13 May to 25 July 2013 on the draft *Framework*, the Languages learning area, Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese.

The two main avenues for feedback were through an online questionnaire on the consultation portal of the Australian Curriculum website, and through written submissions sent directly to ACARA.

Opportunities to provide feedback either via the online questionnaire or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were provided to subscribers to ACARA's e-newsletter, *ACARA Update*.

3.2 Online questionnaire

The online questionnaire comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement.

Feedback was sought on the preamble, rationale, aims, curriculum architecture and curriculum design for the Languages learning area.

Feedback on the specific languages was sought on the:

- coverage, clarity and coherence of curriculum content
- clarity and coherence of the achievement standards

A copy of the online questionnaire is included as Appendix 1.

3.3 Written submissions

Written submissions were received from state/territory education authorities, professional associations and bodies, community groups and individual stakeholders. These typically offered more detailed feedback than was possible via the online questionnaire. Respondents were requested to complete a cover sheet which contained space to record basic demographic information that would assist in the collation and analysis of responses.

3.4 Intensive engagement activity

As part of the consultation, 63 teachers in 40 schools from all states/territories and education sectors participated in intensive engagement activities using the draft curriculum for Chinese and Italian from 12 February to 6 May 2013. A total of 31 Chinese teachers and 32 Italian teachers trialled the draft curriculum by developing programs and sample teaching and learning sequences based on the drafts to test the usability of the documents and manageability of the content.

Teachers completed a tailored questionnaire that focused on their experience with the draft curriculum during the intensive engagement activity. The questionnaire for intensive engagement participants is included in Appendix 2.

3.5 Methodology

Quantitative data from the online consultation questionnaire is presented in charts and tables throughout this report and in appendices. All quantitative data were collated and analysed in

spread sheets, from which charts and tables were produced. The qualitative data includes commentary from both the online and intensive engagement questionnaires, and written submissions.

Respondents were asked to rate each statement in the online questionnaire according to a four point Likert scale (strongly agree, agree, disagree and strongly disagree). The response for each rating was assigned a numeric value (ranging from strongly agree = 4 to strongly disagree = 1). Responses were tallied and a percentage calculated for each rating, displayed in tables in Appendix 3.

Qualitative data was outsourced to experts in research and data analysis. The qualitative data was analysed using NVivo 10 software. Comments made in the online questionnaire were categorised as strengths, concerns, areas for improvement and suggestions, with specific topic nodes developed within these four categories. Content was analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.

For reporting purposes, the analysed data was organised according to the broad structural organisers for the questionnaire, that is:

- Preamble
- Rationale and aims
- Organisation of the learning area
- Foundation to Year 10 content
- Achievement standards
- General capabilities
- Cross-curriculum priorities
- Glossary
- Implementation and other issues

Findings are reported against these headings in terms of strengths, concerns and suggestions.

3.6 Consultation demographics

Online questionnaire

Questionnaire responses for each component of the Languages curriculum comprise:

- 295 responses to the Languages learning area from consultation stages 1 and 2;
- 109 questionnaire responses to the Chinese language curriculum, comprising:
 - 68 responses for the second language learner pathway component;
 - 23 responses for the background learner pathway component; and
 - 15 for the first language learner pathway component; and
- 103 questionnaire responses to the Italian language curriculum;
- 62 questionnaire responses from teachers who participated in the intensive engagement project for Chinese and Italian were also analysed for this report.

It is important to note that questionnaire respondents did not necessarily respond to all questions in the questionnaire across the learning area and the two languages curricula. Not all questionnaire respondents provided qualitative comment for each question.

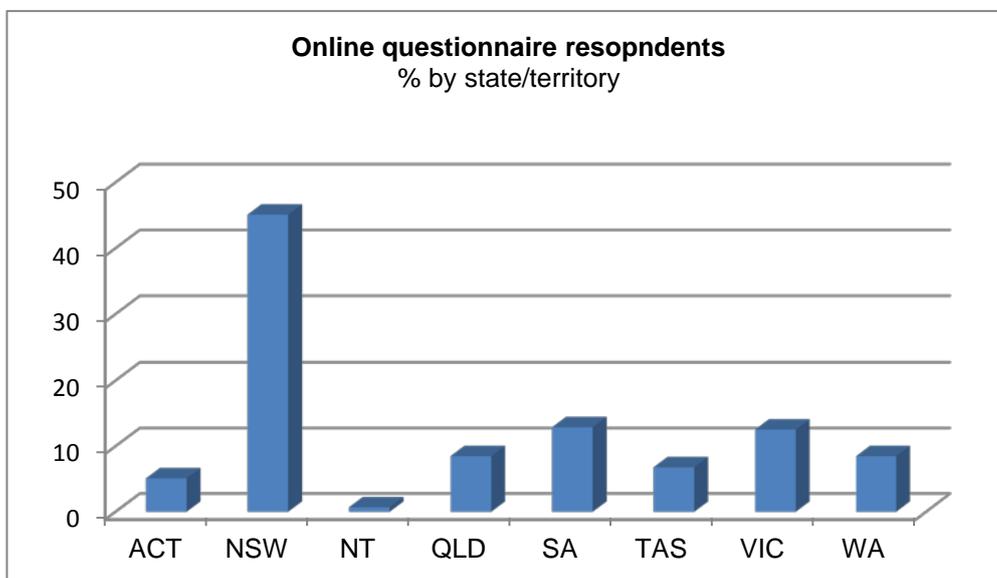
Table 1 provides a breakdown of respondents by stakeholder perspective. Teachers are strongly represented as a percentage of the total number of respondents.

Table 1: Number of online questionnaire responses by stakeholder perspective

Language	Number of online questionnaire responses									
	Academic	Consultant	Education jurisdiction/ authority	Primary teacher	Professional association	School/ school leader	Secondary teacher	Teacher	Other*	TOTAL
Languages Learning Area	12	7	9	70	4	19	155	14	6	296
Chinese	5	3	7	22	0	8	61	2	1	109
Italian	1	0	4	22	1	7	58	5	7	105

*Other includes respondents who identified as a community group, student, tertiary student, parent, languages professional, teaching assistant, special school teacher

Table 2: provides an overview of the number of consultation participants across states and territories



Written submissions

A total of 58 written submissions were imported in to NVivo for analysis. Organisations that provided written submissions during either of the two consultation stages are listed in Appendix 4.

4. Consultation Findings- Languages Learning Area

The Languages learning area comprises the introduction to the Languages curriculum, namely, the Preamble, Rationale, Aims Curriculum Architecture and Content Structure for the Australian Curriculum: Languages. The Languages Learning Area- Introductory section was available for comment and feedback during both stages of consultation. An analysis of all consultation feedback on this section is presented in this chapter.

It should also be noted the elements of the Languages Learning Area - Introductory section, with the exception of the sub-strand structure, were extensively consulted on during the Shaping phase.

4.1 Responses to online questionnaire

Tables displaying summaries of responses to the online questionnaire for both the Languages learning area and the language-specific questions for Chinese and Italian is included as Appendix 3.

Perspectives by state and territory

A table which summarises feedback provided by states and territories regarding key themes and perspectives (i.e. strengths, concerns and suggestions) in relation to the draft curriculum ins included as Appendix 5.

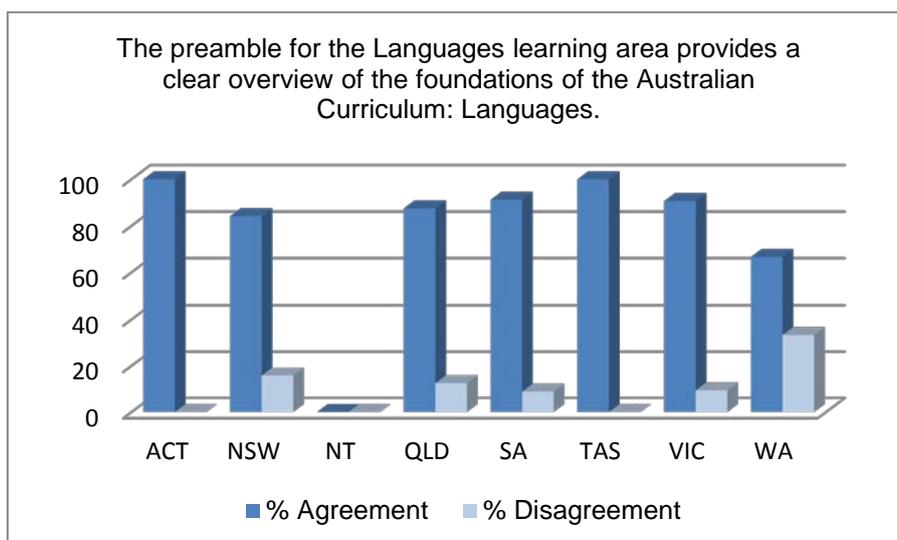
4.2 Preamble

There is strong support for the three sections of the preamble, namely *Language specificity*, *Language, culture and learning*; and *Diversity of language learners*.

Table 4: Responses to the Languages Learning Area questionnaire — Preamble

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	strongly agree	agree	disagree	strongly disagree
The preamble for the Languages learning area provides a clear overview of the foundations of the Australian Curriculum: Languages.	221	56	136	21	8

Figure 1 Responses to the Languages Learning Area questionnaire – percentage agreement and disagreement – Preamble.



Strengths

Consultation feedback is highly supportive of the intent of the preamble with 87% of online respondents agreeing that the preamble provides a clear overview of the foundations of the Australian Curriculum: Languages.

The language-specific nature of the curriculum recognising, the distinctiveness of specific languages is strongly supported with many consultation respondents commenting on its importance.

...the fact that the uniqueness of each different language is being recognised under the new curriculum and the notion that the content and achievement standards across languages will be treated on a language-by-language basis is encouraging.

NSW secondary teacher, questionnaire response

I am pleased that there is recognition of the distinctiveness and inherent differences of specific languages as well as a focus on both language and culture. This movement between languages and cultures is truly integral to language learning and use and provides the foundation for the Australian Curriculum: Languages.

NSW individual education professional, written submission

The description of language, culture and learning and their interrelationship in the preamble is strongly supported. Respondents feel the intercultural language learning orientation of the curriculum captures contemporary views of language learning.

The CESA acknowledges that the Preamble (which includes Language specificity, language, culture and learning and the diversity of languages learners) provides readers with a clear overview of the place of languages in the new Australian Curriculum. There is congruence with contemporary literature and thinking in regard to the desired achievement of students at the completion of their schooling.

Catholic Education South Australia, questionnaire response

The recognition of pathways and learner groups within the curriculum structure, together with the focus on learners and what they bring to languages learning, is valued by respondents. The explicit inclusion of Aboriginal and Torres Strait Islander languages in the language specificity and diversity of language learners sections is welcomed.

The inclusion of the importance of valuing all the languages a student brings to school and acknowledging their role in shaping that students' identity is supported.

Victorian Curriculum and Assessment Authority, written submission

Consultation participants commend the formulation of the diversity of language learners section, though there is also considerable comment from some consultation participants on how it can be strengthened.

Reference to the three major groups of learners who will use the target language for a variety of purposes and within diverse contexts is clear and central to acknowledging the diversity of learners.

Queensland Catholic Education Commission, written submission

Concerns

Some consultation participants express concern over the length of the preamble, as well as the complexity of language of this text. It is felt that this could impact on the level of engagement of parents and non-teaching professionals, as well as people from non-English speaking backgrounds.

Many respondents agree that it is appropriate to differentiate learners into the three learner groups. Some consultation participants, however, raise concern about the implications for implementation associated with catering for the three learner pathways within any single school. This issue will be discussed in the chapter that presents findings from consultation on the draft curriculum for Chinese since it only pertains to this language.

There is support for greater clarity around the differentiation of language learner groups, particularly between the description of background language learners and first language learners. Some respondents are concerned that the definitions of the learner groups are not sufficiently explicit and recommend that they be more specifically defined (it should be noted that this references eligibility criteria that are available for senior secondary level).

Concern was also raised about how these learner groups will be interpreted by different states and territories noting that at present there is no national consensus on this matter at senior secondary level, and translated into eligibility processes for placing learners into pathways. It should be noted that eligibility criteria are not available as it eligibility does not apply to the study of languages from Foundation to Year 10. The ways in which schools cater for different learner groups will be decided locally.

Some concern was raised over the potential for categorisation of learners based on their place of origin, notable from New South Wales rather than their language proficiency, but this is not a common theme from consultation.

Comment was also made in relation to Chinese currently being the only language for which more than one pathway is being developed currently, and whether additional pathways will be developed for other languages in the future.

Suggestions

Teachers and education authorities would welcome revision of the language used in the preamble to make it a more succinct and accessible document. There is also support for the preamble to be shortened.

Rewrite the Preamble using plain English. This should make the message more succinct and accessible to the target audience.

Queensland Studies Authority, written submission

Support for greater emphasis on and reference to culture in the preamble was provided by a few teachers.

Renaming the second language learner pathway to additional language learner pathway is proposed by some consultation participants.

A minor amendment to strengthen the document would be to use the term additional language learners instead of second language learners, given that many Australian students are pluri-lingual.

South Australian Department of Education and Child Development, written submission

4.3 Rationale and Aims

Table 5: Responses to the Languages Learning Area questionnaire — Rationale and Aims

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	strongly agree	agree	disagree	strongly disagree
The rationale for the learning area is clear about the nature and importance of learning Languages for all Australian students.	231	79	142	8	2
The aims for the learning area clearly state the intent for the draft Australian Curriculum: Languages Foundation to Year 10.	225	57	142	22	4

Figure 2 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – Rationale.

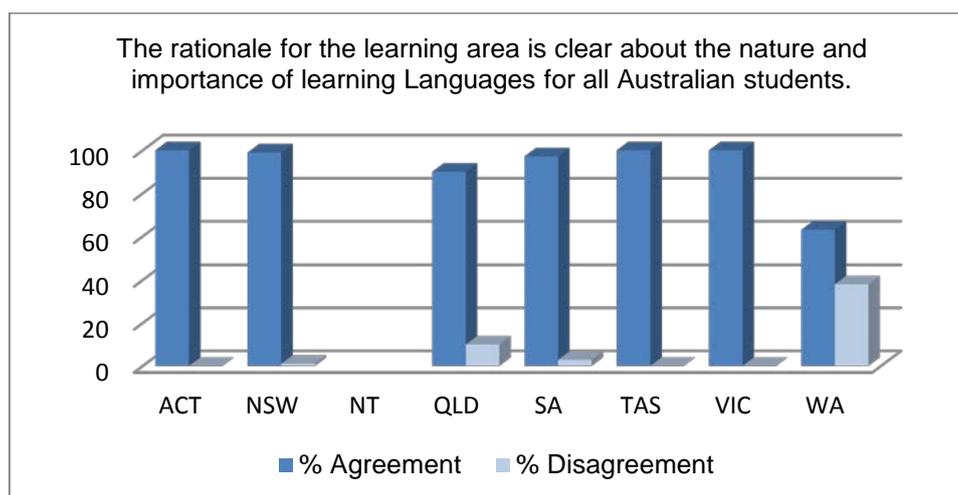
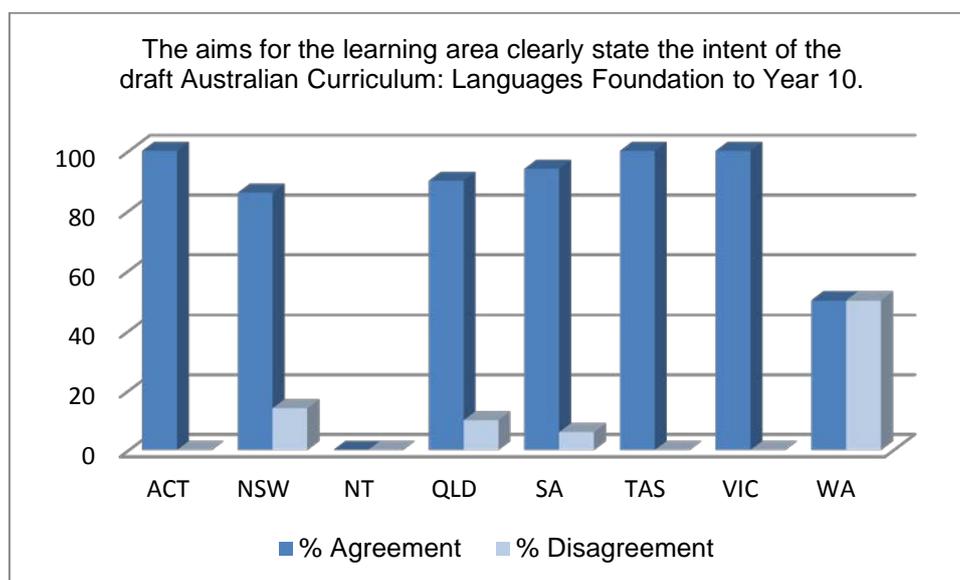


Figure 3 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – Aims.



Strengths

The rationale and aims attract significant support from consultation participants noting that these elements were extensively consulted on during the Shaping phase.

The rationale is seen as clearly outlining the importance and value of language learning, and consultation participants commend its language, structure and approach. The aims are seen as clear and succinct statements.

The reference to learning Aboriginal languages and Torres Strait Islander languages, and its role in promoting greater understanding and reconciliation, is identified by some consultation participants as an important aspect of the Introductory section. The preamble, rationale and aims – There was very strong support for these areas of the curriculum.

NSW Board of Studies, written submission

The rationale provides a justification for learning an additional language. The aims are thorough and encapsulate what all learners should be able to do as a result of studying a language.

Queensland Studies Authority, written submission

Good to see some emphasis on the benefits of learning other languages - strengthens intellectual and analytical capabilities and enhances creative and critical thinking.

WA secondary teacher, questionnaire response

Concerns

There are concerns among some teachers and education authorities over the length of the rationale and complexity of language within the rationale.

It is positive to see the acknowledgement that language learning provides opportunities to engage in language and culture, not just the economics of getting a job. However the Rationale needs to be shorter and its language more accessible. Using words aimed at academics/linguists will alienate the target audience – teachers.

The third aim, *understand themselves as communicators* attracts some critical comment about its level of clarity.

the phrase understand themselves as communicators requires additional clarification

NSW school, questionnaire response

Suggestions

There is support from some consultation participants to revisit the length, structure and language of the rationale, and at the same time to consider including greater emphasis on the importance of language learning to the development of literacy skills.

This section is too wordy for a rationale. It needs to be succinct and to the point. The opening statement leading into the learning area needs to emphasise the importance of the learning area. The subsequent paragraphs and dot points could be summarised into two or three short paragraphs as some of the information is repetitive.

Independent Schools Queensland, written submission

There is a suggestion from a few consultation participants to revisit the third aim, and suggestion was to incorporate it into the first aim, which was thought to better align the two aims with the two strands, *Communicating* and *Understanding*.

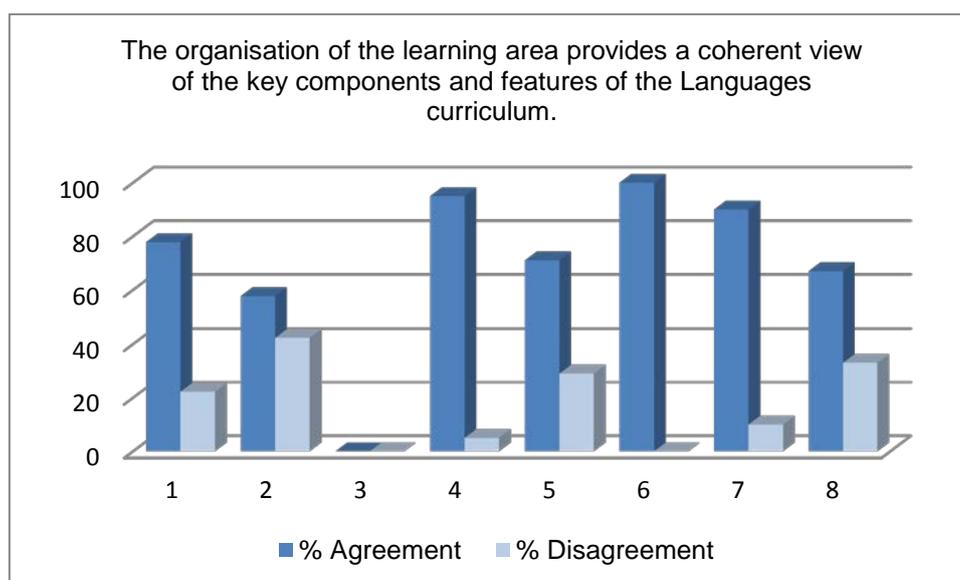
4.4 Organisation of the Languages learning area

Consultation feedback on the overall organisation of the Languages Learning Area was mixed. Key concepts and components of the learning area were supported, but some consultation participants did find navigating the curriculum difficult.

Table 6: Responses to the Languages Learning Area questionnaire — Organisation of the Languages Learning Area

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	strongly agree	agree	disagree	strongly disagree
The organisation of the learning area provides a coherent view of the key components and features of the Languages curriculum.	225	21	141	36	27

Figure 4 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – Organisation.



Strengths

The recognition of the diversity of language learners through the pathways and entry point structure realised through the sequences was seen as necessary and is valued.

Comments of support in relation to the ‘organisation of the curriculum’ section came from teachers involved in the intensive engagement activity.

The framework allows for the classroom activities to be delivered in a multi-layered format that allows students to achieve the levels of understanding and skills in a progressive and more inter-related sequence that is positive and inclusive.

SA primary teacher, questionnaire response

Concerns

Concerns are raised that the structure is complex and difficult to navigate and the related terminology is not clear. There is some confusion about features and terminology (i.e. sequences, pathways and levels of achievement).

The organisation of the curriculum is complex and difficult to navigate because of the many documents.

NSW school leader, questionnaire response

The numbering of Levels across different sequences was identified as a particular issue for teachers. Participants also expressed concern about the lack of correlation between the numbering system in the content descriptions and the achievement standards.

The numbering of the levels (and associated content descriptions) in an F-10 sequences is confusing. Teachers and parents will expect that 4.1, 4.2 etc relate to Level 4 whereas they relate to Level 3.

South Australian Department of Education and Children’s Services, written submission

Suggestions

There is support for the organisation of the learning area to be described more clearly. A number of consultation participants recommend the use of diagrams or other visual aids to assist

understanding and navigation of the structural features of the curriculum and the relationship between bands and indicative hours for writing.

This section is too long and the language is sometimes unclear. More alternatives for presenting information clearly—diagrams, tables and the like—should be considered.

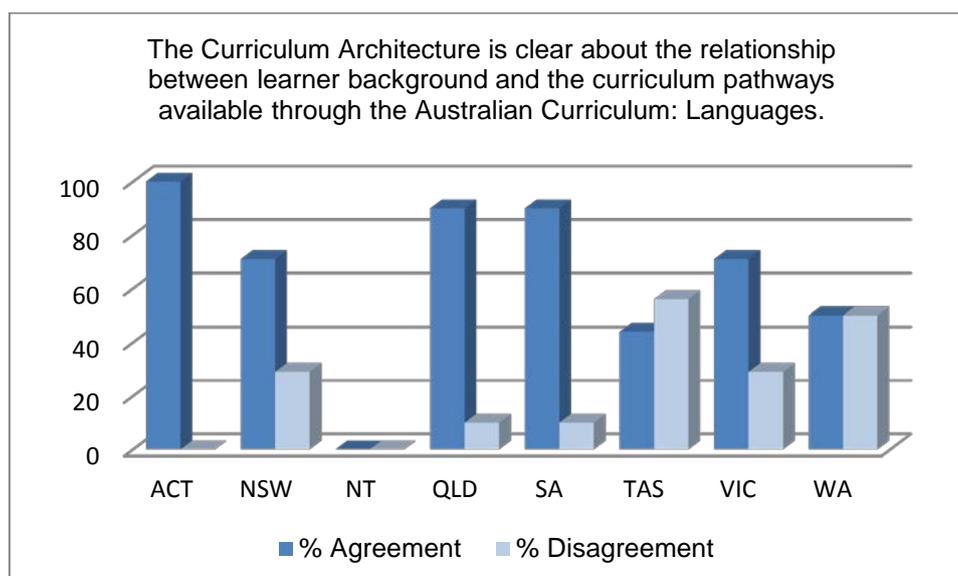
Western Australian School Curriculum and Standards Authority, written submission

4.5 Curriculum Architecture

Table 7: Responses to the Languages Learning Area questionnaire — Curriculum Architecture

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	strongly agree	agree	disagree	strongly disagree
The Curriculum Architecture is clear about the relationship between learner background and the curriculum pathways available through the Australian Curriculum: Languages.	240	40	134	55	11
The Curriculum Architecture is clear about the relationship between the curriculum and indicative writing hours.	240	26	102	83	27
The curriculum provides flexibility for different entry points into languages learning across Foundation to Year 10.	236	22	121	64	29

Figure 5 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – Curriculum Architecture.



Some consultation participants query the term ‘curriculum *architecture*’. This term was introduced to ensure that the difference between the structuring of pathways, bands and sequences was distinguished from the structuring of content. There is support for revisiting this term.

Commentary on each of the aspects of the curriculum architecture is discussed below.

Pathways

The recognition of the diversity of language learners through the pathways is valued by respondents. Across most education authorities there is agreement that the curriculum architecture is clear about the relationship between learner backgrounds and different pathways.

The curriculum structure is clear in presenting the relationship between learner background and the curriculum pathways.

Northern Territory Department of Education and Children's Services, written submission

Concerns are raised by many respondents about implementation issues for teachers catering for students from different pathways in the same classroom. These consultation participants express concern that the introduction of a national curriculum will impact on state/local decision making around this issue.

It should be noted that the 'Implications for Implementation' section explains that the recognition of pathways in the development of the curriculum does not necessarily represent or determine the administrative organisation of language programs in particular schools. School authorities and schools will make decisions about the latter. However the development of different pathways will ensure that teachers have a point of reference for considering the language development of learners

Time on task

Consultation participants welcome the statement of time on task or indicative hours. The link between content and achievement standards and time on task is also commended.

Many respondents read the indicative hours for writing as indicative hours for program provision. This has led to concern that indicative time allocations may be interpreted as a 'minimum' standard by schools, potentially leading to a reduction in the number of hours currently provided for language learning in some states and territories. As a result there is support in implementation for a stronger policy statement on mandated hours, as well as further guidance on how those hours should be used and structured over the school week. (It should be noted that policy setting are different in each state).

What can be expected of learners and teachers with so few hours? How will these hours be spread over the school week - does it allow for adequate use and reinforcement (what level of exposure and practice does human neural architecture for language require?)

SA Academic, questionnaire response

The implementation of these hours will reduce the communication capacity of students in classrooms. Our Asian neighbours are spending far more time on second learning than we are.

Association of Independent Schools Western Australia, written submission

Indicative hours is an issue – what is the difference between indicative hours for the purpose of writing and the hours intended for implementation? If the curriculum is to be adopted, then the indicative hours need to be adhered to as a minimum – are states prepared to do this?

NSW teacher, questionnaire response

Entry points

Consultation participants expressed support for the concept of multiple entry points as well as the development of two separate sequences of learning for Foundation to Year 10 and for Year 7 to Year 10 (Year 7 Entry).

The provision of F-10 continuity as well as a separate 7-10 sequence in the second language learner pathway is welcomed, as it recognises the reality in many secondary schools at present, where language learning typically starts in yrs7/8, or where a language different from that studied in Primary years commences at that stage of schooling.

Catholic Education Office Sydney, written submission

Some concern was raised about the implications of the Year 7 to Year 10 sequence (Year 7 entry) for those jurisdictions where Year 7 is the final year of primary school, for example, South Australia.

The entry points are not flexible particularly in view of the entry points in SA. Primary school finishes at year 7 in SA. Where do we fit???

SA secondary teacher, questionnaire response

There is support for the concept of multiple entry points. However, there is considerable concern about how these different entry points will be implemented and catered for in the classroom.

While it is acknowledged that the two entry points provide some flexibility on paper, in reality student mobility and resourcing still remain issues

Western Australian School Curriculum and Standards Authority, written submission

It appears that the only entry points are Foundation and year 7. It is not clear what level of achievement would be expected of a student entering at year 5.

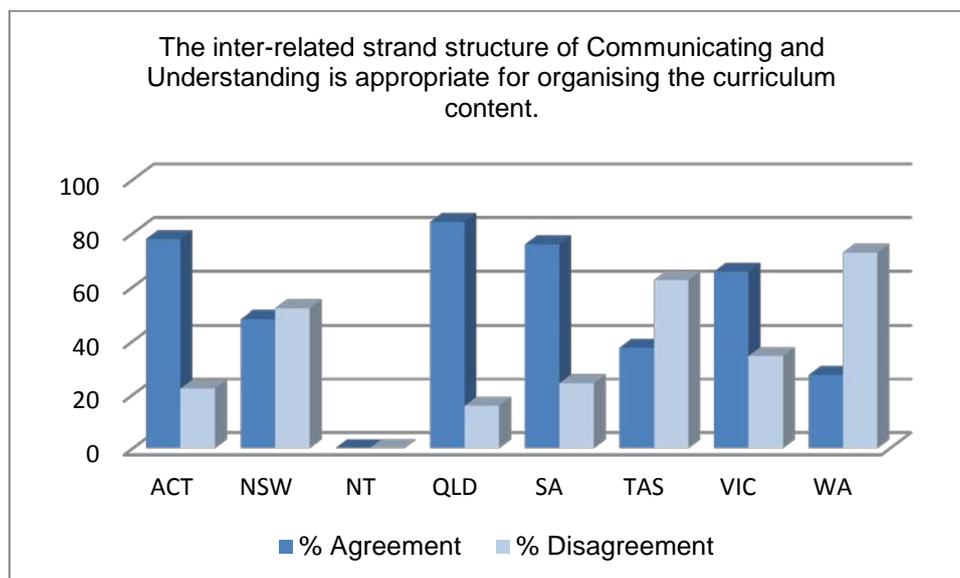
NSW stakeholder, questionnaire response

4.6 Content structure — strands and sub-strands

Table 8: Responses to the Languages Learning Area questionnaire — Organisation of the curriculum

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The interrelated strand structure of Communicating and Understanding is appropriate for organising the curriculum content.	232	46	112	56	18
The sub-strands within the Communicating strand are sufficiently distinct and appropriate (1.1–1.6).	230	22	100	67	41
The sub-strands within the Understanding strand are sufficiently distinct and appropriate (2.1–2.4).	225	20	108	60	37

Figure 6 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – strand structure.



Strands

There is support for the two strands *Communicating* and *Understanding* which are understood as reflecting the interrelatedness of language, culture and learning.

There is agreement that the content structure is appropriate for organising the curriculum. They are inter-related as learners need to be able to understand to communicate. There is clarity between the two strands and a clear definition for each.

Queensland Catholic Education Commission, written submission

Strengthening the complementary relationship between the two strands to ensure that their purpose is clear and evident was suggested by some consultation participants. In line with this view, some feedback suggests that the inclusion of a diagram or visual depiction that illustrates the interrelationship of the two strands would be beneficial. This would also address feedback that seeks more support and guidance for teachers on the balance of learning between the two strands.

The inter-related strand structure is appropriate, but not clearly demonstrated. The proposed structure requires a conceptual and pedagogical shift for many teachers.

Western Australian School Curriculum and Standards Authority, written submission

Strands and sub-strand structure

The number of sub-strands and the wording of the sub-strands attracted considerable commentary. There was a perceived imbalance towards understanding and reflecting on language use, as well as insufficient emphasis on active use of language through the sub-strand design. Many respondents viewed the sub-strand structure as complex and the description of sub-strands are insufficiently clear

Sub-strands 1.1 through 1.3 are considered appropriate in relation to the *Communicating* strand. The foregrounding of language use in the interpersonal, informational and expressive/ creative domains is understood. These are areas of language learning that have been well represented in curricula over the past 25 years.

The 'newer' dimensions of the sub-strands (1.4 through 1.6) were viewed as creating an over-emphasis on reflection, particularly when considered in relation to the *Understanding* strand which also includes aspects of reflection. Feedback suggests that this imbalance could be addressed through a rationalisation of the sub-strands.

There was support for the dimensions of languages learning as realised through the sub-strand structure.

The inclusion of sub-strands that highlight the fact that language learning involves performance of communication, analysis of a range of aspects of language and culture and reflection on intercultural experience is supported.

Victorian Curriculum and Assessment Authority, written submission

The distinction between the sub-strands is appropriate and their distinctiveness supported in view of the aims of using language for communicative purposes eg interpreting, exchanging meaning and creating meaning mentioned in the document. CESA acknowledges and supports the content structure presented in the document. Some clarity may be needed in further defining what is to be taught and learnt under the sub-strands. This would also support teachers in their design of appropriate and meaningful assessment tasks and criteria.

SA education consultant, questionnaire response

The sub-strand structure is considered by many intensive engagement participants as a useful organisational structure to plan and teach from.

The structure of the curriculum is easily identifiable. The relationship between the strands and sub-strands is logically mapped out. The particular focus of this Intensive Engagement lent itself well to the proposed curriculum with logical links between language and culture.

SA secondary teacher, trial school questionnaire response

Although there is support for the sub-strands as useful organisers of content, there is agreement between teachers and education authorities that there are too many. Feedback indicates overwhelming support for a revision and reduction in the number of sub-strands. There was some suggestion that merging some sub-strands together is appropriate in certain cases.

Some comments reflected a view that the sub-strands and content descriptions are stand-alone rather than interrelated.

The number of sub-strands is high. Is there a need for so many? Is there an expectation that teaching and learning programs at classroom level include all of these sub strands continuously across a year level or band. How will these be reported? Assessed? Are they of equal weight?

SA secondary teacher, questionnaire response

the sub strands are not clearly distinct as there is overlapping between the sub strands. It is difficult to understand what each sub strand requires and how this translates to the teaching and learning that will take place in the classroom

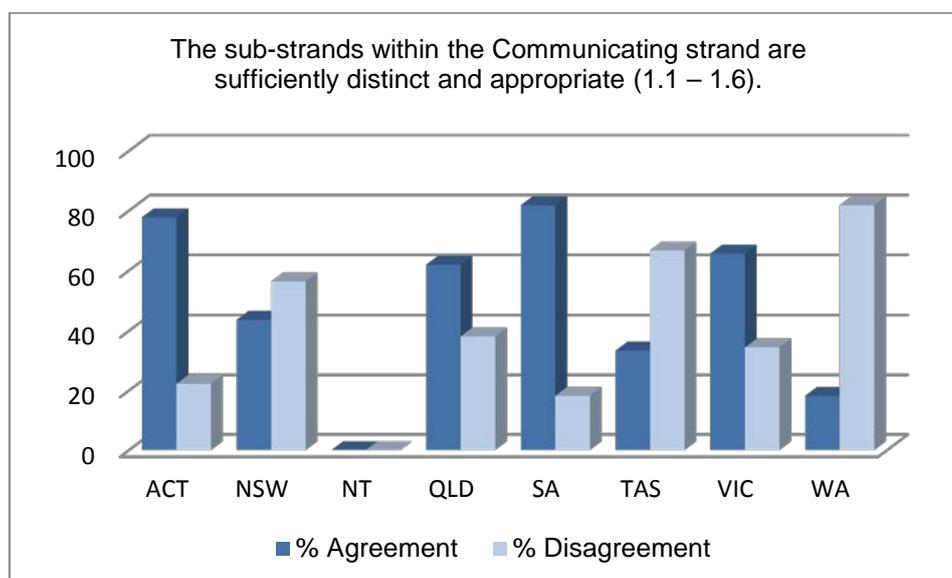
NSW secondary teacher, questionnaire response

A number of respondents highlighted the value of the new sub-strands, recognising the importance of professional learning in understanding the curriculum design and the sub-strand structure.

Further commentary on the sub-strands is detailed below.

Communicating sub-strands

Figure 7 Responses to the Languages Learning Area questionnaire – percentage agreement and disagreement - Communicating sub-strands.



The definition of and distinction between the two sub-strands *Moving between/Translating* and *Reflecting on intercultural language use* is not clear to some respondents, with many respondents suggesting that these two sub-strands be combined.

What is the idea behind translating? Assumed there is a more contextual and cultural significance to be emphasized as opposed to the translation of old.

NSW secondary teacher, questionnaire response

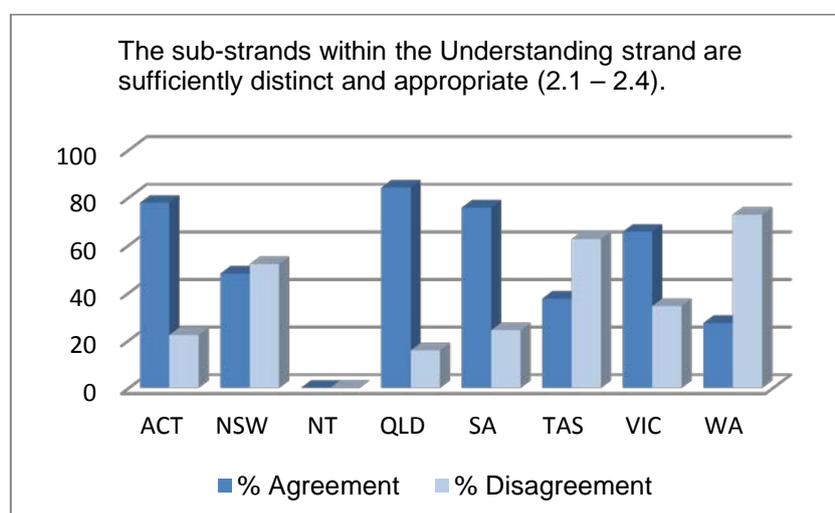
There are too many sub-strands ... Collapse together the sub-strands Moving between / translating and Reflecting on Intercultural language use

South Australian Department of Education and Child Development, written submission

The Reflecting on intercultural language use sub-strand is probably better placed in the Understanding Strand.

Understanding sub-strands

Figure 8 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement - Understanding sub-strands.



Some concern is expressed over the perceived overlap of sub-strands within the Understanding strand, and a need to refine and consolidate the existing Understanding sub-strands is expressed by both teachers and education authorities.

The ‘variability in language use’ and ‘language awareness’ sub-strands overlap in practice. One sub-strand would be sufficient.

SA secondary teacher, questionnaire response

There is also concern over implications of how much content within the Understanding sub-strands can be taught in the target language and what will need to be taught in English. This concern is consistent with more general consultation feedback on both the achievement standards and the band descriptions which identifies the need for clarification of the role of English and the use of the target language.

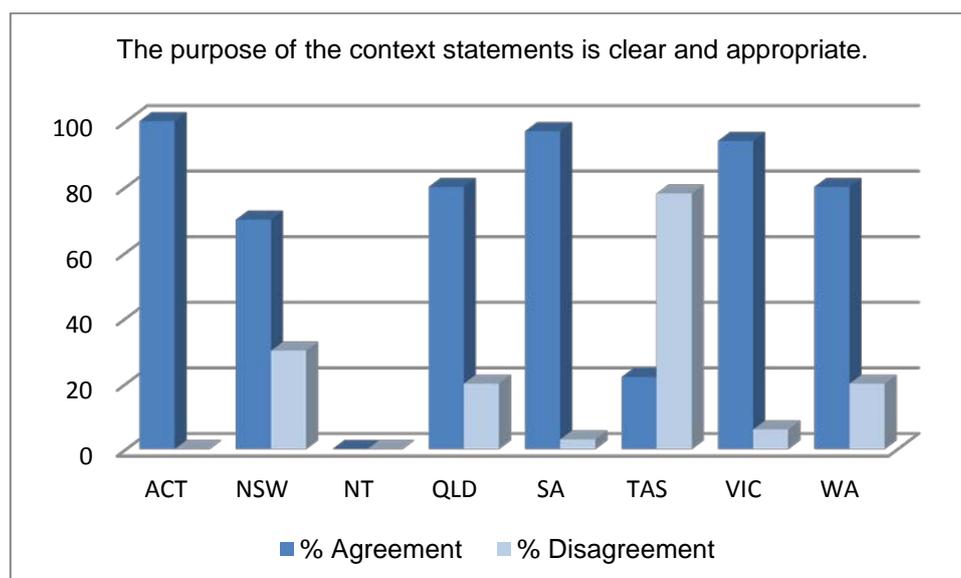
4.7 Context statements

Consultation feedback indicates that there is overall support for the purpose of a context statement for each language.

Table 9: Responses to the Languages learning area questionnaire — Context statements and band descriptions

Languages learning area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The purpose of the context statements is clear and appropriate.	221	49	120	28	24

Figure 9 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – context statements.



Education authorities and consultation respondents strongly agree that the description of the purpose of context statements is clear and appropriate.

Teachers expressed support for further elaboration on the place of the target language beyond the Australian context.

The context statement should also contain information on the place and purpose of the language in the global context not just Australian context. While the curriculum documents are intended primarily for schools and educators, parents and the wider public will also access them. Students will study the language if they see a purpose for it and this has to be provided in a global context.

How can the Languages curriculum cover the general capability of intercultural understanding (where global citizenship is advocated) if it does not place languages learning within global and local contexts?

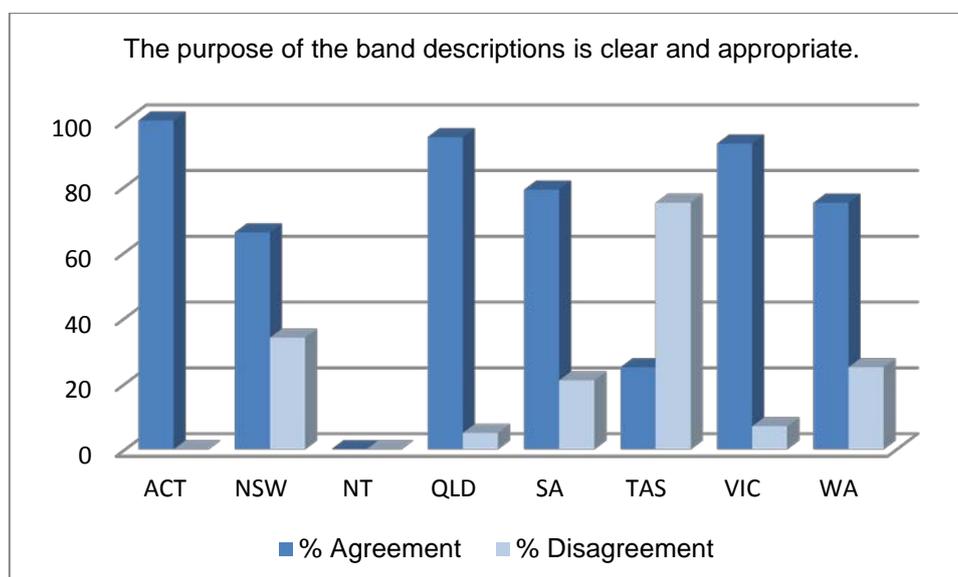
QLD secondary teacher, questionnaire response

4.8 Band descriptions

Table 10: Responses to the Languages learning area questionnaire — Context statements and band descriptions

Languages learning area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The purpose of the band descriptions is clear and appropriate.	209	34	120	35	20

Figure 10 Responses to the Languages Learning Area questionnaire — percentage agreement and disagreement – band descriptions.



As with the context statements, there is general support for the purpose of the band descriptions, but respondents also express the need for improvement. There is general criticism of the lack of clarity around target language use and the role of English in the band descriptions.

Feedback indicates that there is support for further clarification of the extent to which English is to be used in the teaching of the subject and the use of the target language.

More clarity is required about the amount of English that will be required to deliver some of the content. It appears that a large component of the curriculum requires students to talk about language and/or culture rather than learning and using the language.

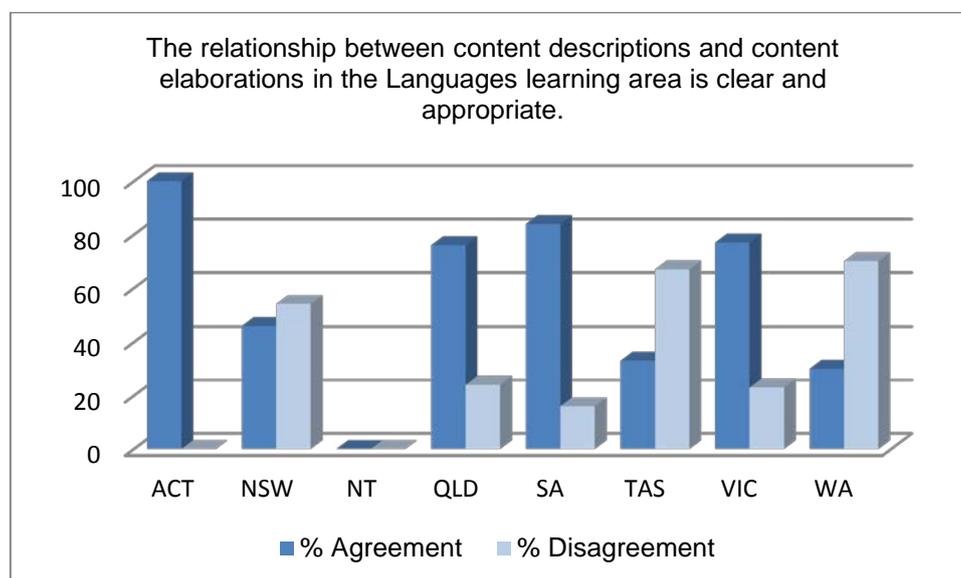
Catholic Education Office Sydney, written submission

4.9 Content descriptions and elaborations

Table 11: Responses to the Languages Learning Area questionnaire — Content descriptions and elaborations

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The relationship between content descriptions and content elaborations in the Languages learning area is clear and appropriate.	218	30	99	54	35

Figure 11 Responses to the Languages Learning Area questionnaire— percentage agreement and disagreement – content descriptions and content elaborations relationship.



There is agreement (59%) from questionnaire respondents that the relationship between content descriptions and elaborations is clear and appropriate.

The purpose of the Content Statements and Band Descriptions, along with the subsequent Content Elaborations is clear.

School of Languages SA, written submission

Notwithstanding the statement in the Languages Learning Area section about content elaborations being designed to assist teachers to understand what is to be taught, there continues to be concern over the relationship between the content descriptions and elaborations. Data from the online questionnaire indicates that 41% of respondents disagree or disagree strongly with the statement that the relationship between these two elements is clear. This is also reflected in the commentary from the intensive engagement participants. These comments in particular refers to the description of grammar which is currently place in elaborations when in fact it is required content.

The major concern of teachers and some education authorities is that the current wording and presentation still leads to some confusion over whether the elaborations are required content.

The relationship is not necessarily clear. It should be explicitly stated that the content elaborations are examples only and that lists presented are not exhaustive. There was a tendency for teachers to expect to find all the teaching points listed for them.

NSW school leader, questionnaire response

It needs to made clear at the beginning of the curriculum that elaborations are examples and not prescribed content. Although this is stated in the preamble it needs to be reiterated in the language specific documents are this may be over looked. Many teachers are under the impression this is prescribed content, not example. It has been suggested that elaborations are called examples.

Catholic Education Office Melbourne, written submission

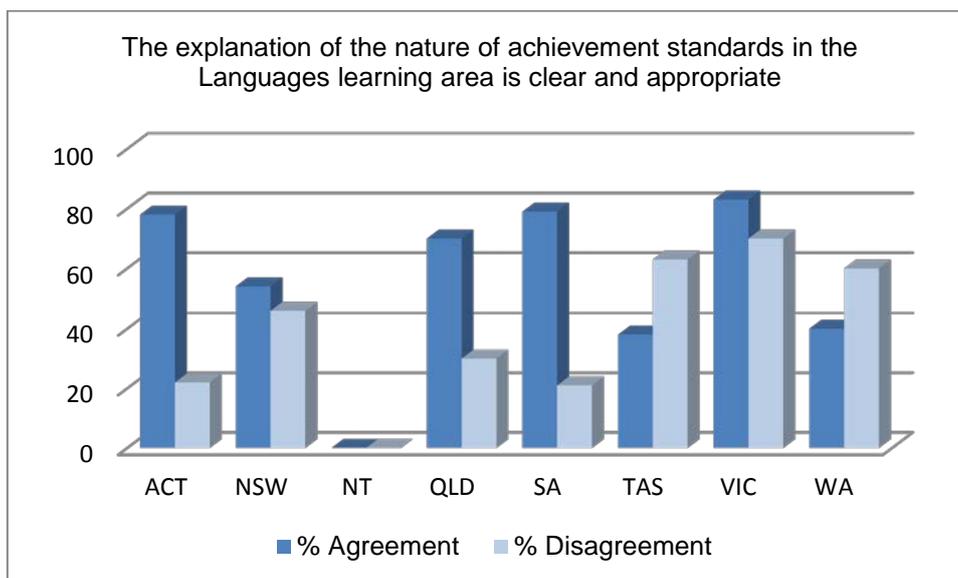
4.10 Achievement standards

There is agreement from 62% of questionnaire respondents that the explanation of achievement standards is clear and appropriate.

Table 12: Responses to the Languages Learning Area questionnaire — Achievement standards

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The explanation of the nature of achievement standards in the Languages learning area is clear and appropriate.	217	28	107	52	30

Figure 12 Responses to the Languages Learning Area questionnaire— percentage agreement and disagreement – achievement standards.



Issues expressed about achievement standards in general include concern that they describe a summary of learning rather than enable appropriate measurement of achievement, and that they are unclear on what will be assessed in either English or the target language.

A related issue is that achievement standards are often unclear and ambiguous. Students may demonstrate many of the understandings in English or the target language and thus it is difficult for teachers to determine levels of proficiency required.

NSW Community Languages Schools Board, written submission

Assessing five years of learning across Foundation to Year 4 is raised as an issue by most consultation participants. Teachers and education authorities indicate strong support for the development of an achievement standard for Foundation to Year 2.

There are no Achievement standards for students in the F-2 Band. Level 1 currently spans 5 years of learning, from Foundation to Year 4. This is a time when students experience substantial development in literacy and maturity.

NSW education consultant, questionnaire response

4.12 Diversity of learners

Consultation feedback confirmed the importance of providing guidance on catering to the diverse needs of all learners.

Table 13: Responses to the Languages Learning Area questionnaire — Diversity of learners

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The explanation of the ways in which the Australian Curriculum: Languages caters for the diversity of learners is clear and appropriate.	219	38	115	40	26

There was overall agreement (70%) among questionnaire respondents that the ‘Student diversity’ information is clear and appropriate, at the same time there is some concern over the consistency of language in this section, as compared with other learning areas. It is evident from the consultation feedback that some consultation participants were unsure about the purpose of this section and confused it with the ‘Diversity of language learners’ statement in the preamble which describes the various learner pathways for the languages curriculum.

Consultation participants sought some revision to the description of the different types of learners, this relates to the current ACARA definition of learner diversity. There is support for recognition and inclusion of linguistic and cultural diversity in this section.

It is good to have the statement on the diversity of learners in the document. It is good to provide obvious option that teachers can accelerate learning by drawing on later levels. The idea of equity was very clear here.

Association of Independent Schools of Western Australia, written submission

Some concerns are expressed by teachers over the level of guidance provided in this section. There was support from teachers for more guidance and assistance to cater for students with diverse needs.

A few respondents would like to see a shorter and more concise description of the *English as an Additional Language or Dialect* section.

4.14 General capabilities and cross-curriculum priorities

Table 14: Responses to the Languages Learning Area questionnaire — General capabilities and cross-curriculum priorities

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The relationship described between the Languages learning area and each of the general capabilities is clear and appropriate.	218	62	108	35	13
The relationship described between the Languages learning area and each of the cross-curriculum priorities is clear and appropriate.	217	39	106	48	24

General capabilities

Consultation participants value the relationship between the learning area and the general capabilities. There is a significant degree of support (78%) from a range of consultation participants for the clarity and appropriateness of the description of the relationship between the languages learning area and the general capabilities of the Australian Curriculum.

The relationship described between the Languages learning area and each of the general capabilities is clear and appropriate. Teachers should be able to use the extended general capabilities learning continua to adjust the focus or to further extend the learning according to local needs.

Catholic Education South Australia, questionnaire response

Consultation feedback indicates that, in the main the General capabilities are well explained and exemplified and that the described relationship between the Languages learning area and each of the Cross-curriculum priorities is clear and appropriate.

Queensland Studies Authority, written submission

Some concerns are raised by questionnaire respondents and education authorities over the absence of mapping of the general capabilities to the various language-specific curricula. Implementation, time and resourcing, and the need for specific examples and guidance, are all raised as issues by teachers through the questionnaire data and through written submissions.

Need to have examples of how general capabilities are being addressed.

Vic secondary teacher, questionnaire response

Feedback on each of the general capabilities is outlined below:

- **Literacy** —comment on this capability was broadly agreed. The description is considered to be well written and appropriate. Consultation respondents value the strong statement on the importance of language learning in developing this capability, and there is support for the inclusion of specific examples demonstrating how the Languages learning area strengthens this capability.

- **Numeracy** — questionnaire respondents find the description of the relationship to this capability too limited.
- **Information and communication technology (ICT)** — this capability is viewed as particularly important to languages learning. There is support for a stronger statement on the benefits of ICT to the teaching and learning of languages, and appropriate examples.
- **Critical and creative thinking** — from the limited feedback received on this capability, there is support for a strengthening of the description of this capability to reflect higher order student development.
- **Personal and social capability** — from the limited feedback received on this capability, some concern over the expectation associated with this capability was expressed.
- **Ethical behaviour** — no specific comment was made about this capability.
- **Intercultural understanding** — this capability drew the most feedback from consultation participants. There is support for the description of this capability and how language learning supports it. A number of comments and suggestions are made by consultation participants. These include ensuring consistency of terminology with the rest of the curriculum and consideration of using the text and language first used in the Shape paper to describe this capability.

The ICU capability statement is conceptually strong, built upon sound understanding of intercultural language learning and the development of intercultural understanding through the learning of languages. It addresses the three organising elements of ICU in the Australian curriculum, namely:

- *recognising culture and developing respect;*
- *interacting and empathising with others; and*
- *reflecting on intercultural experiences and taking responsibility.*

The statement, however, reads like an academic paper, which is inconsistent with the style of other cross-curriculum priority and general capability statements to date.

Asia Education Foundation, written submission

Cross-curriculum priorities

There is agreement (77%) among consultation participants that the purpose of the cross-curriculum priorities is clear and appropriate.

Those respondents who do not support this view (29%) raise concerns about how the priorities can be embedded in and applied appropriately to language learning.

The statements are very general and the relationship between the Languages learning area and the cross-curriculum priorities is forced unless these aspects are clearly and appropriately embedded into the content of the languages learning area.

Western Australian School Curriculum and Standards Authority, written submission

Consultation participants make a number of suggestions to improve the cross-curriculum priorities section. These include providing specific examples and guidance, and mapping the priorities to the content. This is seen as an important enabler to teachers engaging with the priorities in a meaningful and appropriate way.

Feedback on each of the cross-curriculum priorities is outlined below:

Aboriginal and Torres Strait Islander histories and cultures – there is support for embedding this priority further across the language curricula. Intersecting points in history, language and culture across a number of languages are identified as appropriate to pursuing this priority.

Asia and Australia’s engagement with Asia – among teachers who responded to the questionnaire there remains concern over how appropriate or applicable this priority is for particular languages.

The AAEA statement, as it currently stands, applies almost exclusively to students who study an Asian language. This is an anomaly because AAEA is a cross-curriculum priority...It is therefore imperative that the AAEA priority be included in the study of other languages within the Australian Curriculum. The first step is to ensure that the AAEA statement conceptually encompasses ‘non-Asian’ languages as well.

Asia Education Foundation, written submission

Asia and Australia’s engagement with Asia (AAEA)- Although this is an admirable overall goal, how is this a priority for all languages. How explicitly would there be a relevance of a priority to development of Asia and Australian engagement with Asia to an Italian student?

ACT secondary teacher, questionnaire respondent

Sustainability – comment on this priority was minimal. There is a view that opportunity to engage with this priority in a meaningful way is more applicable in the later senior schooling years.

4.15 Links to other learning areas

Table 15: Responses to the Languages Learning Area questionnaire — Links to other learning areas

Languages Learning Area – Stages 1 and 2 combined data					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The links between Languages and other learning areas are clear and appropriate.	213	40	125	37	11

There is support among consultation participants for strong and evidenced links to other learning areas of the Australian Curriculum. These links are seen as important indicators of language learning’s importance to overall student learning and development, as well as having the ability to support teachers in integrating languages programs with other parts of the curriculum

This is important as language learning cannot sit alone from other learning areas as they provide a context for language learning. Links to other learning areas was minimal especially to the Australian Curriculum phase one learning areas.

Queensland Catholic Education Commission, written submission

There are concerns among some consultation participants over the extent to which these links are made and the way they are presented and illustrated as compared with other learning areas. A lack of explicit connection to all Phase 1 learning areas is mentioned in several of the written submissions.

Good links with other learning areas in general. The link with English as another language could be strengthened further.

South Australian Department of Education and Child Development, written submission

Suggested improvements to this section made by consultation participants include:

- making this section consistent with other learning areas in the Australian Curriculum and clarifying the links to all Phase 1 learning areas;
- strengthening the links to English, the social sciences and the Arts subjects; and
- assisting teachers through the provision of more evidence and examples of the links between Languages and other learning areas.

4.16 Implications for implementation

Table 16: Responses to the Languages Learning Area questionnaire — Implications for implementation

Languages Learning Area questionnaire					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
There is clear and sufficient flexibility for teachers to develop teaching and learning programs based on the Australian Curriculum: Languages that address learners' needs within local contexts.	210	30	74	66	40

Flexibility

In terms of implementation, the scaled responses reflect an even split, with 51% agreeing that there are opportunities for flexibility and 49% searching for greater guidance. There is some support from respondents about the way in which the curriculum acknowledges different learning environments across jurisdictions and school contexts.

Again, the time allocation is of huge concern. My schooling situation means that I will probably only receive half of the time allocation recommended by the Australian Curriculum, this then means that my students have no hope of meeting the achievement standards or content descriptions as set by the Australian Curriculum and the Curriculum will be of no use to me.

QLD secondary teacher, questionnaire response

Language programs must, however, be effectively resourced, managed and delivered. Effective language learning demands the presence of qualified teachers, the capacity to sustain a specific language program over the course of a child's primary education, district and regional management to enable primary children to continue the learning of specific languages when they change schools, adequate provision within school timetables and effective resourcing. There are many primary schools at present where these conditions are not met.:

Australian Primary Principals Association of Australia, written submission

The degree of flexibility in the draft curriculum is seen as undermining nationally consistent measurement of learning outcomes, and entrenching variance of teaching and learning between schools, and between primary and secondary schooling. The term *assumption* is criticised by some respondents.

Respondents agreed that the descriptions for program provisions is too vague and a clear policy about mandatory hours in primary and secondary needs to be implemented. If left to be a school based decision, there will be too much variation for successful continuity from primary to secondary sectors.

QLD primary teacher, questionnaire response

There is concern that current program conditions impact on expectations about teaching and learning content and achievement and may hamper effective implementation of the curriculum and that greater guidance should be given as to conditions for implementation.

Without assurance that the majority of students will have access to continuous language learning within the parameters of indicative hours, it will be difficult to implement and teach the content required for students to achieve the standards prescribed at the year levels.

WA education consultant, questionnaire response

There is no guidance provided for how to develop programs in systems that allocate fewer time on task hours. There is also no guidance provided for entry at year 8 or 9 or 10 for just 100 hours, which is currently a reality. For as long as individual states are left to determine time on task hours, particularly when mandated hours are only 100 hours, there will be ambiguity in the development of programs, content and achievement standards.

NSW secondary teacher, questionnaire response

Scope and pitch

Concerns about scope and pitch of the curriculum being unrealistic are frequently intertwined with concerns about conditions of program provision. The absence of mandated minimum time allocations in this section is criticised and there is an expectation that the Australian Curriculum: Languages should address these policy and provision issues.

If it expected that all the Achievement standards mentioned are to be met at the various stages, whilst they may be a helpful guide, actually reaching these standards would be extremely difficult under the current conditions with minimal hours for language teaching and no external value being placed on language learning in Australia. A second language is not mandatory in order to receive the High School Certificate for example.

NSW secondary teacher, questionnaire response

While this is not to establish a particular time allocation or sequence of learning for schools, the numbers send a message of what might be considered a reasonable contact time. Language programs need to be respected and well-supported, so it can be rather important to have an indication of what is considered to be a reasonable time allocation so schools will have to acknowledge this reality.

Vic secondary teacher, questionnaire response

Pathways and sequences

Concerns are raised in relation to providing for multiple learner pathways within classrooms. The pathway approach recognises the current reality that diverse groups of learners may be located in the same class but have very different learning needs. The different pathways for Chinese provide a reference point for teachers.

Further guidance on how to respond to these situations (e.g. commencement in mid-primary) would be helpful to schools and teachers. Development of multi-pathway and multi-level materials is also needed.

Northern Territory Department of Education and Children's Services, written submission

Program types

There was also support for stronger recognition of different program types within the Australian Curriculum: Languages, for example Bilingual and Immersion programs, Content and Language Integrated Learning (CLIL) and online models of provision.

The curriculum is written, in general terms, to cater for a 'traditional' L2 delivery scenario (with quite limited contact time) and does not provide strong guidelines for Bilingual/Immersion, CLIL and online models of delivery, in particular. MLTAV recommends that consideration be given to building into the curriculum more flexibility so that such models of delivery will be able to work with the Australian Curriculum: Languages.

Modern Languages Teachers' Association of Victoria, written submission

Professional Learning

A large number of respondents highlight the need for further professional learning and resources for language teachers.

With many language teachers not trained in languages methodology, there is a need for resources and pedagogy support materials which are aligned to the Australian Curriculum.

Northern Territory Department of Education and Children's Services written submission

4.17 Glossary

Table 17: Responses to the Languages Learning Area questionnaire — Glossary

Languages Learning Area questionnaire					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The glossary is comprehensive.	220	62	114	32	12
The glossary definitions are clear and appropriate.	215	55	110	32	18

The glossary is considered an important reference and tool, useful for ensuring shared and common understanding and terminology among language teachers.

However, there is some concern among teachers who responded to the questionnaire that the use of overly academic language diminishes the glossary's usefulness for teachers and classroom practitioners.

To ensure a shared understanding in implementation of the curriculum, consultation participants identify a number of existing terms and definitions for revision. These include a more detailed definition of the term and role of *accents*. Other terms whose meanings are identified as needing further work include *productive language use*, *literacy* (needs to align with the definition used in the Australian Curriculum: English), *morphology*, *pragmatics*, *reciprocal exchange* and *translating*.

New terms identified for inclusion in the glossary are listed in the two categories below.

- **Curriculum terms** — these are terms used throughout the curriculum. They include *pedagogy*, *indicative hours*, *synchronous*, *strands*, *band descriptions* and *achievement standards*.
- **Technical terms** — new terms that are used specifically in the Languages curriculum. They include *lexico-grammatical*, *bilingual*, *immersion*, *CLIL*, *language-specific exemplification*, *ecological relationships*, *authentic* and *prosody*.

Consultation participants also recommend tighter editing of the glossary and definitions.

5. Consultation Findings — Chinese

An analysis of consultation feedback regarding Chinese is presented in this chapter.

The chapter begins with an overview of key issues identified by consultation participants. The rest of the chapter aligns with the structure of the ACARA written submission and questionnaire tools.

A table which summarises the percentages of respondents to the online questionnaire regarding the three pathways for Chinese who agreed, strongly agreed, disagreed or strongly disagreed can be found in Appendix 3.

5.1 Overview

Key themes arising from the consultation data on the Chinese curriculum are summarised below.

- **Recognition of the diversity of learners:** the recognition of pathways and learner groups is strongly supported
- **Content:** the breadth of content captured in the large number of content descriptions across all pathways was considered too great. There is support for key concepts, key processes, and key text types to be identified in content descriptions.
- **Scope and Sequence:** the progression of learning across the scope and sequence of the curriculum requires greater clarity within and across pathways.
- **Active language use** — there is an over-emphasis on language awareness; and there needs to be a stronger sense of active language use and language acquisition across the content descriptions.
- **Alignment:** greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required
- **Achievement Standards:** the pitch of the achievement standards across the three pathways was considered too high. There is strong support for an additional achievement standard for Foundation to Year 2 in the F-10 sequence.
- **Band descriptions:** advice about the role of English to be contained within the band descriptions as per specifications outlined in the Languages Learning area section.
- **Clarity of language:** the language used to describe curriculum content is complex and requires greater clarity
- **Implementation:** time allocation and implementation issues are of major concern. Consultation respondents were concerned about covering the curriculum content within their current school provision for languages.
- **Advice and guidance for teachers** — there is support for professional development for teachers to implement the curriculum.

More detailed analysis of the consultation data is provided below.

5.2 Chinese context statement

Strengths

The description of the place of the Chinese language in Australia and the education system is supported by consultation respondents. Most of the education authorities commend the distinctions made within the context statement about the diversity of Chinese learners.

The context statement clearly describes the place of Chinese language in Australian education and more broadly in contemporary Australia. The section on the diversity of learners of Chinese articulates how learners will be able to attain different levels of language proficiency dependent on their background.

Queensland Studies Authority, written submission

The Context statement accurately describes why Chinese has a place in Australia and Australian education and has as a good explanation of pinyin. Well documented.

Western Australian School Curriculum and Standards Authority, written submission

Concerns

Notwithstanding this supportive commentary there are a number of concerns identified by consultation respondents. They are listed below.

Teachers raise concerns over the teaching and resourcing implications of catering for students across the three different Chinese pathways.

Questions are raised about the descriptions of Chinese language learners, with particular concern about the description of background language learners as it covers such a diverse range of students.

The context statement about background language learners is not practical in reality. Students who have Chinese family background vary in their capabilities in Chinese language

NSW secondary teacher, questionnaire response

There is also criticism from some consultation participants about complex language used throughout the context statement.

Suggestions

Consultation participants make a number of suggestions to improve the context statement, involving more clearly articulating the differences between the three Chinese language learner pathways, and revising the length, content and format of the context statement.

Distinctions between language learners — there is support from teachers and education authorities for clearer distinctions between language learner pathways, particularly the second and background learners. Consultation participants also highlight the need for consistency between the context statement descriptions of language learners, and those used in the Preamble in the Language Learning Area.

The description for Background language learner pathway is different to the explanation in the Languages preamble for the same cohort of learners as it includes learners born overseas, who use the language as their mother tongue and have completed some education. Consider aligning the two descriptions so as to avoid confusion.

Queensland Catholic Education Commission, written submission

Length, content and format — there is support for a shorter context statement that also provides clearer guidance on the content structure organisation of the curriculum and more contemporary information of the relationship between Australia and China, encompassing trade, employment and migration.

Chinese second language learner pathway

5.3 Band descriptions

Strengths

There is some agreement among consultation participants that the band descriptions provide a good overview of learning in the bands

There is agreement that the band descriptions should provide a clear overview of the focus and breadth of learning in each band of schooling. The first paragraph sufficiently explains the focus and then the following paragraphs are very general and do not add any more to the discussion.

Queensland Catholic Education Commission, written submission

Concerns

A number of key issues and concerns are identified with the band descriptions. These are summarised below.

Clarity of language

Unnecessarily over complicated and not aimed at classroom practitioner

Department of Education, Tasmania, questionnaire response

Pitch and breadth of learning to be covered — there is concern among consultation participants that the band descriptions are too ambitious for students, particularly in the secondary years.

In general the expectations outlined in the Band descriptions are too ambitious or inappropriate for targeted learners.

Queensland Studies Authority, written submission

The band descriptions are too long and involved, containing a huge amount of material to be covered. For instance Year 7/8 Level 1 paragraph 3, the first six lines are doable but then they read short messages and correspondence, notices and signs, short narratives and other texts.... which suggest a huge leap for students who would have only just begun learning Chinese (particularly where schools give minimal time). It gives non teachers the impression that students language skills will be far above the reality.

QLD secondary teacher, questionnaire response

There should be an increased emphasis in the Foundation to Year 2 band description on the importance of play-based learning, stories, drama and imaginative play

Victorian Curriculum and Assessment Authority, written submission

Implementing second language learning — implementation issues are raised by teachers, schools and education authorities. Concern is raised about the level of guidance and direction given in the band descriptions, and what is actually achievable by students under current time allocations in schools.

The band descriptions at each level are not realistic based on the current Chinese teaching situation. For the genuine second language learners, it's impossible for them to achieve the standard provided within the limited teaching hours.

Consultation participants recommend a number of improvements to the band descriptions to address the concerns identified above.

Suggestions

Clearer advice and guidance — there is support for providing advice for teachers on how to cater for varying student capabilities and students working in these different pathways within the same classroom, as well as advice on the transition from primary to secondary schooling.

Other suggestions include further elaboration on the role of English in the teaching of the content.

Simplify band descriptions — consultation participants sought simpler and more reader friendly band descriptions. There is support for revisiting how the band descriptions are presented, and for ensuring that the band descriptions are focused on the essential aspects of the language.

5.4 Content descriptions

A few teachers and stakeholders commend the content descriptions for their clarity and perspective. However, the majority of questionnaire respondents, teachers and professional associations, and education authorities expressed concern over the content descriptions relating to:

- breadth of learning to be covered
- the pitch of the content descriptions
- the clarity of content descriptions
- implementation of the curriculum

Breadth of learning to be covered — Teachers and educational authorities are concerned about breadth of learning and the large number of content descriptions within the pathway, and their ability to teach them in the allocated time. There is a perceived imbalance between active use of the language and understanding.

There are too many content descriptions. (Eg Italian has 13 content descriptions in the Communication strand and 10 in the Understanding while Chinese has 20 and 13 respectively).

Independent Schools Queensland, written submission

Why are there so many descriptions compared to Italian? it's not just about the writing system. Many descriptions overlap. There is no mention of key concepts/processes as in Italian. There is an imbalance in the number of descriptions pertaining to actual language acquisition and use, compared to those regarding culture/intercultural capabilities.

NSW secondary teacher, questionnaire response

There is too much content. Less is more in learning Chinese in order to build a solid foundation and love of learning Chinese. The pitch needs to be appropriate for the band taking into consideration the indicative hours of learning and that some content is to be delivered in English because some concepts are too difficult to deliver in Chinese due to the lack of knowledge of Chinese

Independent Schools Queensland, written submission

Pitch of learning to be covered — a significant number of consultation participants indicate concern about the pitch of learning of the second language learner content descriptions. There is particular concern with the expectations for Years 7-8 learning in the entry level requirements of the Year 7—10 sequence.

For years 7 and 8, while some of the language is at the appropriate level, too much is way beyond what a student just starting out learning Chinese can cope with, especially if the school is following the guidelines as to the time spent.

Queensland secondary teacher, questionnaire response

It is too much and too hard

Victorian secondary teacher, questionnaire response

There are too many content descriptions and they go beyond what students in Years 7–8 are able to achieve

Western Australian School Curriculum and Standards Authority, written submission

Clarity — not all consultation participants consider the content descriptions to be clear and unambiguous. Concern is expressed that they do not provide a clear enough description of what students should be able to learn and achieve.

Content descriptions are often too broad, and unclear in their own right, requiring a content elaboration to make them intelligible and/or an indication of the required depth of engagement

Board of Studies NSW, written submission

The draft Content descriptions lack linguistic content; there are no references to grammar, cohesive language features or linguistic elements (such as phonology, morphology and syntax) that teachers are expected to teach, and students are expected to learn

Queensland Studies Authority, written submission

Suggestions

Consultation participants recommend a number of changes to the content descriptions to address the concerns identified above. These include:

- a reduction of the number of content descriptions and a sharpening of their focus to ensure teachers have guidance about teaching and learning expectations;
- a review of content descriptions for clarity of language
- a revision of each of the content descriptions to ensure they are age appropriate;
- identification of key concepts, key processes and key text types in the content descriptions.

Provide linguistic references to the grammar, cohesive language features or linguistic elements (such as phonology, morphology and syntax) that teachers are expected to teach, and students are expected to learn.

Queensland Studies Authority, written submission

5.5 Content elaborations

There was some agreement among consultation respondents that content elaborations provided illustrations and examples of the content descriptions. However, significant concerns were expressed about their pitch, and how manageable and achievable they were.

The elaborations are tremendously useful - and inspirational. They make it real. There were just a few gaps where more were needed

NSW secondary teacher, questionnaire response

Yes, but that is of no help if they are inappropriate for the level, as many of them are.

Vic secondary school, written submission

While the examples provided in the Content Elaborations were clear and relevant illustrations of the content descriptions it was felt that most have been pitched at too high a level and therefore are not a manageable set. This is particularly evident in the Year 7 -10 (year 7 entry) Sequence: Years 7 and 8 (level 1).

Queensland Catholic Education Commission, written submission

Use of English Concerns are raised over the extent to which English should be used to implement the examples within the elaborations.

Expression Some of the language and concepts used within the elaborations are also criticised as unclear, ambiguous and unnecessarily complex.

Suggestions

To address these concerns there is support from consultation participants for more elaborations which specifically include Chinese language examples.

Content elaborations were supported and welcome as useful tools to unpack the content descriptions. CESA would support an increased number of elaborations.

Catholic Education South Australia, questionnaire response

Not all elaborations were provided with examples. It is absolutely crucial that all elaborations have examples. Teachers will look at the examples to inform them more about the content description.

Independent schools Queensland, written submission

There is support to revise the content elaborations to ensure that their pitch is appropriate for the band. This is considered particularly important in the primary school context of the F-10 sequence, where respondents believed confidence and engagement within the language is an important outcome itself.

There are many great ideas but many of the elaborations are too hard to reach. More consultation with classroom teachers is required to make it more realistic.

SA secondary teacher, questionnaire response

5.6 Achievement standards

The draft achievement standards are considered to be clear statements of the expected quality of student learning however concern is expressed over the achievement standards for this pathway. Key areas of concern are examined below.

Pitch — teachers and education authorities are concerned about the expectations of students contained within the achievement standards. They consider the standards are set too high and will be too difficult for students to achieve.

The standards are unrealistically high. Most students could not achieve the standards in their first language, far less their second language. They do not have the cognitive development needed.

WA secondary teacher, questionnaire response

The draft achievement standards are clear statements of the expected quality of student learning; however Catholic schooling authorities did not agree that achievement standards were pitched appropriately for each band level. The standards were considered to be set too high for students at each year level.

Queensland Catholic Education Commission, written submission

There is too great a gap between the demands of Years 3 and 4 (Level 1) and Years 5 and 6 (Level 2)

Victorian Curriculum and Assessment Authority, written submission

However one educational jurisdiction considered that the Year 7-10 (Year 7 Entry) sequence requires higher expectations in terms of student achievement.

The years 7 to 10 pathway needs greater rigor with higher expectations of student achievement to ensure that students are adequately prepared for continues Chinese in year 11. This applies particularly to years 9 and 10 so that students are adequately prepared for senior secondary continuers' courses

South Australian Department for Education and Child Development, written submission

Implementation — consistent with implementation issues discussed in the section above, consultation participants are not confident that students will be able to achieve the standards within the current school environment or using the indicative hours for writing referenced in the draft curriculum.

Advice and guidance — consultation participants are concerned that achievement standards do not provide adequate advice and guidance to teachers. They are seen as too dense and not reader friendly. There is also concern among teachers over how to differentiate and implement the two sequences.

Suggestions

Consultation respondents nominate a number of suggestions to improve the achievement. This includes providing guidance for teachers on knowledge and recognition of Chinese characters, and to support of assessment oral and written achievement.

There is also strong support from the education authorities for the development of separate achievement standards for Foundation to Year 2 and Years 3 – 4 for the Foundation to Year 10 sequence.

Chinese background language learner pathway

There was some supporting comment on the the band descriptions. However concerns were raised about the complexity of the language used in the band descriptions and the length of the band descriptions.

The use of English in the classroom was raised in both the questionnaires and written submissions. Education authorities are looking for more advice and guidance about the use of English, particularly in the primary school setting for the F-10 sequence.

The band descriptions are intended to include advice on the role of English in the language classroom. The information in the band descriptions does not appear to be clear enough for practical purposes. Clear information is required relating to which language to use at different times.

Association of Independent Schools WA, written submission

Background learners often have strong oral language skills but limited reading and writing skills. This is not sufficiently captured in the band descriptions. Greater emphasis on reading and writing skills is needed for this cohort.

Victorian Curriculum and Assessment Authority, written submission

Implementation issues associated with catering for classes with students who possess a wide variance of Chinese proficiency were raised.

There is support for a greater use of Chinese within the primary school setting of the F-10 sequence for this pathway.

... but we still believe that teachers should aim to deliver as much of their teaching as possible through the medium of Chinese, using gestures and actions to deliver meaning, with English explanations as necessary, rather than as the starting point. We believe the ambitious content of the curriculum would be best achieved in this way.

Association for Learning Mandarin in Australia, written submission

5.7 Content descriptions

The key issues raised about the content descriptions centred on implementation issues and the pitch of the content descriptions.

Teachers and education authorities are concerned that there are too many content descriptions and that the time allocated will not be sufficient to cover the breadth of learning required. This was identified as a particular issue within the primary school environment and for schools running composite classes.

Education authorities consider the content to be too hard, that it is not pitched appropriately and that it won't interest or engage students. There is also concern about the clarity of the content descriptions and progression within F-6 bands.

Very formal and unrealistic examples of Chinese are given which are unlikely to be used in common everyday conversation.

The Background language level is pitched approximately at a First language learner level. Many Background language learners would not be able to manage this content.

Western Australian School Curriculum and Standards Authority, written submission

Content descriptions are often too broad, and unclear in their own right, requiring a content elaboration to make them intelligible and/or an indication of the required depth of engagement.

Board of Studies NSW, written submission

Suggestions

There is support for revision of the content descriptions, to simplify the content, concentrate on core content, and to provide greater guidance on how the content descriptions can be used and implemented in the classroom.

CESA recommends further work to refine the content descriptions. The draft content descriptions provide a manageable set for each band level provided that some flexibility is afforded in how teachers deliver the content currently proposed to allow students to achieve the standards.

Catholic Education in South Australia, questionnaire response

Years 7 to 10 (Year 7 Entry) sequence-specific feedback In general the pitch of the Content descriptions and the Content elaborations is appropriate but needs to be written more simply and clearly. There are some examples where minor changes to descriptions would allow for better alignment to the capacity of students at this age and phase of learning.

Queensland Studies Authority written submission

5.8 Content elaborations

Consistent with the concerns identified with the pathway's content descriptions, most consultation participants who provided qualitative feedback hold concerns over the pitch of the content elaborations and how achievable they are for students.

Among education authorities (SA; WA; NSW) and other consultation respondents there is consensus that the elaborations are pitched too high and that they are beyond the capabilities of many students in this pathway.

It was felt that the general requirements in the elaborations are too sophisticated; similarly some of the grammar is too difficult. The qualifying statement to be made here is that if the standards required in this pathway are higher than that to which we are accustomed, then it will serve students when they reach Year 11-12 level better. However, it remains to be seen if such standards can be achieved.

School of Languages SA, written submission

The majority of the examples provided in the content elaborations are unachievable for learners in these pathways. Examples need to be provided to match the capabilities of the various learners and are achievable.

NSW education consultant, questionnaire response

Most of the Content elaborations are clear and inform the understanding of the Content descriptions. However, some Content elaborations need to be written using plain English to be understood; some are not pitched appropriately.....Content elaborations that refer to using traditional characters are in conflict with the context statement.

Queensland Studies Authority, written submission

There is support for a greater number of content elaborations to be provided and for the use of more contemporary examples to illustrate the content descriptions.

5.9 Achievement standards

Consistent with commentary about the content descriptions and elaborations, consultation participants identify concerns with the achievement standards about their pitch.

The standards are viewed as too difficult to achieve. There is concern that they do not allow for varying capability of students in this pathway.

There is support for revision of the standards to ensure they describe the progression of learning.

Where is the accuracy? Is it sufficient for them to pay attention to doing it even if they do it inaccurately? It's not a standard, rather it is a description of what they are able to do. These are really statements of task or learning intentions...

SA teacher, questionnaire response

Lack of clarity about what students are actually expected to know by the end of a course.

Board of Studies NSW, written submission

Inconsistencies are also identified by most education authorities who provided qualitative feedback, with some elements of the standards considered to be too easy to achieve and some too difficult. There is support for revising the achievement standards ensuring that the standards align with content descriptions for this pathway.

Chinese first language learner pathway

5.10 Band descriptions

There is support for the way in which band descriptions recognise the role of students within both Chinese and Australian communities, and for their emphasis on developing bilingual and bicultural identities.

Agree. It develops bilingual and bicultural identities; multiple perspectives in Australian background

QLD academic, questionnaire response

However there is concern among education authorities regarding the age appropriateness and pitch of the band descriptions. They are seen as pitched too high and not reader or student friendly.

The band descriptions are too high for Year 7 — sounds more like Year 12 ... Descriptions do not match what students do ... Very hard and too much for Year 9-10. This would not be required of Year 9-10 Australian students in English.

Western Australian School Curriculum and Standards Authority, written submission

There is support from education authorities (Queensland, Western Australia, South Australia) for revisiting the band descriptions. Suggested areas of improvement include:

- allowing for greater recognition of varying student capability, maturity and personal development;

- better alignment between band descriptions and their content descriptions and elaborations; and
- providing more advice and guidance for teachers and students, including clarification of the role of English in this pathway and the use of technologies.

Revise the Band descriptions. It is crucial that the Band descriptions provide teachers with a clear understanding of the relationship between the Strands, Communicating and Understanding. This relationship should be complementary and reflect a languages curriculum as opposed to a linguistics curriculum

Queensland Studies Authority, written submission

5.11 Content descriptions

There is some comment in the consultation data from a few participants on the appropriateness of the content descriptions in describing progression across the band levels. However the majority of comment provided by consultation participants relates to concerns and issues with the pathway's content descriptions.

Concerns raised by education authorities (Queensland; SA; and SA) centred around inconsistency among the content descriptions, with some content descriptions in the Years 7-8 band perceived as too easy for first language learners, and some content descriptions in Years 9-10 band far too hard.

The breadth of learning to be covered is another issue identified by education authorities, with concerns that there are too many content descriptions to cover within the indicative hours, that they are not age appropriate, and that there are many that are beyond appropriate assessment, teacher capability, or that are not relevant to the subject.

There is progression but the content is not always appropriate and generally too hard.

Western Australian School Curriculum and Standards Authority, written submission

the amount of content to be covered, in relation to its breadth and the time on task, is not achievable. The content is not always relevant to the age and interests of students

Queensland Studies Authority, written submission

There is support across consultation participants for revision of the content descriptions to ensure they are pitched appropriately. There is also support for significant reduction in the number of content descriptions across the two bands.

The reference to 'classical literature' at content description 1.8 is identified by a number of consultation participants as requiring revision. There is support for more contemporary references for learning in the Years 7-8 band.

Prefer to see classical language focus in Level 2, and contemporary language focus in Level 1. This would better suit student abilities and interests at these levels.

SA secondary school, questionnaire response

5.12 Content elaborations

There was some agreement among a few consultation respondents that the elaborations provide good examples and supported the content descriptions. However concern was raised about how achievable some of the elaborations were for teachers and students alike.

Among education authorities there were concerns raised about perceived inconsistencies with the elaborations, with some of them considered too easy for students in this pathway, whilst others were too hard. It was felt that some elaborations were a better fit in the background pathway.

Among Queensland teachers concern was raised about the pitch of the elaborations and what they were trying to achieve.

Teachers expressed concern about how the first language learner pathway will be perceived. Some felt that there was an inference that the pathway was designed to assist first language learners in dealing with the broader curriculum.

Queensland Studies Authority, written submission

There is also disquiet about the misalignment between the content elaborations and the band level descriptions.

5.13 Achievement standards

Significant concerns are raised by education authorities regarding the achievement standards. For this pathway the concerns relate to:

- the length and detail of the achievement standards;
- ongoing implementation issues, primarily over the ability of schools to address and assess the breadth of learning within the allocated time; and
- misalignment between the achievement standards and content descriptions, and a lack of clarity over what students are expected to have learnt by the conclusion of the band.

Its describing what they are going to do, not giving a standard of achievement.

SA secondary teacher, questionnaire response

Accordingly there is support for a revision of the achievement standards to ensure they more rigorously align with the band descriptions and the mandated learning of the content descriptions.

6. Consultation Findings — Italian

An analysis of consultation feedback regarding Italian is presented in this chapter.

The chapter begins with an overview of key issues identified by consultation participants. The rest of the chapter aligns with the format and structure of the ACARA written submission and questionnaire tools.

A table which summarises the percentages of respondents to the online questionnaire regarding Italian who agreed, strongly agreed, disagreed or strongly disagreed can be found in Appendix 3.

6.1 Overview

Key themes arising from the consultation data on the Italian curriculum are summarised below.

Band descriptions: the band descriptions are too long and dense. The suggestion was made to make them more accessible through the use of headings, the band descriptions are too long, headings and summaries to make the descriptions simpler and easier to read and follow.

Content: There are many content descriptions and the pitch is considered too high. Progression requires further refinement. The articulation of key concepts, key processes, and key text-types identified for content descriptions in the Year 7-10 (Year 7 Entry) sequence is commended. There is support for its introduction into the F-10 sequence.

Achievement standards — there is strong support for an additional achievement standard for Foundation to Year 2 in the F-10 sequence as well as the use of more Italian-specific examples in the Achievement standards. The pitch of the Achievement standards is considered too high.

Alignment — alignment between band descriptions, content descriptions, content elaborations and achievement standards requires review.

Implementation — implementation issues are recurring themes in the consultation data. Consultation participants are concerned about implementing the curriculum within their current school resource and time arrangements. Comments in relation to scope and pitch of content and achievement standards were often referenced against current allocation of hours.

There is also some concern over managing students across the two sequences of learning.

Advice and guidance for teachers — there is support for more advice and guidance for teachers to implement the curriculum in the form of professional learning and provision of work samples.

More detailed analysis of the consultation data is provided below.

6.2 Italian context statement

There is broad support for the Italian context statement, and the way it describes the place of the language in Australia, the nature of learning Italian, and the diversity of learners of Italian.

This provides an excellent and clear statement which can be shared with staff, the school community, parents and the students.

QLD primary teacher, questionnaire response

This is clearly what we all wish in an ideal world. Beautifully written.

WA secondary teacher, questionnaire response

The context statement clearly describes the place of Italian language in contemporary Australia and in Australian education. It also clearly explains the nature of learning Italian and the diversity of learners of Italian in the current context in Australia.

Catholic Education Office Sydney, written submission

Some respondents question elements of the description of the history of learning Italian in Australia within the context statement, querying the focus on the 1980s and why a broader history is not provided.

Suggestions

Consultation participants suggest a number of opportunities to improve the context statement, involving articulating more clearly the :

- importance and positive impact of Italian immigration and culture has had on the development of Australian culture and society.
- the benefits to students of learning Italian, such as the lifelong learning benefits of learning another language
- the diversity of Italian learners in Australian schools

The context statement should include more detail of the place of the Italian language in Australia in terms of the European migration history and the rich Italian culture in Australia due to this. I found it to be very brief and did not place any importance of the Italian culture and language in Australia

Vic student, questionnaire response

6.3 Band descriptions

Strengths

There is support from some consultation participants for the band descriptions. They are seen as clear and detailed, and providing an overview of the breadth of learning to be undertaken at each band level.

The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling. The recognition of prior knowledge is essential at Year 7 level and will help teachers in planning for different teaching approaches.

Vic professional association, questionnaire response

There was agreement that the band descriptions provide a clear overview of the focus and breadth in each band of schooling however the text is very dense.

Queensland Catholic Education Commission, written submission

Respondents from Western Australia in particular found the band descriptions very similar to the Curriculum Framework and the Progress Maps they had worked with in the past. They saw them as clearly structured and easy to follow and to understand.

Concerns

Pitch and breadth of learning — teachers and education authorities are concerned that the elements of the curriculum as described in the band descriptions are too advanced and beyond the capacity of some students studying Italian.

Some descriptions of expected learning in the F-6 bands are not considered age-appropriate, while the pitch of content for Level 1 learners in the Year 7-10 (Year 7 Entry) sequence is considered too ambitious. The extent to which English is required to support some advanced learning is also highlighted as a concern.

For many of the bands the Band descriptors provide a clear overview but there are instances where the expectations are too ambitious or inappropriate for targeted learners.

Queensland Studies Authority, written submission

Complexity of band descriptions — teachers and education authorities are concerned with the length and complexity of the band descriptions. They are considered not user friendly and open to interpretation.

The overview is not user-friendly and easy to follow.

NSW secondary teacher, questionnaire response

Suggestions

To address the concerns identified above a number of suggestions are made by consultation participants.

Presentation and layout — there is strong support to shorten the band descriptions and to consider using dot points, headings and summaries to make the descriptions simpler and easier to read and follow.

All the band descriptions are too long and wordy. They need to be written in a simpler format with clear statement such as the use of dot points rather than lengthy paragraphs.

Independent Schools Queensland, written submission

The breadth of learning in Years 7 and 8 Band description is extensive as it is detailed. Too much detail in no particular sequence. As teachers we need to report on students achievement based on a descriptor, as all students will not achieve the whole band descriptions. It needs to be simplified and clearer to follow.

NSW secondary teacher, questionnaire response

Guidance — teachers and education authorities would welcome more guidance and advice in the band descriptions to assist teachers to implement the curriculum.

We believe more clarity is required around whether students will be supported in certain forms of communication through the addition of terms such as ‘scaffolded’, ‘rehearsed’ etc. For example, in the Band Description for 7-8, students will be involved in ‘discussion’. This is very open-ended and could be extremely complex and too advanced unless clarified.

Modern Language Teachers’ Association of South Australia, written submission

6.4 Content descriptions

Strengths

There was some support for the content descriptions from consultation participants. Teachers and education authorities considered that there was evidence of good progression through the bands, though it was noted that this progression would not be achievable within some of the current time allocations for languages learning in schools. There was also the call for a greater number of indicative hours for writing.

The elements: context statement, band descriptions and content descriptions, content elaborations and achievement standards are clear and unambiguous statements with good examples. Overall, the curriculum is positive and well structured. It will allow teachers to follow a common sequence and this will ensure all students are achieving at a common band level.

Northern Territory Department of Education and Children's Services written submission

The amount of hours indicated cannot fulfill the high level of quality which is so well described and required.

Italian Consulate Melbourne, written submission

The grammar content in the Italian curriculum was well received

Association of Independent Schools of Western Australia, written submission

The introduction of key concepts, key processes, and key text types to the Years 7-10 (Year 7 Entry) sequence was commended. There is support for their introduction into the F-10 sequence.

The Key Concepts, Processes and Text Types included in brackets are helpful for planning and add clarity to the Content Descriptions.

Modern Language Teachers' Association of South Australia, written submission

Concerns

Notwithstanding this support there was significant comment from consultation participants over the content descriptions. These concerns include:

- breadth of learning to be covered;
- the pitch of the content descriptions
- the clarity of the content descriptions
- implementation of the curriculum.

Breadth of learning — teachers are concerned over the breadth of content and learning to be covered and the high expectations of the curriculum. They argue that there are too many content descriptions. There is concern that many of the content descriptions may not be able to be completed in Italian by students resulting in the need to rely on English to cover all of the content

Some greater clarity on the use of target language would be useful the very content heavy descriptions (particularly in the Understanding strand) may lead to exclusive use of English.

Vic academic, questionnaire respondent

There is concern that many of the content descriptions describe activities which may not be able to be completed in the target language by students at that level. This is due to the fact that these descriptions are often too broad and unclear and require further elaboration to explain meaning. It would also assist if there was a clear distinction made between what is mandatory and what is an example.

Italo-Australian Welfare and Culture Centre, written submission

At level 2 there are 25 descriptions. This may be too many to cover over too years...especially if students are to be given more than one opportunity to achieve success and meet the required achievement standard of that band.

SA middle school teacher, questionnaire response

No, they are too numerous. Having so many under this heading is an unrealistic expectation, considering the time constraints. They overlap too much. It is hard to evaluate the skill of analysis. We basically need to assess. Reading, Writing, Speaking and Listening, but they are not listed specifically. They are just implied only.

WA secondary teacher, questionnaire response

Pitch — teachers and education authorities identify a number of issues about unrealistic expectations about student capacity and achievement. In the F-10 sequence a number of consultation participants indicate the pitch in Levels 1 and 4 are too high. The pitch of the Years 7-10 (Year 7 Entry) sequence is also considered by some consultation participants as being too advanced.

Implementation – there is significant concern among teachers over their ability to cover all of the content within the time that they have traditionally been allocated by schools to teach Italian. They also worry about how assessable each of the descriptions will prove to be.

7–10 - Content descriptions are pitched to the higher end of 7/8 and 9/10 – these are beginning learners and it takes time to consolidate learning and absorb the content.

Pitch of Year 7 entry content: too much content at too high a level.

Pitch of Year 9–10 content is too difficult and complex and students would struggle to achieve Level 2 (using the subjunctive in Italian at this level is unrealistic).

F–10 - Some content in F–2 is too advanced and should be in Years 3-4, as students' literacy skills may not have developed enough yet (in F–2 for example in 1.12: to mark gender).

Western Australian School Curriculum and Standards Authority, written submission

Clarity — there is concern among some consultation participants over the clarity of the content and structure of the curriculum. Teachers are worried about the content is too open to interpretation. They also find the different numbers and levels used across the two sequences confusing.

The draft content descriptions are not clear and are ambiguous. They fail to provide clear outcomes of what students should be able to achieve within the band level.

NSW school leader, questionnaire response

Suggestions

Revision of the content descriptions — there is support for general review of the content descriptions to consider reducing the number of descriptions and to.

- Decrease the number of content descriptions and revise them to sharpen their focus on all three aims that have been outlined for the curriculum
- Review the pitch of many of the content descriptions, as well as the sequencing of content
- Revise the Content descriptions to make clear what teachers are expected to teach and what students are expected to learn without the need to rely on the non-mandatory Content elaborations.

- Clearly articulate what is expected to be taught in English and what is to be taught in Italian
- Ensure the language used in the content descriptions is clear and succinct

6.5 Content elaborations

Content elaborations are viewed by teachers and education authorities as clear and relevant to the content descriptions.

Most elaborations provide clear and relevant illustrations that give direction for delivery of the content.

Catholic Education Office Sydney, written submission

Teachers find the content elaborations helpful in understanding the content descriptions and the support they provide in implementing the curriculum. Some saw the potential to develop their own content elaborations to address the learning context of their students.

There is room for more ideas to be explored under the content elaborations. I feel that I could develop some points or add my own instead of using exactly what is stated in each section, in order to tailor the activities to my students' needs. Some of the suggestions are very black and white.

NSW secondary teacher, questionnaire response

These views are generally accompanied by concern or commentary about the pitch of the elaborations.

Pitch —Significant comment is made about the pitch and degree of difficulty associated with many of the elaborations. Comment was consistent across both sequences.

Some content elaborations are not commensurate with the linguistic capabilities of students at particular levels and pathways

Board of Studies NSW, written submission

If the elaborations are an indication of the expected content to be taught (as per the examples given), then I am truly concerned. Some of it is simply too complex. The kinds of things students need to do - negotiate, analyse, express opinions etc are not cognitively possible for students. They are intellectually beyond the realms of some children in English, let alone in a second language.

WA secondary teacher, questionnaire response

Relationship between content descriptions and elaborations — there is a degree of uncertainty among consultation participants over whether the elaborations constitute mandatory content.

There are too many elaborations. They may be treated as a checklist. At times some elaborations are of higher order than the achievement standard would suggest.

South Australian Department for Education and Child Development, written submission

Please make it clearer by adding that these are EXAMPLES only and SUGGESTIONS only. We don't want teachers to stick to those and only those.

NSW secondary teacher, questionnaire response

There is support for more explicit advice informing teachers that the elaborations are not mandatory requirements of the curriculum.

There is also support for the elaborations to assist with showing the differences between sub-strands particularly for the Years 9-10 band in the F-10 sequence.

6.6 Achievement standards

Two education authorities expressed support for the achievement standards, regarding them as well written and achievable. However the majority of consultation feedback and comment identified issues of concern with the standards and areas of improvement.

The draft F-10 and 7-10 Italian achievement standards both describe appropriate progression across the levels however at all levels there is a need for more language-specific examples in these standards

Victorian Curriculum and Assessment Authority, written submission

Concerns

Concerns identified by consultation participants centred on the achievement standards: clarity; their pitch; and their alignment with the rest of the curriculum.

Clarity — Teachers feel the language used is unclear. They are also concerned that without clear Italian specific examples and work samples the standards will remain vague and unhelpful.

There was also some misunderstanding that teachers will be required to assess and report against the sub-strands

The Yrs3&4 (Level 1) and Yrs5&6 (Level 2) achievement standards are very general and do show a progression in language development (familiar to unfamiliar language) and skills (speaking, reading, viewing and writing) but the interpretation of these is so open that they are unhelpful because it seems to be dependent on the experience and expertise of each teacher. The biggest problem will be how to assess and report in the context of these achievement standards. It would be clumsy and impossible to use the ten sub-strands as the basis for reporting, given the time allocated to languages in Primary schools. We need to know what reporting will look like before we can truly judge the effectiveness and practical use/appropriateness of these broad achievement standards.

WA primary teacher, questionnaire response

Pitch — consistent with commentary over the content descriptions and elaborations, many consultation participants comment on the pitch of the achievement standards.

Some teachers and education authorities are concerned the standards are pitched too high. Further, many consultation respondents are concerned about assessing student progression against these standards within the current resourcing and time allocation arrangements in their own schools.

Some progression from achievement standard to another is too vast, particularly in the 7-10 area. The time indicated is not enough to get students to proposed levels of achievement for year 7 and 8. The achievement standards themselves look OK but the content descriptors and elaborations do not seem to align with the achievement standards. All aspects of learning an intercultural learning do not seem to be reflected in the achievement standards.

NSW School leader, questionnaire response

However one educational jurisdiction considered that the Year 7-10 (Year 7 Entry) sequence requires higher expectations in terms of student achievement

The years 7 to 10 pathway needs greater rigor with higher expectations of student achievement to ensure that students are adequately prepared for senior secondary continuers' courses.

DECD

Alignment — many consultation participants feel there is disparity between the content descriptions and elaborations and the achievement standards.

This is the most disappointing aspect of the drafts. The achievement standards do not reflect the content descriptions and elaborations. The standards are vague. Understand is not the best term to use. Statements need to be more explicit about what a student should be able to do; there should be more active verb statement of what order and complexity of skills should be demonstrated, and more explicitly related to the statements.

SA secondary teacher, questionnaire response

There is no correlation between the elaborations and the standard. The elaborations seem to be pitched higher than the standard.

Western Australian School Curriculum and Standards Authority, written submission

Suggestions

- Consider revision of progression of learning to ensure that challenges students are challenged in Years 9-10 in preparation for senior learning at Years 11-12
- There is considerable support for the development and inclusion of a separate achievement standard for the F-2 band.

Describe an additional achievement standard that can be used at the end of Year 2 in a course beginning in Foundation / Year 1 or at the end of year 3 for a course that begins in Year 3.

South Australian Department for Education and Child Development, written submission

There is also a suggestion to prescribe required hours of learning in the achievement standards to enforce consistent language learning across schools and schooling systems.

Appendix 1 – Online questionnaire

DRAFT F–10 AUSTRALIAN CURRICULUM: LANGUAGES

CONSULTATION QUESTIONNAIRE

Background Information:

1. Please indicate your state or territory: _____

Individual Response:

2. Which CATEGORY OF RESPONDENT best describes your perspective?

Primary teacher

Secondary teacher

F–12 teacher

School leader

Academic

Parent

School student

Tertiary student

Education officer

Community member

Other (please specify): _____

3. If you have identified yourself as a teacher or school leader, which sector of schooling best describes your view:

Catholic

Independent

Government

Other (please specify): _____

Group Response:

4. If you are providing a group or institutional response which category of respondent best describes the group's perspective?

School

Professional association

University faculty

Education authority

Languages organisation

Community group

If other, please specify: _____

5. Please indicate the name of the group: _____

6. How many people have contributed directly to this response? _____

7. If other organisations or affiliates have contributed to this response, please list below:

Language expertise/interest:

8. Please select from the list below the language(s) you or your group have expertise or particular interest in:

- a) Arabic
- b) Auslan
- c) Aboriginal Languages and Torres Strait Islander Languages
- d) Chinese
- e) Classical languages
- f) French
- g) German
- h) Hindi
- i) Indonesian
- j) Italian
- k) Japanese
- l) Korean
- m) Modern Greek
- n) Spanish
- o) Turkish
- p) Vietnamese
- q) All languages
- r) Other (please specify)

Languages Learning Area

A 4 point scale was used for all questions: strongly agree/agree/ disagree/strongly disagree

The Languages preamble

9. The preamble for the Languages learning area provides a clear overview of the foundations of the Australian Curriculum: Languages.

The Languages rationale and aims

10. The rationale for the learning area is clear about the nature and importance of learning Languages for all Australian students.

11. The aims for the learning area clearly state the intent for the draft Australian Curriculum: Languages Foundation to Year 10.

Organisation of the Languages learning area

12. The organisation of the learning area provides a coherent view of the key components and features of the Languages curriculum.

Curriculum architecture

13. The Curriculum Architecture is clear about the relationship between learner background and the curriculum pathways available through the Australian Curriculum: Languages.
14. The Curriculum Architecture is clear about the relationship between the curriculum and indicative writing hours.
15. The curriculum provides flexibility for different entry points into Languages learning across Foundation to Year 10.

Content structure

16. The interrelated strand structure of *Communicating* and *Understanding* is appropriate for organising the curriculum content.

Sub-strands

17. The sub-strands within the *Communicating* strand are sufficiently distinct and appropriate (1.1–1.6).
18. The sub-strands within the *Understanding* strand are sufficiently distinct and appropriate (2.1–2.4).

Context statements and band descriptions

19. The purpose of the context statements is clear and appropriate.
20. The purpose of the band descriptions is clear and appropriate.

Content descriptions and content elaborations

21. The relationship between content descriptions and content elaborations in the Languages learning area is clear and appropriate.

Achievement standards

22. The explanation of the nature of achievement standards in the Languages learning area is clear and appropriate.

Diversity of learners

23. The explanation of the ways in which the Australian Curriculum: Languages caters for the diversity of learners is clear and appropriate.

General capabilities

24. The relationship described between the Languages learning area and each of the general capabilities is clear and appropriate.

Cross-curriculum priorities

25. The relationship described between the Languages learning area and each of the cross-curriculum priorities is clear and appropriate.

Links to other learning areas

26. The links between Languages and other learning areas are clear and appropriate.

Implications for implementation

27. There is clear and sufficient flexibility for teachers to develop teaching and learning programs based on the Australian Curriculum: Languages that address learners' needs within local contexts.

Glossary

28. The glossary is comprehensive.
29. The glossary definitions are clear and appropriate.

Other comments

30. Please provide any additional comments on the overall design and structure of the draft Australian Curriculum: Languages (for example, strengths or priority areas for improvement).

Language-specific questions

This set of questions was duplicated for each language (and pathway for Chinese).

Context statement

1. The context statement clearly describes the place of <target language> language in contemporary Australia and in Australian education.
2. The context statement is clear about the nature of learning <target language> and the diversity of learners of <target language> in the current Australian context.

Band descriptions

3. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Content descriptions

4. The draft content descriptions are clear and unambiguous statements of what students should be taught.
5. The draft content descriptions are pitched appropriately for each band level.
6. The draft content descriptions describe an appropriate progression across band levels.
7. The draft content descriptions provide a manageable set for each band level.

Content elaborations

8. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Achievement standards

9. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

10. The draft achievement standards are pitched appropriately for each band level.

The draft achievement standards describe an appropriate progression of expected learning across band levels.

Appendix 2 – Intensive Engagement questionnaire

DRAFT F–10 AUSTRALIAN CURRICULUM: LANGUAGES for Chinese and Italian

Intensive Engagement questionnaire

Demographics

1. Teacher name:
2. Which category best describes your perspective?
 - Primary generalist teacher
 - Primary specialist teacher
 - Secondary generalist teacher
 - Secondary teacher – Language specialist
 - School leader – Principal
 - School leader – Deputy / Assistant principal
 - School leader – Head of department
 - Special education teacher

Strands, sub strands and content descriptions

Unless otherwise indicated, a 4 point Likert scale was used for all questions (strongly agree/agree/disagree/strongly disagree)

3. The organisation of the curriculum clearly defines the valued features of the Australian Curriculum: Languages (i.e. the interrelationship between language and culture).
4. The organisation of the curriculum (strands and sub strands) supports the planning of authentic, performance based teaching and learning.
5. Please identify any additional content that you believe should be included in the sequence, band(s) of learning and pathway you worked with, and give reasons for your selection:
(Free text response)
6. Please identify any current content that you believe should not be included in the sequence, band(s) of learning and pathway you worked with, and give reasons for your selection:
(Free text response)

Achievement standards

7. The draft achievement standard(s) are pitched at an appropriate level (in terms of the sophistication of skills and complexity of understanding) for the sequence, band(s) of learning and pathway I worked with.

8. The draft achievement standard(s) for the sequence, band(s) of learning and pathway I worked with describe the important understandings and skills that students should be typically expected to demonstrate.
9. The draft achievement standards and content descriptions for the sequence, band(s) of learning and pathway I worked with are manageable in terms of quality assessment design and gathering evidence of student learning.
10. Please identify any understandings and/or skills that you believe should be included in the draft achievement standard(s) for the sequence, band(s) of learning and pathway you worked with that are not currently included, and give reasons for your selection:

(Free text response)
11. Please identify any understandings and/or skills that you believe should not be included in the draft achievement standard(s) for the band(s) of learning you worked with, and give reasons for your selection:

(Free text response)

Overall impression of sequence, selected band(s) of learning and pathway

12. The draft achievement standard(s) and content descriptions proposed for the sequence, band(s) of learning and pathway I worked with provide a manageable set of teaching and learning expectations.

Appendix 3 – Online questionnaire responses

Languages Learning Area online questionnaire data Stages 1 and 2					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The preamble for the Languages learning area provides a clear overview of the foundations of the Australian Curriculum: Languages.	221	56	136	21	8
The rationale for the learning area is clear about the nature and importance of learning Languages for all Australian students.	231	79	142	8	2
The aims for the learning area clearly state the intent for the draft Australian Curriculum: Languages Foundation to Year 10.	225	57	142	22	4
The organisation of the learning area provides a coherent view of the key components and features of the Languages curriculum.	225	21	141	36	27
The Curriculum Architecture is clear about the relationship between learner background and the curriculum pathways available through the Australian Curriculum: Languages.	240	40	134	55	11
The Curriculum Architecture is clear about the relationship between the curriculum and indicative writing hours.	238	26	102	83	27
The curriculum provides flexibility for different entry points into languages learning across Foundation to Year 10.	236	22	121	64	29
The inter-related strand structure of Communicating and Understanding is appropriate for organising the curriculum content.	232	46	112	56	18
The sub-strands within the Communicating strand are sufficiently distinct and appropriate (1.1 – 1.6)	230	22	100	67	41
The sub-strands within the Understanding strand are sufficiently distinct and appropriate (2.1 – 2.4)	225	20	108	60	37
The purpose of the context statements is clear and appropriate.	221	49	120	28	24
The purpose of the band descriptions is clear and appropriate.	209	34	120	35	20
The relationship between content descriptions and content elaborations in the Languages learning area is clear and appropriate.	218	30	99	54	35

Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The explanation of the nature of achievement standards in the Languages learning area is clear and appropriate.	217	28	107	52	30
The explanation of the ways in which the Australian Curriculum: Languages caters for the diversity of learners is clear and appropriate.	219	38	115	40	26
The relationship described between the Languages learning area and each of the general capabilities is clear and appropriate.	218	62	108	35	13
The relationship described between the Languages learning area and each of the cross-curriculum priorities is clear and appropriate.	217	39	106	48	24
The links between Languages and other learning areas are clear and appropriate.	213	40	125	37	11
There is clear and sufficient flexibility for teachers to develop teaching and learning programs based on the Australian Curriculum: Languages that address learners' needs within local contexts.	210	30	74	66	40
The glossary is comprehensive.	220	62	114	32	12
The glossary definitions are clear and appropriate.	215	55	110	32	18

Chinese online questionnaire data

Question	Second Language Learner Pathway					Background Language Learner Pathway					Frist Language Learner Pathway				
	Total no.	Strongly agree	Agree	Disagree	Strongly disagree	Total no.	Strongly agree	Agree	Disagree	Strongly disagree	Total no.	Strongly agree	Agree	Disagree	Strongly disagree
The context statement clearly describes the place of Chinese language in contemporary Australia and in Australian education	51	14	32	5	0	15	3	11	1	0	11	2	8	1	0
The context statement is clear about the nature of learning Chinese and the diversity of learners of Chinese in the current Australian context	51	11	33	6	1	16	3	10	3	0	11	1	9	1	0
The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling	53	4	31	17	1	17	0	12	5	0	12	2	8	2	0
The draft content descriptions are clear and unambiguous statements of what students should be taught	55	6	23	21	5	17	0	9	8	0	12	1	9	2	0
The draft content descriptions are pitched appropriately for each band level	55	2	17	22	14	17	0	8	7	2	12	1	7	3	1
The draft content descriptions describe an appropriate progression across band levels	55	2	28	15	10	16	0	8	7	1	12	1	8	3	0

Chinese online questionnaire data

Question	Second Language Learner Pathway					Background Language Learner Pathway					Frist Language Learner Pathway				
	Total no.	Strongly agree	Agree	Disagree	Strongly disagree	Total no.	Strongly agree	Agree	Disagree	Strongly disagree	Total no.	Strongly agree	Agree	Disagree	Strongly disagree
The draft content descriptions provide a manageable set for each band level	55	1	15	22	17	16	0	6	8	2	12	1	7	3	1
The draft content elaborations provide clear and relevant illustrations of the content descriptions	54	3	32	9	10	17	1	10	4	2	12	2	8	2	0
The draft achievement standards are clear and unambiguous statements of the expected quality of student learning	51	2	24	19	6	17	0	7	10	0	12	2	7	2	1
The draft achievement standards are pitched appropriately for each band level	51	1	18	20	12	17	0	5	11	1	11	2	5	3	1
The draft achievement standards describe an appropriate progression of expected learning across band levels	51	2	20	16	13	17	0	6	10	1	11	1	6	3	1

Italian online questionnaire					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The context statement clearly describes the place of Italian language in contemporary Australia and in Australian education.	96	37	47	10	2
The context statement is clear about the nature of learning Italian and the diversity of learners of Italian in the current Australian context.	95	34	52	7	2
The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	91	18	55	14	4
The draft content descriptions are clear and unambiguous statements of what students should be taught.	91	14	48	25	4
The draft content descriptions are pitched appropriately for each band level.	92	10	41	30	11
The draft content descriptions describe an appropriate progression across band levels.	92	9	54	18	11
The draft content descriptions provide a manageable set for each band level.	88	7	34	34	13
The draft content elaborations provide clear and relevant illustrations of the content descriptions.	91	17	44	21	9
The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	89	8	47	30	4
The draft achievement standards are pitched appropriately for each band level.	89	8	45	31	5
The draft achievement standards describe an appropriate progression of expected learning across band levels.	89	8	49	26	6

Appendix 4 – Written submissions

The providers of written submissions are listed below. In line with privacy laws, names of individual and international submissions are not listed. A total of 45 written submissions were received from individuals.

Organisation	State
ACT Indonesian Language Teachers Network	ACT
Anti-Discrimination Board NSW	NSW
Asia Education Foundation	National
Association for Learning Mandarin in Australia Inc	ACT
Association of Independent Schools of Western Australia	WA
Australian German Teachers of Victoria	VIC
Australian Human Rights Commission	NSW
Australian Primary Principals Association	National
Australian Youth Forum	National
Bo De Vietnamese Language school	NSW
Board of Studies NSW	NSW
Brisbane Catholic Education	QLD
Burnside Primary School	SA
Camberwell Girls Grammar	VIC
Catholic Education Commission of Victoria Ltd	VIC
Catholic Education Office Sydney	NSW
Chinese Teachers Association of South Australia	SA
Concord High School	NSW
Consulate-General of Japan, Brisbane	QLD
Department of Education and Child Development	SA
Department of Education and Children's Services	NT
Education and Training Directorate	ACT
Embassy of Italy	ACT
Glen Waverley Saturday Morning Classes	VIC
Goethe-Institut Australien Professional Learning Facilitators	VIC
Greek Orthodox Community of NSW	NSW
Hong Bang Vietnamese Ethnic School	VIC
Hong Kong Economic Trade Office	NSW
Human Rights Law Centre	National
Independent Schools Queensland	QLD
Indo-Aust Bal Bharathi Vidyalaya Hindi School	NSW
Italian Consulate Melbourne	VIC
Italo-Australian Welfare & Cultural Centre	WA
Korean Language Teachers Association NSW	NSW
Loreto College Marryatville	SA
Marryatville High School	SA
Marryatville Primary School	SA
Mary MacKillop School	SA
Melbourne Grammar School	VIC
Modern Language Teachers' Association of Queensland	QLD

Organisation	State
Modern Language Teachers' Association of South Australia	SA
Modern Language Teachers' Association of Victoria	VIC
Modern Languages Teachers' Association of NSW	NSW
National Congress of Australia's First Peoples	National
NSW Community Languages Schools Board	NSW
NSW Language Teachers	NSW
Open High School	NSW
Queensland Catholic Education Commission	QLD
Queensland Studies Authority	QLD
Saturday School of Languages	NSW
School Curriculum and Standards Authority	WA
School of Languages, West Croydon	SA
St Joseph's College	NSW
Sydney Grammar School	NSW
The Association of Independent Schools South Australia	SA
The Friends School	TAS
Victorian Association for Teachers of Spanish	VIC
Westralasian Indonesian Languages Teachers Association	WA

Appendix 5 – Key findings

Participant	Comment
Australian Capital Territory	
Education jurisdictions/ authorities	<p>Strengths</p> <p>Across the different languages there are instances of good sequencing. Overall the pitch and expectation of the curriculums is challenging but appropriate.</p> <p>Concerns</p> <p>Implementation issues are of concern. Indicative time allocations are not deemed adequate to achieve all of the content. The amount of content is considered above what is achievable in current schooling environment.</p> <p>Suggestions</p> <p>There is support for revision of the amount of content to be covered in the curriculum, and clarification of the organisation of the curriculum.</p>
Teachers and professional associations	<p>Strengths</p> <p>Coherent and well organised structure.</p> <p>Concerns</p> <p>Adequacy of the time on task for learning.</p> <p>There are significant training and professional development implications.</p>
New South Wales	
Education jurisdictions/ authorities	<p>Strengths</p> <p>Preamble, rationale and aims of the curriculum is supported.</p> <p>Concerns</p> <p>The number of sub-strands needs to be reduced.</p> <p>Structure, organisation and language of the curriculum documentation is too complex. The volume of content is excessive and the pitch and clarity of many of the content descriptions is inappropriate.</p> <p>Content descriptions and achievement standards are not aligned, and there is a lack of direction and guidance around learning and assessment. The ability to achieve the standards within the indicative time allocations is queried.</p> <p>Suggestions</p> <p>Rationalise the number of content descriptions.</p> <p>Revisit the scope and sequence of the curriculum to ensure a clearer progression of learning.</p> <p>Ensure greater alignment across content descriptions, elaborations and achievement standards.</p> <p>Review pitch of content descriptions and elaborations</p> <p>Revision of the language is required.</p> <p>The sub-strands need to be consolidated.</p> <p>There is support for clarification of the role of the key concepts and key processes, and for more guidance on how to cater for multi-pathway student groups.</p>

Participant	Comment
Teachers and professional associations	<p>Concerns</p> <p>Inconsistency in pitch across the bands.</p> <p>Organisation and language of the language curriculums is overly complex.</p> <p>Indicative time allocation is generally insufficient to achieve all of the content.</p> <p>The strand structure is not clear enough, allowing for potential misinterpretation.</p> <p>There is considerable concern over the extent to which English will be required to teach the content.</p> <p>There are a number of implementation concerns raised by teachers – they feel there is not enough time on task to cover all the content – particularly in the primary school context.</p> <p>Suggestions</p> <p>The curriculum needs to be clearer and more concise. Teachers consider navigating a combination of documents very cumbersome.</p> <p>The description of the diversity of learners requires further clarification.</p> <p>Teachers would welcome more prescription on the time required to teach languages.</p> <p>NSW teachers would welcome more explicit reference to the four macro skills of language learning and mapping of these skills across the course content</p> <p>Introduction of an achievement standard for the Foundation to Year 2 band.</p> <p>Clearer advice and guidance on the use of English to cover course content is required.</p> <p>More advice on how to cater for different entry points.</p> <p>Clearer articulation of the role of Key concepts, processes and text types to be introduced into the scope and sequence tables as well.</p>

Northern Territory

Education jurisdictions/ authorities	<p>Strengths</p> <p>Broad support for the Preamble, Rationale and aims, Content structure and architecture.</p> <p>Each language curriculum is appropriately and effectively designed.</p> <p>Concerns</p> <p>Concern over the indicative hours, particularly in the primary school environment.</p> <p>Implementation concerns over catering for students across different sequences and entry points.</p> <p>Organisation of the curriculum and the numbering for different levels and sequences is confusing.</p> <p>Suggestions</p> <p>Clearer links between achievement standards and content descriptions is required.</p> <p>Given the training and professional development implications, there is support for the provision of resources and materials to support teachers develop learning programs.</p> <p>Introduction of an achievement standard for the Foundation to Year 2 band.</p>
Teachers	<p>Concern – Not enough recognition of the diversity in capacity and proficiency among second language learners.</p>

Queensland

Education jurisdictions/ authorities

Strengths

Overall, the structure and intent of the curriculum is supported. The essential elements of language learning have been addressed in the curriculum.

Concerns

The curriculum uses overly complex language and is not accessible for teachers.

There are significant concerns over implementing the curriculum. The breadth of content and learning is considered too much to address within the indicative hours.

There are concerns over the role and use of English.

Concern remains over the organisation of the curriculum, its architecture, strand and sub-strands and program level, particularly the *Understanding* sub-strands.

Achievement standards are difficult to understand and are lacking in alignment to the content descriptions.

Suggestions

Revision of the band descriptions required.

Achievement standards are inconsistent and require revision.

Introduction of an achievement standard for the Foundation - Year 2 band.

There is support for more guidance and assistance to assist teachers plan and assess language programs.

Revisit the sub-strand structure, with a view to reducing the overall number of sub-strands

Organise the key concepts, processes and text types to better support sequencing and programming.

Teachers

Concern

Time on task, and implementation issues are key concerns for Queensland teachers.

South Australia

Education jurisdictions/ authorities

Strengths

Continued support for overall Preamble, Rationale and Aims of the learning area.

Language specific approach to the development of curriculum is commended.

Concerns

Implementation concerns over the adequacy of indicative hours and the implications of the different sequences for South Australian schools.

Overall, the language used in the curricula is considered too complex.

Organisation of the curriculum is too complex, and there is too content to cover, particularly in light of the indicative time allocations.

Significant variation in quality among the different languages.

Suggestions

The structure and organisation of learning needs revisiting. There are too many sub-strands.

Progression in both Chinese and Italian needs to be revisited.

Introduction of an achievement standard for the Foundation to Year 2 band.

Greater clarity within the context statements, band descriptions, content descriptions and elaborations of each language curriculum, on the key concepts, processes and text types, use of the target language and English throughout the curriculum, and the particular cohort of learners the curriculum is targeting.

Teachers and professional associations	<p>Strengths</p> <p>Overall support for the structure and intent of the curriculum.</p> <p>Concerns</p> <p>There are concerns with the complexity of language used in the curriculum, and their length. Implementation issues are of concern to South Australian teachers, particularly in terms of professional development and resourcing implications.</p> <p>Organisation and design of the curriculum is overly complex. Management of the Years 7-10 sequence of particular concern in the South Australian context</p> <p>Uncertainty over the extent to which English is to be used in the course.</p> <p>Suggestions</p> <p>There is support for further assistance and development of summary guides for teachers.</p> <p>Review of pitch for some of the content and achievement standards.</p> <p>Clearer indication of student outcomes to be assessed by teachers.</p> <p>Greater alignment with the increasingly multilingual context of language learning.</p> <p>Introduction of an achievement standard for the Foundation to Year 2 band.</p>
Tasmania	
Education jurisdictions/ authorities	<p>Concerns</p> <p>Curriculum is considered very aspirational. There are some concerns over the capacity of Tasmanian schools to implement the curriculum.</p>
Teachers	<p>Concern / Suggestions</p> <p>There are too many sub-strands, and the content structure is complex. The curriculum needs to be teacher and user friendly.</p>
Victoria	
Education jurisdictions/ authorities	<p>Strengths</p> <p>Support for the Preamble, Rationale and Aims of the Language Learning Area, and the overarching framework it provides for the learning of languages. The two strand structure is appropriate.</p> <p>Recognition of the importance of language learning to student education, development and identity.</p> <p>Clear commitment and support for Aboriginal and Torres Strait Islander students and languages.</p> <p>Concerns</p> <p>Mandated content is not clear, and there needs to be greater clarity around guidance and appropriate responsibility for implementation and time allocation issues</p> <p>Concern over pitch and recognition of language proficiency for the Chinese pathways.</p> <p>Suggestions</p> <p>More explicit reference to the role and use of ICT to support language learning.</p> <p>Revision and reduction to the number of sub-strands.</p> <p>Introduction of an achievement standard for the Foundation to Year 2 band.</p> <p>Italian language achievement standards improved through language specific reference and examples.</p>

<p>Teachers and professional associations</p>	<p>Strengths</p> <p>The curriculum provides a clear overview to language learning.</p> <p>Preamble, rationale and aims of the learning area are supported. The strand structure has overall support (notwithstanding concerns over the number of sub-strands).</p> <p>Concerns</p> <p>Some concern over the length and complexity of the curriculum.</p> <p>Time on task does not appear to allow enough time to cover all the content.</p> <p>There are too many sub-strands and too much content to address.</p> <p>Suggestions</p> <p>Summary guides and resources should be provided to assist teachers navigate the curriculum documentation including more prescription on time on task.</p> <p>Greater clarity around the use of English in the teaching of the target language and culture is requested.</p> <p>There is support for revising the number of sub-strands in the curriculums.</p>
<p>Western Australia</p>	
<p>Education jurisdictions/ authorities</p>	<p>Strengths</p> <p>Benefits of language learning clearly demonstrated. The approach to learning articulated in the learning area is suitable for the development of further language curricula.</p> <p>Context statements for each language frame the curriculum and are supported.</p> <p>The content structure is appropriate and there is flexibility within the curriculum to adapt and tailor programming.</p> <p>Multiple pathways for Chinese commended.</p> <p>Concerns</p> <p>Concern over the content structure and organisation of strands and sub-strands. The number of sub-strands needs to be reconsidered.</p> <p>Overall the pitch and expectation of the curriculums is too high, and progression of learning through the bands is inconsistent.</p> <p>Indicative time allocations are insufficient to cover all of the content and required learning.</p> <p>Achievement standards are not clear, and language used throughout the curriculum is too complex. The curriculum documents are not teacher friendly.</p> <p>Suggestions</p> <p>Pitch in both Italian and Chinese needs to be revisited.</p> <p>Reduction in the number of sub-strands and the volume of content to be covered.</p> <p>Reconsider pitch of, and alignment between, band descriptions, content descriptions, elaborations and achievement standards.</p> <p>Introduction of an achievement standard for the Foundation to Year 2 band.</p>
<p>Teachers and professional associations</p>	<p>Strengths</p> <p>The curriculum provides a clear overview to language learning.</p> <p>Concerns</p> <p>Concern over how implementable the suggested time on task is for Western Australian schools. Teachers do not believe they will be able secure that amount of time to teach languages.</p> <p>Overly complex document, with little guidance on assessment and reporting. Significant professional development implications arising from the curriculum.</p> <p>Suggestions</p> <p>More direction and guidance on catering for students from multiple pathways and sequences would be welcomed.</p>