



Australian Curriculum: Languages Consultation Report

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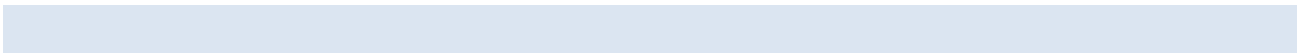
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Executive summary

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 curricula 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 curricula 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 Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese 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
- Band descriptions
- Content descriptions and elaborations)
- 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.

Languages curriculum

Findings in relation to language specific curricula:

Balance and active language use

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

Band descriptions

- Band descriptions are overly long and dense

Role and use of English

- The role and use of English in the band descriptions and content elaborations are 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 which also take account of the varied nature 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 which 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, and on the Chinese and Italian curricula. Stage 2 consultation was held from 13 May to 25 July 2013 on the draft *Framework*, the Languages learning area, and the Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese curricula.

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 Band descriptions and Content descriptions and elaborations
- 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 language teachers and 32 Italian language 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 are presented in charts and tables throughout this report and in appendixes. All quantitative data were collated and analysed in spread sheets, from which charts and tables were produced. The qualitative data include 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). The findings from the online questionnaire are contained in the following appendixes:

- Appendix 3 - percentages for each rating in response to the Introductory section of the Languages learning area
- Appendix 4 - numbers for each rating in response to language-specific curricula from Stage 1 consultation (Chinese and Italian)
- Appendix 5 - numbers for each rating in response to language-specific curricula from Stage 2 consultation (Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese)

Qualitative data were outsourced to experts in research and data analysis. The qualitative data were 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 were 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 comprises:

- 296 responses to the Languages learning area from consultation stages 1 and 2
- 214 questionnaire responses for Stage 1 language-specific curricula (Chinese and Italian)
- 200 questionnaire responses for Stage 2 language-specific curricula (Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish, Vietnamese)
- an additional 62 questionnaire responses from teachers who participated in the intensive engagement project with the Italian and Chinese curricula were also analysed for this report.

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	Education jurisdiction/ authority	Primary teacher	Professional association	School/ school leader	Secondary teacher	Teacher	Other*	TOTAL
Languages learning area	12	9	70	4	19	155	14	6	296
Stage 1 Languages	6	11	44	1	15	119	7	11	214
Stage 2 Languages	3	10	42	3	11	113	8	10	200

*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 respondents across states and territories

Table 2: Number of online questionnaire responses by state/territory

Number of online questionnaire responses–Languages learning area								
ACT	NSW	NT	QLD	SA	TAS	VIC	WA	TOTAL
15	133	2	25	38	20	38	25	296

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 6.

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 is presented in this section of the report.

It should also be noted that 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 curricula are 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 can be found in Appendix 7.

4.2 Preamble

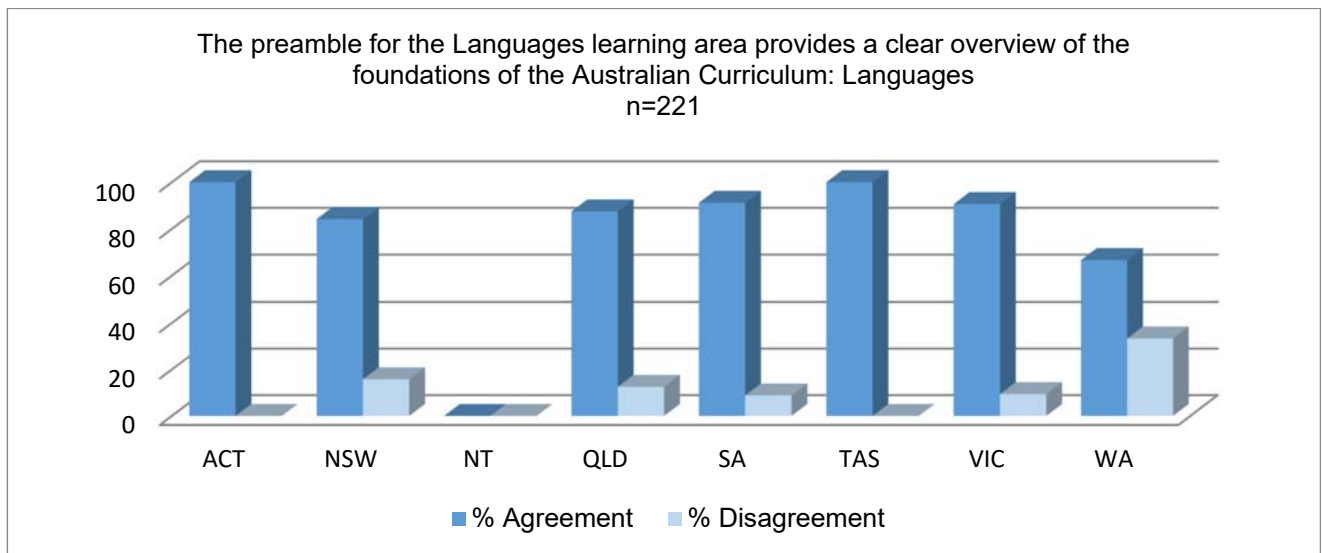
There was strong support for the three sections of the preamble, namely *Language specificity*; *Language, culture and learning*; and *Diversity of language learners*.

Table 3: Responses to the Languages learning area questionnaire–Preamble

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly	No agree (%)	No disagree	No strongly

		agree (%)		(%)	disagree (%)
The preamble for the Languages learning area provides a clear overview of the foundations of the Australian Curriculum: Languages.	221	56 (25%)	136 (62%)	21 (9%)	8 (4%)

Figure 1: Responses to the Languages learning area questionnaire—percentage agreement and disagreement by state/territory—Preamble



Strengths

Consultation feedback was highly supportive of the intent of the preamble with 192 (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 individual languages was strongly supported with many 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 in the preamble of language, culture and learning and their interrelationship in the preamble is strongly supported. Respondents felt that 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, was valued by respondents. The explicit inclusion of Aboriginal and Torres Strait Islander Languages in the language specificity and Diversity of language learners sections was 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 respondents commend the formulation of the Diversity of language learners section, though there is also considerable comment from some consultation respondents 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 respondents expressed concern over the length of the preamble, as well as the complexity of its language. It was 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 agreed that it is appropriate to differentiate learners into the three learner groups. Some consultation respondents, however, raised concern about the implications for implementation associated with catering for the three learner pathways within any single school. This issue only pertains to Chinese, so it will be discussed in Section 5, which presents findings from consultation on the Chinese draft curriculum

There was 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 were concerned that the definitions of the learner groups are not sufficiently explicit and recommended 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 because 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 (notably by respondents from New South Wales) over the potential for categorisation of learners based on their place of origin, rather than their language proficiency, but this was 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, 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

A few teachers supported greater emphasis on and additional reference to culture in the preamble. Some respondents proposed renaming the second language learner pathway to additional language learner pathway.

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.

SA Department for Education and Childhood Development, written submission

4.3

Rationale and aims

Table 4: Responses to the Languages learning area questionnaire–Rationale and Aims

Languages learning area – Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The rationale for the learning area is clear about the nature and importance of learning Languages for all Australian students.	231	79 (34%)	142 (62%)	8 (4%)	2(1%)
The aims for the learning area clearly state the intent for the draft Australian Curriculum: Languages Foundation to Year 10.	225	5 (2%)	142 (63%)	22(10%)	4 (2%)

Figure 2: Responses to the Languages learning area questionnaire–percentage agreement and disagreement–Rationale

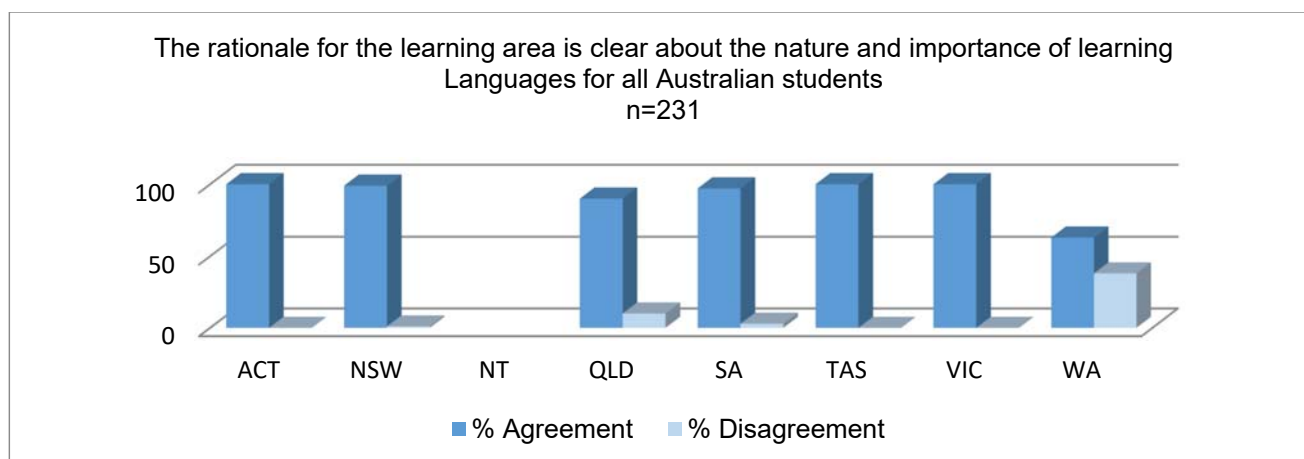
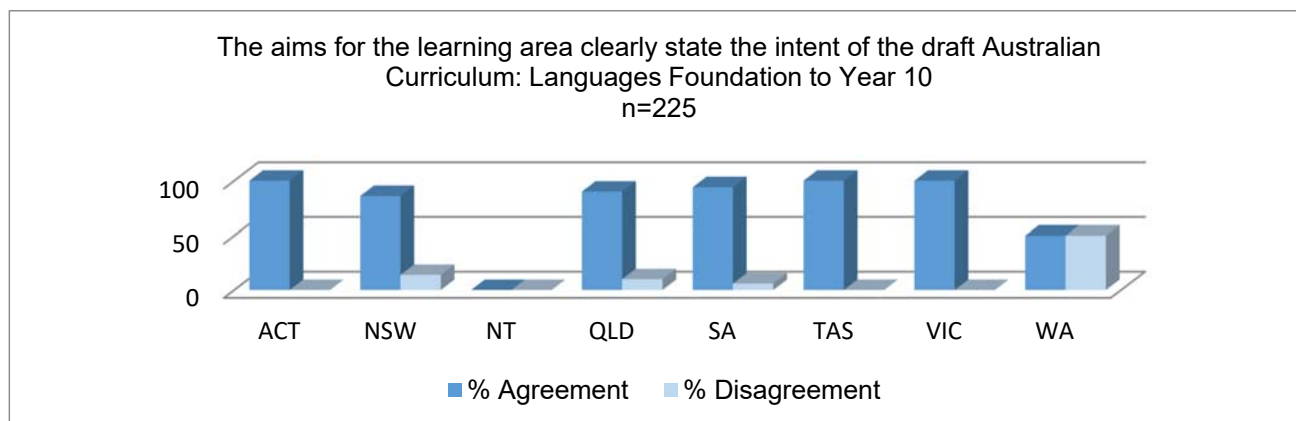


Figure 3: Responses to the Languages learning area questionnaire—percentage agreement and disagreement—Aims



Strengths

The rationale and aims attracted significant support from respondents noting that these elements were extensively consulted on during the shaping phase.

The rationale was seen as clearly outlining the importance and value of language learning, and respondents commended its language, structure and approach. The aims were 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 respondents as an important aspect of the Introductory section. The preamble, rationale and aims – There was very strong support for these areas of the curriculum.

Board of Studies NSW, 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 were concerns among some teachers and education authorities over the length of the rationale and the complexity of its language.

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.

Western Australian School Curriculum and Standards Authority, written submission

There was some critical commentary on the clarity of the third aim, *understand themselves as communicators*.

...the phrase understand themselves as communicators requires additional clarification

NSW school, questionnaire response

Suggestions

There was support from some respondents 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

A few respondents suggested that the third aim be incorporated into the first aim in order to better align the two aims with the two strands, *Communicating* and *Understanding*.

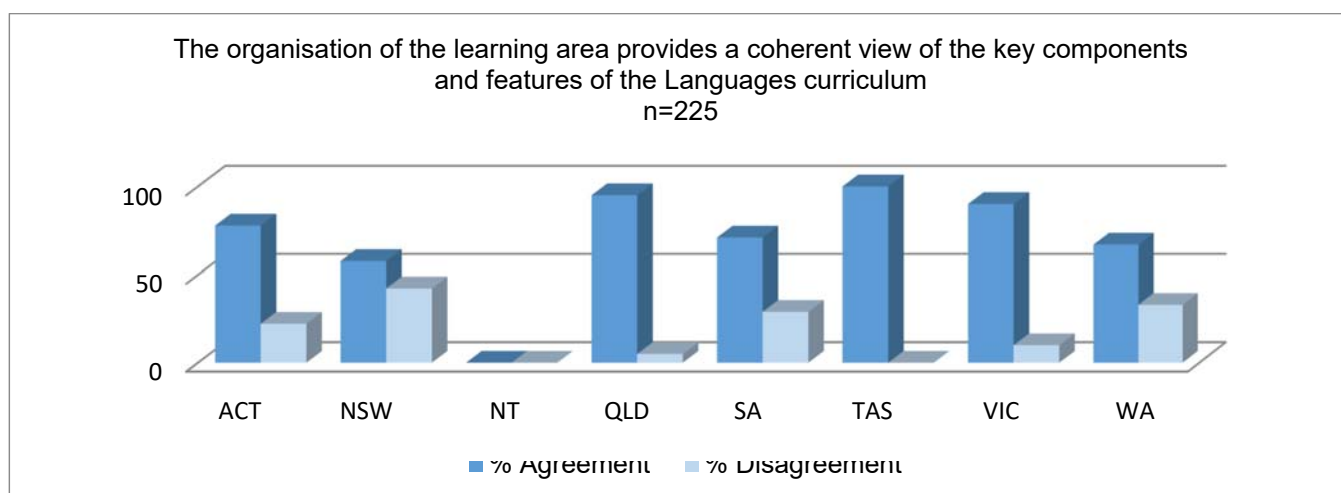
4.4 Organisation of the Languages learning area

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 respondents found navigating the curriculum difficult.

Table 5: Responses to the Languages learning area questionnaire–Organisation

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The organisation of the learning area provides a coherent view of the key components and features of the Languages curriculum.	225	21 (9%)	141 (63%)	36 (16%)	27 (12%)

Figure 4: Responses to the Languages learning area questionnaire–percentage agreement and disagreement by state/territory–Organisation



Strengths

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

Teachers involved in the intensive engagement activity also supported the 'organisation of the curriculum' section.

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

The structure and the language of the documentation are unnecessarily complex.

Board of Studies NSW, written submission

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.

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.

SA Department of Education and Children's Services, written submission

Respondents also expressed concern about the lack of correlation between the numbering system in the content descriptions and the achievement standards.

Suggestions

There was support for the organisation of the learning area to be described more clearly. A number of respondents recommended 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.

WA School Curriculum and Standards Authority, written submission

There was also a call for a more consistent approach to the numbering of sub-strands and content descriptions and the use of 'levels'.

A consistent approach to numbering of sub-strands and content descriptions within and across languages and a differentiated use of the term 'level' as it applies to particular pathways should be adopted.

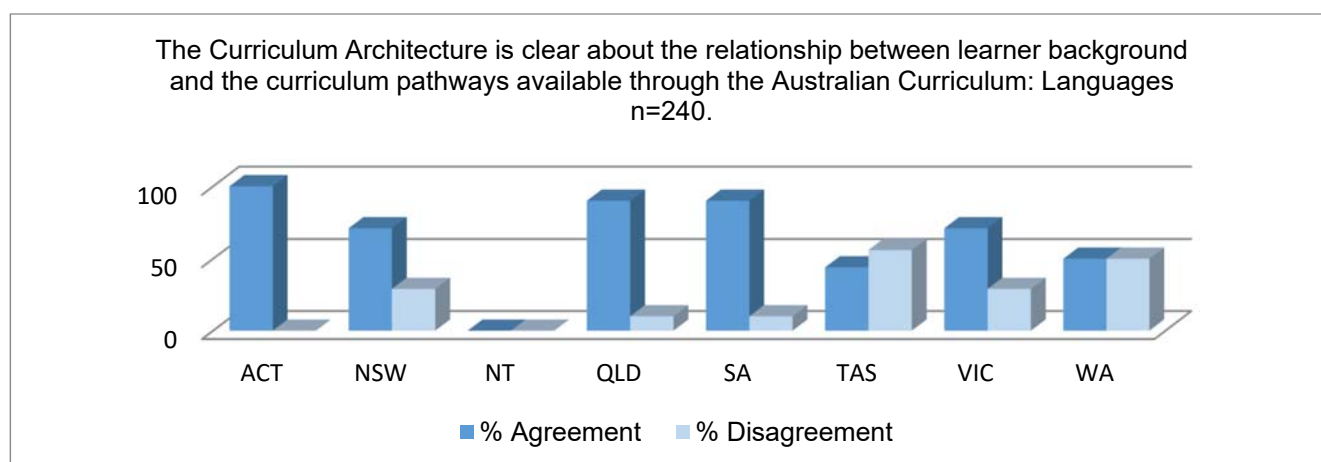
Board of Studies NSW, written submission

4.5 Curriculum architecture

Table 6: Responses to the Languages learning area questionnaire–Curriculum architecture

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No 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 (17%)	134 (56%)	55 (23%)	11 (5%)
The Curriculum architecture is clear about the relationship between the curriculum and indicative hours for writing	240	26 (17%)	102 (56%)	83 (23%)	27 (5%)
The curriculum provides flexibility for different entry points into languages learning across Foundation to Year 10.	236	22 (9%)	121 (51%)	64 (27%)	29 (12%)

Figure 5: Responses to the Languages learning area questionnaire–percentage agreement and disagreement by state/territory–Curriculum architecture



Some respondents questioned the appropriateness of the term ‘curriculum *architecture*’. This term was introduced to ensure that the structuring of pathways, bands and sequences was distinguished from the structuring of content. There was 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 was valued by respondents. Across most education authorities there was 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.

NT Department of Education and Children's Services, written submission

Concerns were raised by many respondents about implementation issues for teachers catering for students from different pathways in the same classroom. These respondents expressed 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 this. However the development of different pathways in the curriculum will ensure that teachers have a point of reference for considering the language development of learners

Time on task

Respondents welcomed 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 by schools as a 'minimum' standard, potentially leading to a reduction in the number of hours currently provided for language learning in some states and territories. As a result there was support 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 is 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?

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 of 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

Respondents 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 Years 7 to 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 Years 7 to 10 (Year 7 Entry) sequence 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

Although there was support for the concept of multiple entry points, there was 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

WA 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

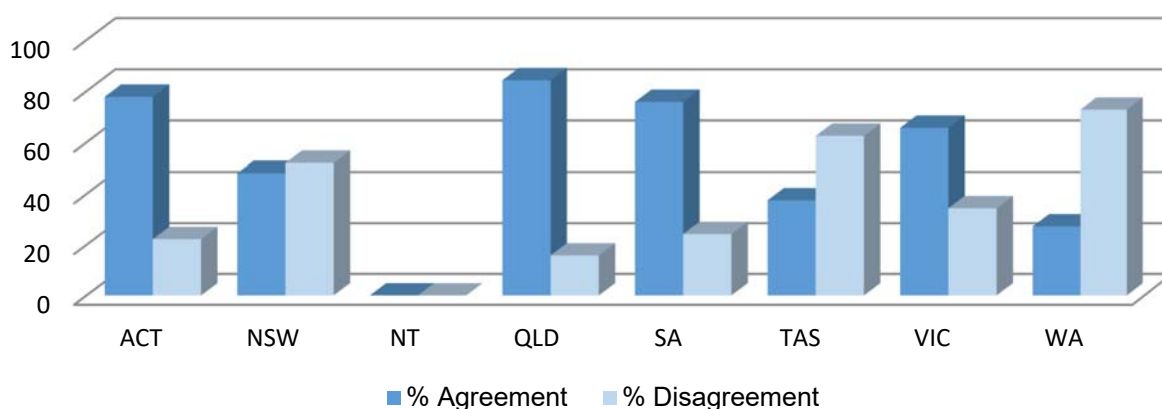
4.6 Content structure—strands and sub-strands

Table 7: Responses to the Languages learning area questionnaire—Content structure

Languages learning area—Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The interrelated strand structure of Communicating and Understanding is appropriate for organising the curriculum content.	232	46 (20%)	112 (48%)	56 (24%)	18 (8%)
The sub-strands within the Communicating strand are sufficiently distinct and appropriate (1.1–1.6).	230	22 (10%)	100 (43%)	67 (29%)	41 (18%)
The sub-strands within the Understanding strand are sufficiently distinct and appropriate (2.1–2.4).	225	20 (9%)	108 (48%)	60 (27%)	37 (16%)

Figure 6: Responses to the Languages learning area questionnaire—percentage agreement and disagreement by state/territory—Strand structure

The inter-related strand structure of Communicating and Understanding is appropriate for organising the curriculum content
n=232



Strands

There was support for the two strands *Communicating* and *Understanding* which were 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

Some respondents suggested strengthening the complementary relationship between the two strands to ensure that their purpose is clear and evident. 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.

WA 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. Many respondents viewed the sub-strand structure as complex and the description of sub-strands as insufficiently clear.

Sub-strands 1.1–1.3 were considered appropriate in relation to the Communicating strand. The foregrounding of language use in the interpersonal, informational and expressive/ creative domains was 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 was 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 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

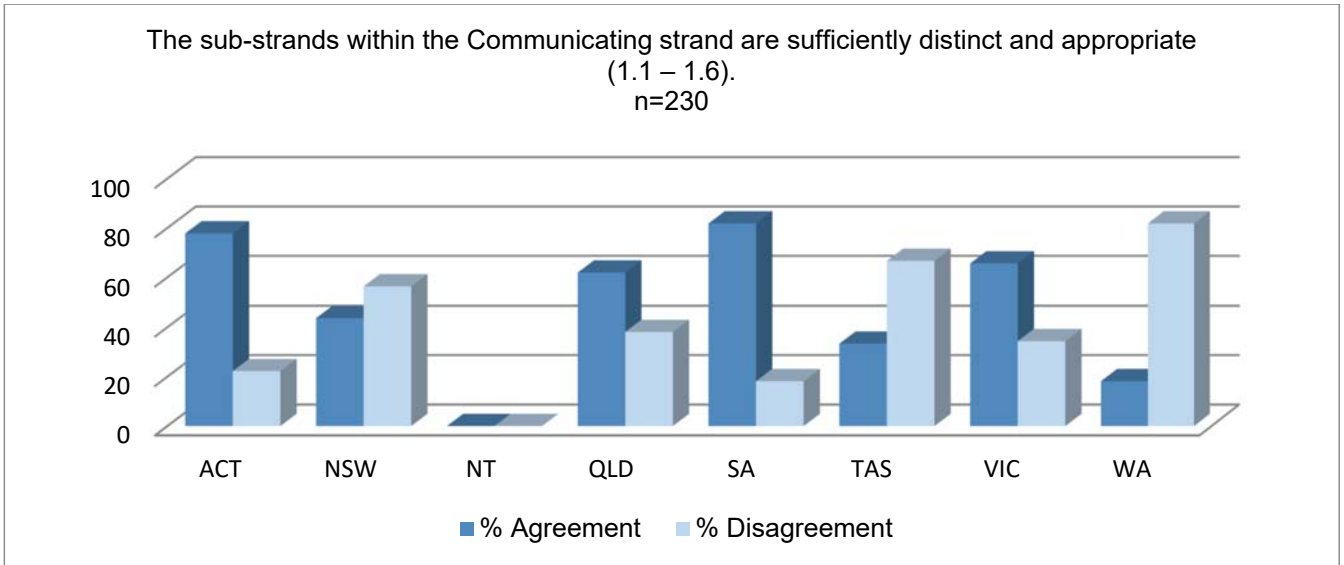
NSW secondary teacher, questionnaire response

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 by state/territory territory—Communicating sub-strands



The definition of and distinction between the two sub-strands *Moving between/translating* and *Reflecting on intercultural language use* were 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.

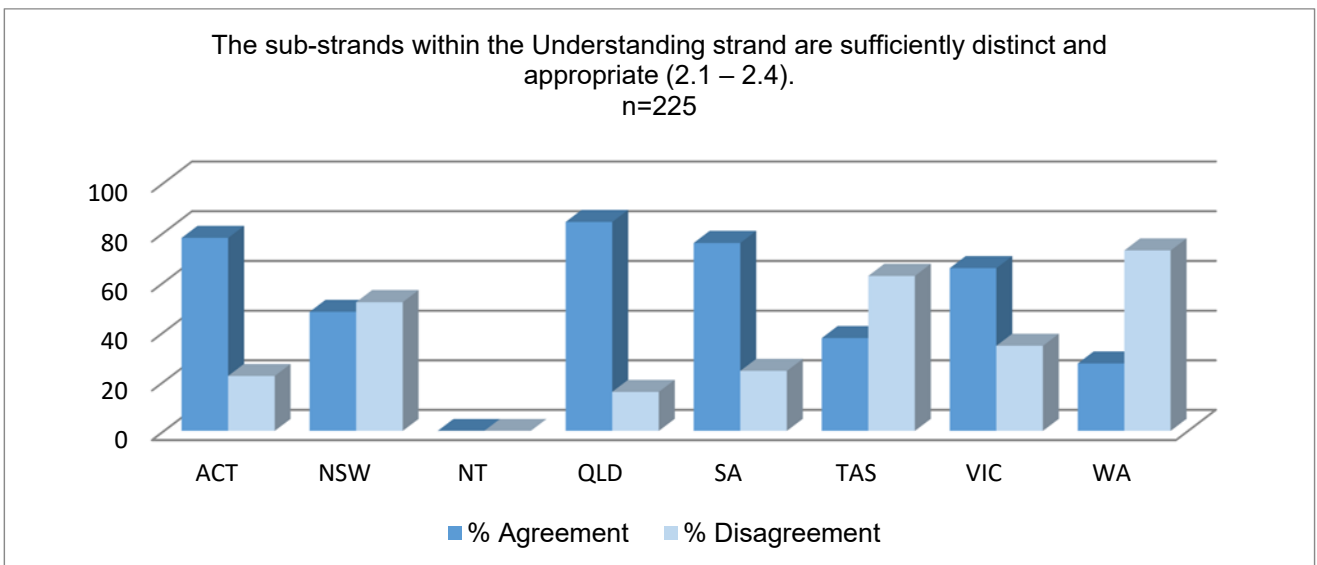
NSW secondary teacher, questionnaire response

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

SA Department of Education and Childhood Development, written submission

Understanding sub-strands

Figure 8: Responses to the Languages learning area questionnaire—percentage agreement and disagreement by state/territory—Understanding sub-strands



Some concern was expressed over the perceived overlap of sub-strands within the Understanding strand, and a need to refine and consolidate the existing Understanding sub-strands was 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 was 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.

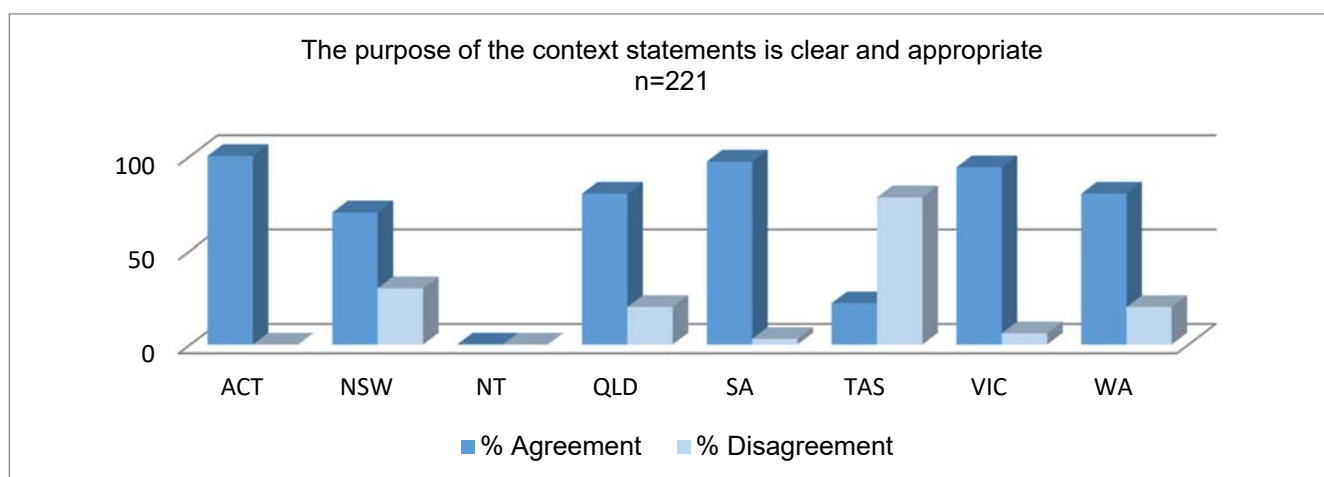
4.7 Context statements

There was overall support for the purpose of a context statement for each language.

Table 8: Responses to the Languages learning area questionnaire–Context statements

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The purpose of the context statements is clear and appropriate.	221	49 (22%)	120 (54%)	28 (13%)	24 (11%)

Figure 9: Responses to the Languages learning area questionnaire–percentage agreement and disagreement by state/territory–Context statements



Respondents strongly agreed 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?

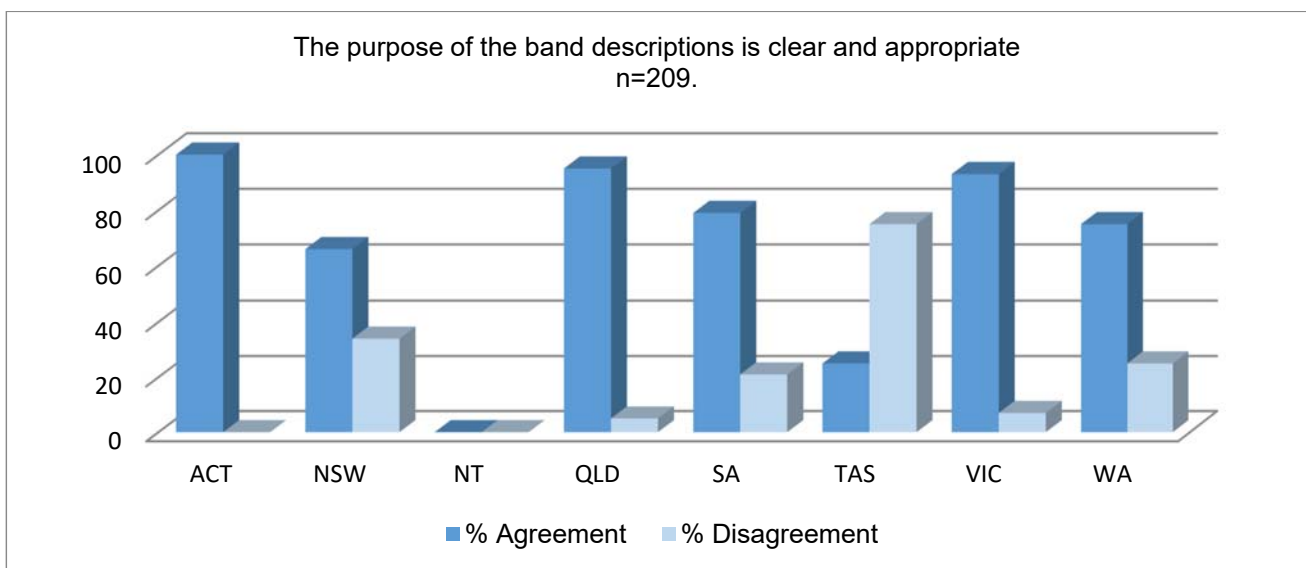
QLD secondary teacher, questionnaire response

4.8 Band descriptions

Table 10: Responses to the Languages learning area questionnaire–Band descriptions

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The purpose of the band descriptions is clear and appropriate.	209	34 (16%)	120 (57%)	35 (17%)	20 (10%)

Figure 10: Responses to the Languages learning area questionnaire–percentage agreement and disagreement by state/territory–Band descriptions



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

Feedback indicated that there is a need to clarify the use of the target language and the extent to which English is to be used in the teaching of the subject.

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.

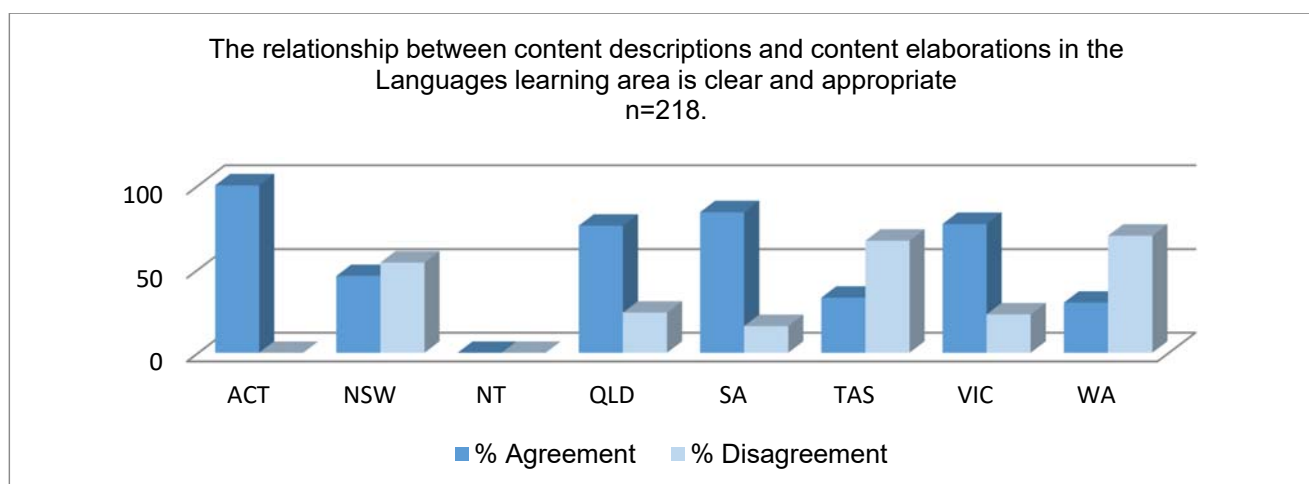
Catholic Education Office Sydney, written submission

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	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The relationship between content descriptions and content elaborations in the Languages learning area is clear and appropriate.	218	30 (14%)	99 (45%)	54 (25%)	35 (16%)

Figure 11: Responses to the Languages learning area questionnaire–percentage agreement and disagreement by state/territory–Band descriptions



There was 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, respondents expressed concern over the relationship between the content descriptions and elaborations. Data from the online questionnaire indicates that 41% of respondents disagreed or disagreed 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 refer in particular to the description of grammar which is currently placed in elaborations when it is in fact 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 be 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 as this may be overlooked. Many teachers are under the impression this is prescribed content, not example. It has been suggested that elaborations are called examples.

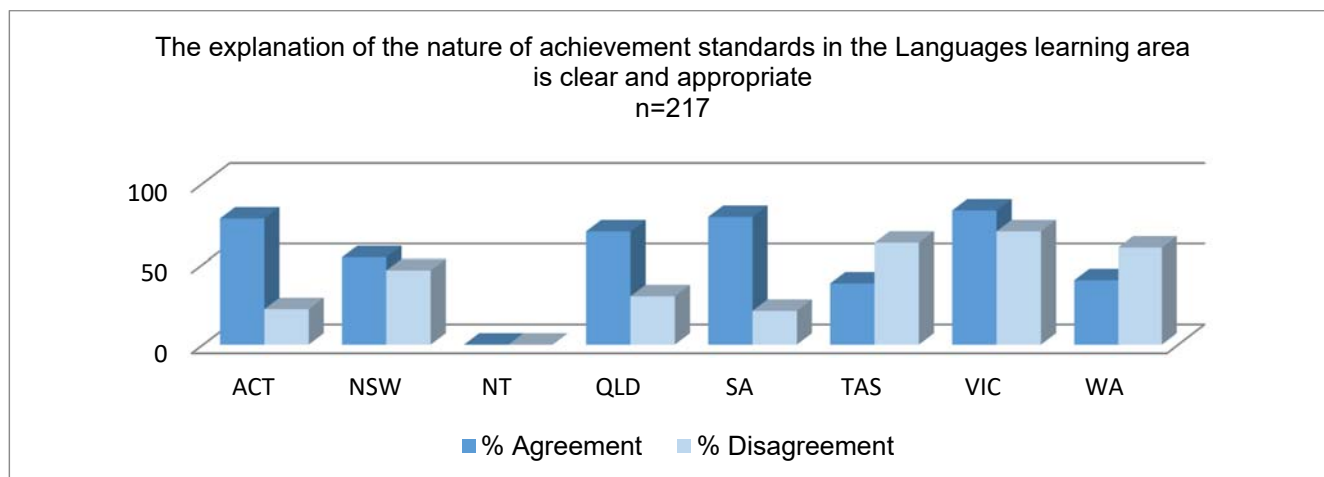
Catholic Education Office Melbourne, written submission

4.10 Achievement standards

Table 12: Responses to the Languages learning area questionnaire—Achievement standards

Languages learning area—Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The explanation of the nature of achievement standards in the Languages learning area is clear and appropriate.	217	28 (13%)	107 (49%)	52 (24%)	30 (14%)

Figure 12: Responses to the Languages learning area questionnaire—percentage agreement and disagreement by state/territory—Achievement standards



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

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.

... 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 was raised as an issue by most consultation respondents. Teachers and education authorities indicated 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

4.11 Diversity of learners

Table 13: Responses to the Languages learning area questionnaire–Diversity of learners

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No 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 (17%)	115 (53%)	40 (18%)	26 (12%)

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

There was overall agreement (70%) among questionnaire respondents that the ‘Student diversity’ information is clear and appropriate; at the same time there was some concern over the consistency of language, as compared with other learning areas. It is evident from the consultation feedback that some consultation respondents 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.

Respondents sought some revision to the description of the different types of learners. There was also 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 were 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 the *English as an Additional Language or Dialect* section to be shorter and more concise.

4.12 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	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The relationship described between the Languages learning area and each of the general capabilities is clear and appropriate.	218	62 (28%)	108 (50%)	35 (16%)	13 (6%)
The relationship described between the Languages learning area and each of the cross-curriculum priorities is clear and appropriate.	217	39 (18%)	106 (49%)	48 (22%)	24 (11%)

General capabilities

There was a significant degree of support (78%) from a range of respondents 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 were raised by questionnaire respondents and education authorities about 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, were also raised as issues by teachers through the questionnaire data and in 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 in agreement. The description was considered to be well written and appropriate. Respondents valued the strong statement on the importance of language learning in developing this capability, and there was support for the inclusion of specific examples demonstrating how the Languages learning area strengthens this capability.

- **Numeracy**—questionnaire respondents found the description of the relationship to this capability limited.
- **Information and communication technology (ICT)**—this capability was viewed as particularly important to languages learning. There was support for a stronger statement on the benefits of ICT to the teaching and learning of languages, and the provision of appropriate examples.
- **Critical and creative thinking**—from the limited feedback received on this capability; there was support for strengthening 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 was expressed over the expectation associated with this capability.
- **Ethical behaviour**—no specific comment was made about this capability.
- **Intercultural understanding**—this capability drew the most feedback from respondents. There was support for the description of this capability and how language learning supports it. A number of comments and suggestions are made which included ensuring consistency of terminology with the rest of the curriculum and using the text and language 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

The majority of respondents (67%) agreed that the purpose of the cross-curriculum priorities is clear and appropriate.

Those respondents who do not support this view (33%) raised 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.

WA School Curriculum and Standards Authority, written submission

Respondents made a number of suggestions of ways 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 was support for embedding this priority more strongly across the Languages curriculum. Intersecting points in history, language and culture across a number of languages are identified as appropriate to pursuing this priority (such as shared histories, interest in other countries for Aboriginal and Torres Strait Islander culture, and the relationship of some languages to their own Indigenous languages and cultures).

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.

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?

Questionnaire respondent

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

Sustainability—comment on this priority was minimal. There was some support for more explicit reference to language sustainability in the *Sustainability* description. There was a view that opportunity to engage with this priority in a meaningful way is more applicable in the senior schooling years.

4.13 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	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The links between Languages and other learning areas are clear and appropriate.	213	40 (19%)	125 (59%)	37 (17%)	11 (5%)

There was support among respondents for strong and evidenced links to other learning areas of the Australian Curriculum. These links are seen as important indicators of the importance of language learning 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.

There were concerns among some respondents 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.

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

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

SA Department of Education and Childhood Development, written submission

Suggestions made by respondents for improvements to this section 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.

4.14 Implications for implementation

Table 16: Responses to the Languages learning area questionnaire—Implications for implementation

Languages learning area—Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No 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 (14%)	74 (35%)	66 (32%)	40 (19%)

Flexibility

In terms of implementation, the scaled responses reflect an even split, with 49% agreeing that there are opportunities for flexibility and 51% searching for greater guidance. There was 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 (APPA), written submission

The degree of flexibility in the draft curriculum was seen as undermining nationally consistent measurement of learning outcomes, and entrenching variance of teaching and learning between schools, and between primary and secondary schooling.

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 was concern that current program conditions impact on expectations about teaching and learning content and achievement and may hamper effective implementation of the curriculum. Some respondents suggested 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 were frequently intertwined with concerns about conditions of program provision. The absence of mandated minimum time allocations in this section was criticised and there was 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.

Pathways and sequences

Concerns were 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.

NT 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.

NT Department of Education and Children's Services, written submission

4.15 Glossary

Table 17: Responses to the Languages learning area questionnaire–Glossary

Languages learning area–Stages 1 and 2 combined data					
Question	n=	No strongly agree (%)	No agree (%)	No disagree (%)	No strongly disagree (%)
The glossary is comprehensive.	220	62 (28%)	114 (28%)	32 (52%)	12 (15%)
The glossary definitions are clear and appropriate.	215	55 (26%)	(26%)	(51%)	(15%)

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

However, there was 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, respondents identified a number of existing terms and definitions for revision. These include a more detailed definition of the term *accents* and the role of accents in the curriculum. Other definitions 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 Australian Curriculum: Languages curriculum. They include *lexico-grammatical*, *bilingual*, *immersion*, *CLIL*, *language-specific exemplification*, *ecological relationships*, *authentic* and *prosody*.

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

5. Consultation findings for Stage 1 Languages (Chinese and Italian)

This section presents an analysis of consultation feedback on the languages that were released for public consultation during the first stage of consultation: Chinese (three pathways) and Italian.

For each language, each section begins with an overview of key issues identified by respondents. The rest of this section of the report aligns with the structure of the ACARA written submission and questionnaire tools.

A table which summarises the number of respondents to the online questionnaire regarding Chinese (three pathways) and Italian, who agreed, strongly agreed, disagreed or strongly disagreed to each question can be found in Appendix 4.

5.1 Chinese

5.1.1 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 was strongly supported.
- **Content**—the breadth of content captured in the large number of content descriptions across all pathways was considered too great. There was 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 to be too high. There was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence.
- **Band descriptions**—inclusion of advice within the band descriptions about the role of English 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 were a 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 to assist teachers with implementing the curriculum.

More detailed analysis of the consultation data is provided below.

5.1.2 Chinese context statement

Strengths

The description of the place of the Chinese language in Australia and the education system was supported by consultation respondents. Most of the education authorities commended the distinctions made within the context statement relating to 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.

WA School Curriculum and Standards Authority, written submission

Concerns

Notwithstanding this supportive commentary a number of concerns were identified by consultation respondents.

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

Questions were 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 was also criticism from some consultation respondents about complex language used throughout the context statement.

Suggestions

Consultation respondents 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 was support from teachers and education authorities for clearer distinctions between language learner pathways, particularly the second language and background language learners. Consultation respondents also highlighted the need for consistency between the context statement descriptions of language learners, and those used in the preamble in the Languages 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 was support for a shorter context statement that also provides clearer guidance on the content structure of the curriculum and more contemporary information about the relationship between Australia and China, encompassing trade, employment and

5.1.3 Chinese second language learner pathway

5.1.3.1 Band descriptions

Strengths

There was some agreement among consultation respondents 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 were 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 was concern among consultation respondents 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 were raised by teachers, schools and education authorities. Concern was 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.

Vic secondary teacher, questionnaire response

Suggestions

Consultation respondents recommended a number of improvements to the band descriptions to address the concerns identified above.

Clearer advice and guidance—there was support for providing advice for teachers on how to cater for varying student capabilities and students working in the different pathways within the same

classroom, as well as advice on the transition from primary to secondary schooling. Other suggestions included further elaboration on the role of English in the teaching of the content.

Simplify band descriptions—consultation respondents requested simpler and more reader-friendly band descriptions. There was 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.

5.1.3.2 Content descriptions

A few teachers and stakeholders commended 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, in relation to:

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

Breadth of learning to be covered—teachers and education authorities expressed concern about the 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

The pitch of the content descriptions—a significant number of consultation respondents indicated concern about the pitch of the second language learner content descriptions. There was particular concern about the expectations for Years 7–8 learning in the entry-level requirements of the Years 7 to 10 (Year 7 Entry) 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.

Qld secondary teacher, questionnaire response

It is too much and too hard

Vic secondary teacher, questionnaire response

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

WA School Curriculum and Standards Authority, written submission

The clarity of content descriptions—not all consultation respondents considered the content descriptions to be clear and unambiguous. Concern was 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 respondents recommended a number of changes to the content descriptions to address the concerns identified above. These include:

- a reduction in the number of content descriptions and a sharpening of their focus to ensure that 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 that 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

5.1.3.3 Content elaborations

There was some agreement among consultation respondents that content elaborations provide clear and relevant illustrations and examples of the content descriptions.

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

However, significant concern was expressed about their pitch, and how manageable and achievable they are.

Yes, [they are clear and relevant] 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—concern was raised over the extent to which English would need be used to implement the examples within the elaborations.

Expression—some of the language and concepts used within the elaborations were also criticised as being unclear, ambiguous and unnecessarily complex.

Suggestions

To address these concerns, there was support from consultation respondents 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 was support to revise the content elaborations to ensure that their pitch is appropriate for the band. This was considered particularly important in the primary school context of the Foundation to Year 10 sequence, where respondents believe confidence and engagement with the language is an important outcome in itself.

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

SA secondary teacher, questionnaire response

5.1.3.4 Achievement standards

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

Pitch—teachers and education authorities questioned the expectations of students contained within the achievement standards, viewing the standards as too high and 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 argued that the Years 7 to 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

SA Department for Education and Child Development, written submission

Implementation—consultation respondents lacked confidence in students being able to achieve the standards within the current school environment or within the indicative hours referenced in the draft curriculum.

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

Suggestions

Consultation respondents nominated a number of suggestions to improve the achievement standards. These include providing guidance for teachers on knowledge and recognition of Chinese characters and to support assessment of oral and written achievement.

There was 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.

5.1.4 Chinese background language learner pathway

5.1.4.1 Band descriptions

While some commentary on the band descriptions was positive, concerns were raised about the complexity of the language used 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 suggested more advice and guidance about the use of English, particularly in the primary school setting for the Foundation to Year 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 of Western Australia, written submission

One education authority also suggested that the skills that background language learners bring to school also need to be included in the band descriptions.

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

There was support for a greater use of Chinese within the primary school setting of the Foundation to Year 10 sequence for this pathway.

... 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

Some respondents raised issues associated with catering for classes with students with widely varying Chinese proficiency.

5.1.4.2 Content descriptions

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

Teachers and education authorities expressed concern over the number of 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 regarded the content as being too difficult, that it is not pitched appropriately and that it won't interest or engage students. There was also concern about the clarity of the content descriptions and progression within Foundation–Year 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.

WA 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

Respondents supported revisions to simplify the content, concentrate on core content, and 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 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

5.1.4.3 Content elaborations

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

Among education authorities (in New South Wales, South Australia and Western Australia) 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 [that] 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 was agreement that a greater number of content elaborations should be to illustrate the content descriptions and that these should be contemporary in nature.

5.1.4.4 Achievement standards

Consistent with commentary about the content descriptions and elaborations, consultation respondents identified issues with the pitch of the achievement standards.

The standards were viewed as too difficult to achieve, and there was concern that they do not allow for the varying capability of students in this pathway.

There was support for revision of the standards to ensure that 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.

Inconsistencies were 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 was support for revising the achievement standards to ensure that the standards align with content descriptions for this pathway.

5.1.5 Chinese first language learner pathway

5.1.5.1 Band descriptions

There was 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.

It [band descriptions] develops bilingual and bicultural identities; multiple perspectives in Australian background

Qld academic, questionnaire response

However, there was concern among education authorities regarding the age appropriateness and pitch of the band descriptions. They were 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.

WA School Curriculum and Standards Authority, written submission

There was support from education authorities (in Queensland, South Australia and Western 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
- providing more advice and guidance for teachers and students, including clarification of the role of English and the use of technologies in this pathway.

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

5.1.5.2 Content descriptions

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

The breadth of learning to be covered was 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 many are beyond appropriate assessment or teacher capability, or they are not relevant to the subject.

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

WA 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 was support across consultation respondents for revision of the content descriptions to ensure that they are pitched appropriately. There was 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 was identified by a number of consultation respondents as requiring revision. There is support for more contemporary references for learning in the Years 7 and 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

5.1.5.3 Content elaborations

Some respondents agreed that the elaborations provide good examples and support the content descriptions. However, concern was raised about how achievable some of the elaborations are for teachers and students alike.

Among education authorities, concerns were raised about perceived inconsistencies within the elaborations, with some of them considered to be too easy for students in this pathway, while others were perceived as being too hard. It was felt that some elaborations would be a better fit in the background language learner pathway.

Among Queensland teachers, concern was raised about the pitch of the elaborations and what they are 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

The misalignment between the content elaborations and the band descriptions was also raised as an issue.

5.1.5.4 Achievement standards

Significant concerns were 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
- 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

In line with these findings, there was support for the achievement standards to be revised to ensure that they more rigorously align with the band descriptions and the mandated learning of the content descriptions.

5.2 Italian

5.2.1 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. It was suggested that the use of headings and summaries would make the descriptions simpler and easier to read and follow.

Content—there are too many content descriptions and their pitch too high. The progression requires further refinement. The articulation of key concepts, key processes, and key text types identified for content descriptions in the Years 7 to 10 (Year 7 Entry) sequence was commended. There was support for its introduction into the Foundation to Year 10 sequence.

Achievement standards—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence, as well as the use of more Italian-specific examples in the achievement standards. The pitch of the achievement standards was considered to be 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 respondents expressed concern over implementing the curriculum within their current school resource and time arrangements. Comments about scope and pitch of content and achievement standards were often referenced against current allocation of hours. There was also some concern over managing students in the same class but being taught different sequences.

Advice and guidance for teachers—there was support for more advice and guidance to assist 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.

5.2.2 Context statement

There was 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 questioned 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 respondents suggested a number of opportunities to improve the context statement, including communicating:

- the importance and the positive impact of Italian immigration and culture in relation to 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 language 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

5.2.3 Band descriptions

Strengths

There was support from some consultation respondents for the band descriptions. They were seen as clear and detailed, and as 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 found the band descriptions very similar to the Curriculum Framework and the Progress Maps they have worked with in the past. They saw them as clearly structured and easy to follow and understand.

Concerns

Pitch and breadth of learning—teachers and education authorities expressed concern 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 Foundation to Year 6 bands were not considered age appropriate, while the pitch of content for Level 1 learners in the Years 7 to 10 (Year 7 Entry) sequence was considered too ambitious. The extent to which English is required to support some advanced learning was 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—the band descriptions were considered to be too long, too complex, open to interpretation and not user-friendly.

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

NSW secondary teacher, questionnaire response

Suggestions

A number of suggestions are made by consultation respondents to address the concerns identified above.

Presentation and layout—there was 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

5.2.4 Content descriptions

Strengths

There was some support from consultation respondents for the content descriptions. 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 a 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.

NT 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 to 10 (Year 7 Entry) sequence was commended. There was support for their introduction into the Foundation to Year 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 respondents 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 were concerned over the breadth of content and learning to be covered and the high expectations within the curriculum. They argued that there are too many content descriptions. There was concern that students may not be able to complete many of the content descriptions in Italian, resulting in the need to rely on English to cover this 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 response

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 & Culture Centre, written submission

At level 2 there are 25 descriptions. This may be too many to cover over [two] 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

... they are too numerous. Having so many ...[content descriptions] 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 identified a number of issues relating to unrealistic expectations as to student capacity and achievement. In the Foundation to Year 10 sequence, a number of consultation respondents indicated that the pitch in Levels 1 and 4 is too high. The pitch of the Years 7 to 10 (Year 7 Entry) sequence was also considered by some consultation respondents as being too advanced.

Implementation—there was 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 expressed doubts 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).

WA School Curriculum and Standards Authority, written submission

Clarity—there was concern among some consultation respondents over the clarity of the content and structure of the draft Italian curriculum. Teachers were worried that the content is too open to interpretation. They also found 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

There was support for a general review of the content descriptions to:

- reduce the number of content descriptions

- 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 that the language used in the content descriptions is clear and succinct.

5.2.5 Content elaborations

Strengths

Content elaborations were 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 found the content elaborations helpful in understanding the content descriptions and for the support they provide in implementing the curriculum. Some saw the potential to develop their own content elaborations to address the specific learning context of their students.

Concerns

These views were generally accompanied by concern or commentary about the pitch of the elaborations and the relationship between the content elaborations and the content descriptions.

Pitch—significant comment was 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 was a degree of uncertainty among consultation respondents 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.

Suggestions

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

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 was also support for the elaborations to assist with showing the differences between sub-strands, particularly for the Years 9–10 band in the Foundation to Year 10 sequence.

5.2.6 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 and suggested areas of improvement.

The draft F-10 and 7-10 Italian achievement standards...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 respondents centred on the achievement standards' clarity and pitch, and their alignment with the rest of the curriculum.

Clarity—teachers felt the language used is unclear. They were 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 on the content descriptions and elaborations, many consultation respondents expressed concern about the pitch of the achievement standards.

Some teachers and education authorities were concerned that the standards are pitched too high. Further, many consultation respondents expressed reservations 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 Years 7 to 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.

SA Department for Education and Child Development, written submission

Alignment—many consultation respondents commented on the 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.

WA School Curriculum and Standards Authority, written submission

Suggestions

Consultation respondents suggested considering revising the progression of learning to ensure that students are challenged in Years 9–10 in preparation for senior learning at Years 11–12.

There was considerable support for the development and inclusion of a separate achievement standard for the Foundation to Year 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.

SA Department for Education and Child Development, written submission

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

6. Consultation findings for Stage 2 Languages

This section presents an analysis of consultation feedback on the languages that were released for public consultation during the second stage: Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish, and Vietnamese.

For each language, each section begins with an overview of key issues identified by respondents. The rest of this section of the report aligns with the structure of the ACARA written submission and questionnaire tools.

A table which summarises the number of respondents to the online questionnaire who agreed, strongly agreed, disagreed or strongly disagreed to each question regarding Stage 2 Languages can be found in Appendix 5.

6.1 Arabic

6.1.1 Overview

Key findings arising from the consultation data on the Arabic curriculum are summarised below.

- **Context statement**—the context statement should be more inclusive in its description of the diverse cultures in which the Arabic language is spoken.
- **Content**—there is too much content, and sequencing and progression were not always evident. More Arabic language and expressions need to be introduced into the content elaborations. The key concepts, key processes and key text types need to be consistently applied across the curriculum.
- **Achievement Standards**—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence. Progression across the achievement standards requires review
- **Alignment**—greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required.
- **Diversity of learners**—the curriculum only caters for background language learners in the Australian context.
- **Implementation issues**—time allocation and resourcing issues feature across the consultation feedback.

6.1.2 Context statement

Strengths

There was some agreement from consultation respondents that the context statement properly acknowledges the diversity of learners of Arabic.

The context statement is clear about the nature of learning Arabic and the diversity of learners of Arabic in the current Australian context.

WA written submission

Concerns

However, there was also some concern from teachers that the statement is overly descriptive and is not inclusive enough of all the communities that use Arabic.

The Context statement covers the Arab world well but it does not provide a true reflection of the various Arabic communities that exist in Australia and the role they play in the Australian community.

Board of Studies, NSW, written submission

In general the context statement clearly describes the place of Arabic language in Australian education and more broadly in contemporary Australia. However, the text is overly descriptive, and clarity is lost in the lengthy sentences and explanations.

Queensland Studies Authority, written submission

Concern was also expressed that the curriculum has been developed only for background language learners.

This curriculum only addresses students with a background in the language and does not cater for the range of students currently learning the language. Generally this curriculum is pitched at too high a level and assumes students are first language learners.

WA School Curriculum and Standards Authority, written submission

Suggestions

There was support for providing a wider context for the use of Arabic and where it is spoken.

Add a paragraph on the various Arabic-speaking communities in Australia and their role in maintaining the language in those communities, e.g. the Egyptians, Lebanese, Iraqis.

WA School Curriculum and Standards Authority, written submission

Although the majority of the population living currently in countries where Arabic is the official language share the Islamic faith, there are significant numbers of secular people and a number of minority religious groups that could not be referred to by the expression "Arab Christians, Mizrahi Jews and Iraqi Mandaeans"; perhaps this can be replaced by "secular social groups and a great varieties of minor religious and ethnic groups"

SA teacher, written submission

Other suggested improvements included providing greater clarity over when and how teaching of Modern Standard Arabic and colloquial Arabic will occur.

6.1.3 Band descriptions

Strengths

The band descriptions were described as generally clear and easy to understand.

- in general the band descriptions provide a clear overview, descriptions of the types of learners and provide appropriate expectations of learners, in particular the Foundation to Year 10 sequence band descriptors are considered to be age and pitch-appropriate statements*
- a strength of the band descriptions is that the language functions increase in complexity from one band to the next*

Queensland Studies Authority, written submission

Concerns

However, concerns were raised by consultation respondents over the pitch of the band descriptions and the expectations of students (particularly within the primary schooling bands of the Foundation to Year 10 sequence, and across the Years 7 to 10 (Year 7 Entry) sequence; alignment of the band descriptions with the content; and uncertainty over the role of English in learning elements of the curriculum.

The Band descriptions as a whole are ill-founded as they begin with the very unrealistic expectation of Level 1. The Band description for Level 1 claims that “At this level children enter school with sufficient oral language for daily communication needs with varying degrees ...”. This is practically untrue.

NSW teacher, written submission

The expectations framed in the band descriptions should align to the content descriptions; this is not always the case in the draft curriculum ...

Queensland Studies Authority, written submission

Suggestions

There was support for the provision of simpler and more reader-friendly band descriptions, and for greater clarity and direction on the nature of different learners and how the curriculum can be adapted for them.

It is not obvious what the learner cohort(s) is/are for Arabic. The F-10 pathway seems to be pitched at background learners. The Level 1 band of the 7-10 pathway states that students may be continuing or beginning their study of Arabic which is confusing ... Clarify which cohort of learners a given pathway is intended for.

SA Department for Education and Child Development, written submission

6.1.4 Content descriptions

Strengths

There was some agreement by education authorities that the general pitch of the content is realistic.

Foundation to Year 10 sequence-specific feedback

The majority of consultation respondents indicated that in general the pitch of the content descriptions and the content elaborations is realistic. In particular the Years 5 and 6 (Level 2) content descriptions and elaborations were considered to provide excellent opportunities for metalanguage development.

Queensland Studies Authority, written submission

Content descriptions are pitched appropriately. There is an appropriate progression and the content is manageable.

WA School Curriculum and Standards Authority, written submission

Concerns

However, concerns were raised by consultation respondents around the volume of content and the expectations placed on students.

On the whole, the document poses many difficulties for the young students and inexperienced teachers. At Level 1, there is the potential for very confused pedagogy in trying to sort out what sequence of learning in writing and oral is actually manageable.

South Australian School of Languages, written submission

Some sections are too difficult for the students to accomplish. The required cognitive level is too advanced at some stages and students will not be able to use Modern Standard Arabic to speak and respond at the requested levels. E.g. Communication content description.

NSW teacher, written submission

The development of writing as a skill is not always clearly articulated across levels

Board of Studies, NSW, written submission

Suggestions

Consultation respondents suggested the following would improve the content descriptions:

- ensuring a more structured curriculum through more consistent application of the key concepts, key processes and key text types
- outlining a more age-appropriate progression through the sequences
- a review of the number of content descriptions within the curriculum, with a view to rationalising or reducing them.

6.1.5 Content elaborations

Concerns

The content elaborations drew considerable comment from consultation respondents. They were criticised for the lack of Arabic language examples. Consultation respondents also questioned their pitch and overall age-appropriateness.

Content elaborations: There is a lack of Arabic language examples.

Recommended actions: Provide more Arabic examples to the Content elaborations.

NSW Language Teachers, written submission

Suggestions

There was support for revisiting the current suite of Arabic examples, to correct spelling and grammatical errors and ensure that they are aligned to the content descriptions.

6.1.6 Achievement standards

Strengths/concerns

The achievement standards drew a mixed response from Arabic language teachers. Some teachers considered them clear and useful, while others expressed significant concern over what they consider a lack of clarity and an over-emphasis on cultural aspects of learning.

Some education authorities considered that the achievement standards across both the sequences were pitched too high, and the lack of alignment between the achievement standards and content descriptions was an issue.

The Achievement standards are realistic, however writing skills in Arabic in Years 7 and 8 (7-10 Sequence, Level 1) are not clear.

It states that students are expected to write sentences using connectives, but this is not mentioned in any of the Strands or examples.

NSW Language Teachers, written submission

The Achievement standards require more attention to sequencing

Victorian Curriculum and Assessment Authority, written submission

Suggestions

There was support for revision of the pitch of the achievement standards to ensure that they accurately reflect the learner groups, and for the development and inclusion of a separate achievement standard for Foundation to Year 2.

Some achievement standards are pitched higher as we [are] catering for first language learners and not the second language learners as I believe that our learners are becoming more and more second language learners. Grammar component should be more specific as this area can be overlooked at junior level if it's not stated progressively.

Vic primary teacher, questionnaire response

6.2 French

6.2.1 Overview

Key findings arising from the consultation data on the French curriculum are summarised below.

- **Context statement**—the French context statement was supported.
- **Band descriptions**—were considered overly wordy and complex. It was suggested that the use of headings and summaries would make the band descriptions simpler and easier to read and follow.
- **Content**—the curriculum was considered too complex and pitched too high. The progression requires further refinement. There was support for reviewing the amount of content to be covered in the curriculum. There was also a question about the role of English in teaching of the subject.
- **Achievement standards**—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence.
- **Alignment**—greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required.
- **Implementation**—time allocation and implementation issues were of major concern. Consultation respondents expressed concern about implementing the curriculum within their current school resource and time arrangements.

6.2.2 Context statement

Strengths

The French context statement was viewed favourably by consultation respondents.

It provides an accurate description of the value and role of French and its historical and contemporary relationship to Australian history and education.

There is strong agreement that the context statement clearly describes the place of French language in Australia. Teachers felt it clearly establishes the relevance of teaching French in schools. The acknowledgement of French as an international language and widely used language gives a persuasive argument for its relevance. Similarly, the historical links in Australian Education provided are useful and informative.

The context statement is clear about the nature of learning French and the diversity of learners.

Questionnaire respondent

The inclusion of the wider French-speaking world adds to the richness and value of French language programs. The historical and contemporary links between Australians and French-speaking people are also clearly described. The nature of French learning also makes clear the similarities and differences with English.

NT Education Department, written submission

Suggestions

To improve the context statement there were calls to make more of the value of learning French in supporting the development of English language skills and vocabulary.

It can be added that the similarity between English and French in the spelling of many words cannot only support but strengthen the development of literacy skills in students. Indeed, if exploited appropriately, it can assist in the development of the English vocabulary of students.

NSW primary teacher, questionnaire response

Other suggested improvements included consideration of additional historical examples that link Australia and French language and culture; for example, the links between French explorations of Australia in the nineteenth century.

6.2.3 Band descriptions

Strengths

There was some support among consultation respondents for the general overview that the band descriptions provide.

In general the band descriptions provide a clear overview, descriptions of the types of learners and appropriate expectations of learners

Queensland Studies Authority, written submission

The band descriptions are a strength of the French drafts. In particular, F-2 description of learners' intercultural language learning journey developing 'the ability to 'decentre', to consider different perspectives and ways of being ...' is a lovely description.

NT Education Department, written submission

Concerns

There were concerns that the band descriptions were considered overly long, wordy and complex and not user-friendly.

The language used is unclear, unnecessary and time-consuming to decipher. It is disempowering in the case of a sole language teacher. It is not user-friendly.

Tas secondary teacher, questionnaire response

Concerns were also raised about the overall pitch of the curriculum and how it could be implemented, either within the indicative time allocation or within current school resources.

Band descriptions are, in general, ambitious in their requirements and contain too many high level skills given the indicative hours stated. Language must be realistic in its description of what is expected and what is achievable. Band descriptions are too lengthy and verbose. Use more concise, precise language

WA School Curriculum and Standards Authority, written submission

Suggestions

There was support for review of the band descriptions to address issues around their length and use of complex language. Greater clarity was also sought around the use of English or French to explore intercultural aspects of learning.

6.2.4 Content descriptions

Strengths

There was some support among consultation respondents for the clarity and structure of the content descriptions.

The clear structure of content descriptions and their relationship across year levels is effective in helping the reader to see the progression of content and plan teaching programs.

Australian Primary Principals Association, written submission

The sequencing of the French curriculum is clear and logical

Victorian Curriculum and Assessment Authority, written submission

Concerns

However, there was significant commentary on issues and concerns that consultation respondents wanted to see addressed. Key issues included concerns over the complexity, pitch, sequencing and progression of content descriptions.

The breadth and depth of content is engaging. However, some of the content is too challenging for the targeted band.

Board of Studies, NSW, written submission

There is no clear sequence or progression. Expectations are too high in the content descriptions

NSW secondary teacher, questionnaire response

The role and use of English in teaching some of the content was a point of contention for many consultation respondents.

... inappropriate degree of difficulty for some Content descriptions and elaborations. Excessive weight given to cross-cultural, intercultural and comparative language matters with the likely consequence of more English and less language acquisition in the French classroom.

Camberwell Girls Grammar, written submission

The amount of content to be covered in the curriculum was a major point of concern in the consultation feedback.

There are far too many Content Descriptions in each level, many of which overlap (24 in the F- 10 and 25 in the 7-10) — makes it very cumbersome to read. Schools who want to use Content Descriptions and Elaborations to the letter will be very confused — especially inexperienced teachers

Vic teacher, written submission

Suggestions

There was support for review of the content descriptions, with a view to reducing the number of content descriptions to be covered, and removing overlap and duplication.

Review and amend the Content descriptions to ensure clarity and minimise ambiguity.

Include detailed examples of multimodal interactions and other means of connecting via popular cultural collaborations such as wikis.

NSW Languages teachers, written submission

6.2.5 Content elaborations

Strengths

There is support for some of the content elaborations outlined in the curriculum.

They are interesting and somewhat helpful...

Questionnaire respondent

...some elaborations provide clear guidance for teachers in what to teach and to what depth...

WA written submission

The descriptions are clear and many of the elaborations are useful.

School of Languages written submission

Concerns

There were significant concern regarding the complexity and pitch of the overall suite of elaborations.

Again, far too complex in terms of examples and expectations.

NSW secondary teacher, questionnaire response

Overall content elaborations indicate an unrealistic expectation of our students and a detachment from the reality of our non-native learner of French. Some elaborations are too difficult for our year 12 students to tackle let alone our juniors ie youth and drug issues, global warming etc. Some grammatical expectations such as the use of the subjunctive appear a lot earlier than in our current syllabi.

NSW secondary teacher, questionnaire response

Suggestions

Considerable comment was provided through the consultation feedback to improve the content elaborations. In summary, these suggestions included revisiting the pitch and expectation of many of the content elaborations, and clarifying or correcting issues of spelling, expression or context.

6.2.6 Achievement standards

Strengths

While the content descriptions and elaborations were criticised by consultation respondents for being too challenging for students, the French achievement standards were identified by some of the same consultation respondents as far more age and language appropriate.

Achievement standards are appropriate where schools allocate sufficient time for secondary languages. However, this is not always the case. Level 2 (Years 9 & 10) descriptors might be hard to achieve where students experience just 1 term of French per year. Time allocation is merely indicative and schools are able to allocate as much or as little time to languages as they wish.

Questionnaire respondent

Given our very strong concerns discussed above, we are surprised and relieved to see that the Achievement standard description is much more age and language level appropriate and, in fact, sets up Achievement standards at a lower level than the content descriptors and elaborations.The Achievement standard would seem to have been written by an experienced, realistic classroom teacher of this level of French.

Camberwell Girls Grammar, written submission

Concerns

There was considerable concern over how the standards can be achieved within the indicative time allocation.

There is general concern that the achievement standards cannot be met unless adequate time allocation for French is made in the school setting.

Teacher, questionnaire response

Unattainable standards in most contexts. Time to build foundations is not there, breadth of goals unrealistic for the time available in most Australian school settings.

Secondary teacher questionnaire response

The standard of achievement is pitched way above the students' capabilities in every Level. The expected achievement is too sophisticated and unattainable for the majority of students.

NSW secondary teacher, questionnaire response

Alignment between achievement standards and content and band descriptions was also identified as a concern.

There is a general misalignment between the achievement standards and the content descriptions and elaborations. Links are not always clear and at times the content descriptions are more demanding than what the achievement standards require, except for the Year 7-8 standard which is clear and unambiguous.

WA, written submission

Suggestions

There was support for revisiting the format and layout of the achievement standards. Closer alignment with the content descriptions and elaborations was also recommended.

There was support for the development of a separate achievement standard for Foundation to Year 2.

6.3 German

6.3.1 Overview

Key findings arising from the consultation data on the German curriculum are summarised below.

- The German curriculum was considered overly long and difficult to use and navigate.
- **Context Statement**—the German context statement was supported (with some amendment and expansion required).
- **Content**—the volume of content was considered excessive, and the content structure complex. There was concern over the pitch of the content descriptions and elaborations and the expectations on students.
- **Achievement Standards**—the achievement standards were considered too advanced. There was support for the development of a separate achievement standard for Foundation to Year 2.
- **Alignment**—greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required.
- **Implementation issues**—resourcing issues and concerns around indicative time allocations were raised throughout the consultation feedback.

6.3.2 Context statement

Strengths

The German context statement attracted considerable support from consultation respondents. It was considered clear and well structured.

I thought the context statement was very good

NSW primary teacher, questionnaire response

In general the context statement clearly describes the place of German language in Australian education and more broadly in contemporary Australia.

... consultation respondents were particularly supportive of the statements regarding the diversity of learners of German

Queensland Studies Authority, written submission

Concerns/suggestions

Suggested improvements to the context statement included making specific reference to the gendering of nouns and placing a greater emphasis on the relationship between Australia and Germany in terms of trade and a reference to the intersection of the modern histories of each country.

The Context statement needs to mention the fact that there are three genders for nouns in German, as this is a major part of teaching grammar

NSW secondary teacher, questionnaire response

The statement of German language learning could be strengthened by discussing the trade links between Australia and Germany, the presence of many German companies on Australian soil and the opportunities that learning German provides to students who may wish to work for these companies. German companies already provide employment to many thousands of Australians. Being competent in German would be an advantage in opening an opportunity with such companies.

SA primary teacher, questionnaire response

6.3.3 Band descriptions

Strengths/concerns

Views on the band descriptions were mixed. While there was some support for the overview of learning described in the bands, teachers responding to the questionnaire nominated a number of areas of concern.

They considered the band descriptions were too broad and didn't provide enough clarity and detail to assist teachers.

They are so expansive and wordy that a clear overview is not possible.

SA secondary teacher, questionnaire response

The band descriptors do not clearly set out the content of the learning. The content is buried in the language of the descriptors.

Qld secondary teacher, questionnaire response

There was also concern among consultation respondents over the pitch and expectation implicit in the band descriptions. The expectations regarding intercultural learning were identified as one area that is particularly ambitious.

The intercultural expectation, especially in the younger years, is too ambitious. Will this mean that this aspect will be dealt with in English? The aim should be to teach the language and establish a solid foundation in order to better motivate the students.

NSW secondary teacher, questionnaire response

Suggestions

There was support for review of the band descriptions to ensure that the pitch was more appropriate and achievable, and to improve their overall readability and presentation.

6.3.4 Content descriptions

Concerns

Consultation respondents nominated a range of concerns and areas of improvement in relation to the content descriptions.

A consistent theme among teachers was concern over the volume of content to be considered. The organisation and structure of the content was also criticised. These concerns were often raised alongside comments about indicative time allocations, and in the context of current resourcing and time demands.

Although the content descriptions provide a detailed breakdown of the skills required to be linguistically and culturally fluent in a language, there are simply too many descriptors and too

much emphasis placed on the subtleties and intricacies of culture and identity. The task of programming units of work which take all 23 descriptors into account, even over the space of two years seems impossible.

NSW secondary teacher, questionnaire response

Too expansive. Not feasible to reflect on such a plethora of demands when planning a lesson. Band levels are pitched to standard of overseas countries. It will require a fundamental change to our school system, including a compulsory number of 5 lessons/week, to reach this standard.

SA secondary teacher, questionnaire response

Too ambitious in the time that is presently available to teach German in WA schools. If given appropriate time this may be achievable and manageable in immersion classes. There are too many content descriptions — these could be collapsed into a reduced, more manageable number.

WA School Curriculum and Standards Authority, written submission

There is also concern over the expectation and pitch of much of the content.

Some content descriptions/elaborations are too demanding for the cognitive level of students.

Board of Studies, NSW, written submission

Very detailed descriptions and some great examples of what to teach. However, there are a lot of things that I feel are pitched way above the levels they are described for

NSW secondary teacher, questionnaire response

Suggestions

To improve the content descriptions, consultation respondents recommended reviewing the number of content descriptions, and reconsidering the pitch and age appropriateness of many of the content descriptions.

There was also support for building on the inclusion of key concepts, processes and text types to provide further structure and support for the planning of course programs.

I do like the notion of Key concepts/Key text types/Key processes as this would be useful for programming. It could be made even more explicit though for each sub-strand.

NSW secondary teacher, written submission

6.3.5 Content elaborations

Strengths

The examples provided in the content elaborations were supported by consultation respondents. They were considered helpful and useful aids to teaching.

Concerns

There were concerns over the pitch and age appropriateness of many of the elaborations.

F-10 Level 1 ... inappropriate tasks at this level ... Grammar generally too ambitious and the metalanguage emphasis on understanding texts is too intellectual and not age appropriate. Asking students to analyse the origins of Australian expressions is not suitable for year 3-4s

SA Department for Education and Child Development, written submission

It is important to include elaborations but most are too difficult. Some are inappropriate or irrelevant. Some would necessitate heavy reliance on the teachers knowledge as the main source of information

Catholic Education South Australia, questionnaire response

The content elaborations are a great inclusion but not all of them are realistic or relevant. They seem a little odd and not in accordance with what experienced German teachers would normally think to include in their teaching. Some elaborations were too ambitious in terms of the level they are pitched at

Teacher, questionnaire response

Suggestions

To improve the elaborations, consultation respondents recommended providing greater clarity in relation to the role and purpose of the elaborations.

The elaborations should be much more specific in terms of using the terminology for macro skills, topic areas, grammar etc. This needs to be a user-friendly document which facilitates programming and the teaching of German. It would be very difficult to devise programs based on the current draft document, in terms of deciding what needs to be weighted more strongly, what needs to be included at each level in terms of explicit grammar topics and topic areas.

NSW teacher, written submission

There was also support for reconsidering the pitch and expectation of many of the elaborations, to ensure they better align with band and content descriptions.

6.3.6 Achievement standards

Concerns

There was significant concern among consultation respondents over the German achievement standards. They were considered too advanced and complex, and difficult to achieve within the indicative time allocation or in the current schooling environment.

Standards need to relate to band and content descriptions and be given sufficient time to achieve them.

WA School Curriculum and Standards Authority, written submission

Suggestions

There was support among consultation respondents for a review of the standards to provide greater clarity and guidance for teachers, to better align the standards to the band and content descriptions, and to ensure that the pitch and expectation are appropriate for each of the bands.

There was support for the development of a separate achievement standard for Foundation to Year 2.

6.4 Indonesian

6.4.1 Overview

Key findings arising from the consultation data on the Indonesian curriculum are summarised below.

- **Context Statement**—there was strong support for the Indonesian context statement. It was considered to be a well-written overview of the language and its role in Australian society and education.
- **Band descriptions and content descriptions**—were commended for their clarity.
- **Content elaborations**—were considered useful and engaging illustrations of the content descriptions, though there continue to be concerns over how achievable they are.
- **Achievement standards**—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence. Pitch and implementation issues underpin views regarding the achievement standards.
- **Implementation**—indicative time allocation and current resourcing issues were key concerns throughout the consultation feedback.
- There was considerable support for the overall intent of the curriculum.

More detailed analysis of the consultation data is provided below.

6.4.2 Context statement

Strengths

The Indonesian context statement attracted significant support from consultation respondents. It was considered clear, well written and informative, providing a good overview of the language and its role and place in the Australian context.

It is good to see the depth of information provided so succinctly in this section. Without going into too much detail, a clear picture is presented about the historical and contemporary context, the nature of language learning and diversity of learners.

SA primary teacher, questionnaire response

The context statement is well written, it clearly captures the place of the Indonesian languages in Australia and the ties between the two countries. It clearly describes the history of the language and the historical context behind the introduction of Indonesian language in Australia.

WA School Curriculum and Standards Authority, written submission

Suggestions

There were also suggestions to include more contemporary references in the context statement, exploring the relationship between the Australia and Indonesia countries and to make it clear in the context statement that multilingual nature of Indonesian society.

something that is important for our students and the wider community to understand is that Indonesians tend to speak several languages, and it is a natural thing to learn and be able to speak more than one language. The reason I am stressing this is that many teachers/schools will use the wording in the context statement directly in their school documentation so it is worth making the point clear.

ACT individual, written submission

6.4.3 Band descriptions

Strengths

Some of the consultation respondents considered the band descriptions clear and well written. The Level 1 band description for the Years 7 to 10 (Year 7 Entry) sequence was particularly commended.

Comprehensive description of language learning and cultural aspects. Good use of examples to support concepts.

Catholic Education South Australia, questionnaire response

Years 9 and 10 (Level 2) Band description This Band description is a realistic summation of the capacity of students at this Level. It allows for the provision of a balanced approach to teaching language, balancing intercultural capacity with language use.

Teacher, questionnaire response

Concerns

However, there was concern about the overall breadth of learning to be covered. Consultation respondents from a range of backgrounds had concerns about the extent of learning and expectations on students described in the bands. Time allocation was also identified as a significant issue.

It is conceded that the band descriptions provide an overview of the breadth of learning and is clearly worded. However, it is strongly felt that the breadth of learning is too great. It was believed that the expectations of what can be achieved in the classroom are too high and that the band descriptions were aspirational rather than practical. Teachers believed that even if given an adequate amount of teaching time, the level of learning Indonesian is pitched too high across primary and secondary bands.

Brisbane Catholic Education Office, written submission

The descriptions appear as if they describe an ideal situation — if you had students learning language every day, students highly motivated, the principal and the school is behind and supportive of language, time allocations and transitions from primary to secondary were effective, etc. The reality is that nowhere does this ideal situation exist.

Westralian Indonesian Language Teachers Association, written submission

Suggestions

There was support among consultation respondents for review and shortening of the band descriptions, and use of simpler, more engaging and reader-friendly language. There was also support for consideration of alternative forms of presentation to make the band descriptions more accessible.

It was felt that the band descriptions were a little too long-winded and ease of reference could be developed through an alternative presentation of the description (e.g. in a tabulated or dot point format).

Tas assistant principal, questionnaire response

6.4.4 Content descriptions

Strengths

The content descriptions drew a diverse response from consultation respondents.

There was support from teachers and some education authorities for the progression and sequencing of content.

There is a clear and very logical and natural progression in the overall document. I particularly like the way the key concepts, key processes and key text types have been added and extended as you progress through the document. The language aspects are well thought out and flow naturally as students develop/extend their lexicon, syntax, semantic and phonetic understanding. The strong focus on developing intercultural understanding at a level that is age appropriate and cognitively appropriate is excellent. This is extremely well supported through the document.

ACT individual, written submission

Concerns

However, the issues of time allocation and on-the-ground implementation concerns underpinned the concerns of many consultation respondents. They regarded the pitch as being too high at times, and the content too difficult to cover.

The breadth and depth of the content is engaging and challenging. However, some content is too challenging for the targeted Level.

Board of Studies, NSW, written submission

There is an excellent range of content descriptions in Indonesian and the inclusion of in-depth intercultural exploration across the content descriptions is the strength of this draft. However, the early year's pitch was considered too high overall and there was concern about the amount of content across the levels.

NT Department of Education and Children's Services, written submission

My only concern is that teachers may find this challenging and personally demanding because there is insufficient class time to cover content, resources are limited, their own language skills and in country experiences not to mention training in pedagogy, methodology etc may be limited and dated.

ACT principal, questionnaire response

While key concepts, processes, progression and text types are clear and appropriate for each band level, it is difficult to definitely state that the content is appropriately pitched, due to the usual time restrictions of delivery provided within schools.

Catholic Education South Australia, questionnaire response

Suggestions

There was support for the volume of content to be reviewed.

Overall the document provides an extensive range of ideas for course content. The large number of Sub-strands and Content descriptions however, would make it difficult for teachers, particularly those new to teaching Indonesian, to program their courses. Recommended action: Limit the number of Content descriptions under each Sub-strand.

6.4.5 Content elaborations

Strengths

Most consultation respondents considered the content elaborations well-written examples that would be useful for teachers.

As above, this should allow for plenty of flexibility in choosing content for the teacher.

Vic secondary teacher, questionnaire response

The intercultural approach is explained well through the content elaborations

Board of Studies, NSW, written response

Concerns

However, there were concerns regarding the pitch of the elaborations. Teachers and education authorities considered them too challenging and beyond the capability of students.

Well-written, but pitched way too high for the Year levels concerned, underlining that the content description is too high also.

Westralian Indonesian Language Teachers Association, written submission

I think that the content elaborations give teachers more of an idea of what to teach than the content descriptions but again, many of the examples are pitched way higher than what I would expect of my best students. I also believe that many of the processes and skills students are being asked to demonstrate are cognitively above their age group.

WA primary teacher, questionnaire response

Suggestions

Review of the content elaborations was recommended by consultation respondents to address the pitch and age appropriateness of the elaborations across the bands.

6.4.6 Achievement standards

Strengths

The Indonesian achievement standards were considered well written and easy to understand.

Concerns

However, there was significant concern among consultation respondents over the extent to which the achievement standards are achievable. This view was accompanied by concerns about current resourcing environments that teachers experience.

This is well thought-out curriculum design. My concern regarding appropriate 'pitch' is due to the variability in time provision or value placed upon second language study within respective schools.

Vic secondary teacher, questionnaire response

Some parts of the various Achievement Standards may be achievable by students learning in an ideal education environment. However, the creation of this ideal education environment within schools is currently impossible due to an array of school-based, community, and professional restrictions in language education.

Some consultation respondents were concerned about the overall pitch of the achievement standards.

The draft achievement standards are pitched too high for all band levels. Some of the examples are pitched too high developmentally for students as the cognitive ability required to understand the concepts behind the language is too demanding.

WA School Curriculum and Standards Authority, written submission

Suggestions

There was support for revision of the achievement standards to address both their readability and presentation, and to reconsider the pitch and expectations associated with some of the standards.

There was support for a separate achievement standard for Foundation to Year 2.

6.5 Japanese

6.5.1 Overview

Key issues arising from the consultation data on the Japanese curriculum are summarised below.

- **Context statement**—the Japanese context statement was supported.
- **Sequences of learning**—there was concern over inconsistency between the two sequences.
- **Content**—the volume of content was considered excessive and the pitch was considered too high. It was suggested that there was a need to review the number of content descriptions to ensure a more manageable set for teachers and the pitch of many of the content descriptions to ensure that they are age appropriate and achievable. There was support for further language examples within the content elaborations including more explicit reference to ICT.
- **Achievement standards**—there was strong support for the development of a separate Foundation to Year 2 achievement standard.
- **Implementation**—consultation respondents were concerned about implementing the curriculum within their current school resource and time arrangements. Comments about scope and pitch of content and achievement standards were often referenced against current allocation of hours.
- **Advice and guidance to teachers**—teachers would welcome greater guidance and supporting resources to implement the curriculum and assess student achievement.

6.5.2 Context statement

Strengths

There was significant support among consultation respondents for the Japanese context statement and its description of the language and its role and place in Australia.

Really like the context statement — acknowledgement of different contexts. Mention of history of study of Japanese — longevity. Well done!

Secondary teacher, questionnaire response

The document does a good job of explaining the nature of learning in Japanese, and some of the challenges of the language. It makes clear that the document is designed for specialist teachers.

Australian Primary Principals Association, written submission

It was appreciated that the context statement made note of the importance of Japanese both within Australia and on the global stage.

Independent Schools Queensland, written submission

Concerns

The chief concerns over the context statement related to its overall length and the complexity of its language. Concern was also expressed that the focus is too much on the challenging nature of learning Japanese.

The context statement is unnecessarily wordy and vary academic. It is also very negative and talks too often of the challenges and difficulties rather than the positives of learning Japanese.

Questionnaire respondent

Perhaps an emphasis on ‘opportunity’ rather than challenges. The script is perhaps difficult for many Australian students; however, it provides the opportunity to develop fine motor skills, an awareness of different scripts and styles of writing, and how these systems develop.

NSW secondary teacher, questionnaire response

Suggestions

Suggestions included placing a greater emphasis on the contemporary relationship between Australia and Japan, and reviewing the reference to the *challenges* of learning Japanese, instead emphasising the opportunities of learning the language.

Make it more contemporary and link more strongly with the cross-curriculum priority of Asia and Australia’s engagement with Asia.

WA School Curriculum and Standards Authority, written submission

6.5.3 Band descriptions

Strengths

There was some support among consultation respondents regarding the band descriptions.

In general, the band descriptions follow a reasonable sequence and give a fair account of the development stages of students.

School of Languages, written submission

We agree that the Band Descriptions provide a clear overview of the breadth of learning in each band of school.

Brisbane Catholic Education Office, written submission

We would like to commend the writers on their recognition of diverse learner backgrounds in the band descriptions (e.g. F-2 refers to students entering the early years with established oracy skills in one or more languages’) recognising that not all students will only be users of English or have English as their first language.

Concerns

The band descriptions were considered ambitious in expectation. Concerns were expressed by a number of consultation respondents over the complexity and wording of the band descriptions.

The band descriptions do provide guidance but the expectations of the achievement standards are too ambitious. The socio-linguistic demands are very onerous for learners.

Teacher, questionnaire respondent

Teachers do not have time to decipher an unnecessarily complex curriculum document. Native speaking Japanese teachers would find this very difficult to understand, and a languages curriculum should be mindful that there will be teachers whose first language is not English.

Consulate-General of Japan, Brisbane, written submission

Concern was also expressed that there was a great deal of overlap between the band descriptions and the achievement standards.

Years 5-6 band: the mention of writing of 46 Hiragana with correct stroke order is not only very ambitious, but also more of an achievement standard than a description of the learner and the nature of learning – as band descriptions should be

WA written submission

Suggestions

There was support for simpler language and more reader-friendly descriptions, as well as consideration of how to present the band descriptions to ease use and understanding.

There was also a call for greater direction on when discussion of concepts should be undertaken in English and when in Japanese.

Revise the band descriptions to: - remove repetition – make them more reader friendly e.g. use headings and dot points – ensure the description about language learning in the band descriptions are aligned to the content descriptions.

Queensland Studies authority, written submission

6.5.4 Content descriptions

Strengths

There was a view among some consultation respondents that the content descriptions are 'generally' clear and appropriate.

The key concepts, key text types and processes are clear and readily understood

Brisbane Catholic Education office, written submission

Concerns

However, there was significant concern among consultation respondents regarding the Japanese content descriptions. These concerns were grouped under the following categories.

Lack of clarity—a number of teachers who responded through the consultation questionnaire found the content descriptions unclear, vague or unhelpful in supporting teaching.

The content descriptions are a confused mixture of language elements, language functions and language activities/tasks that could be conducted in the classroom.

Qld secondary teacher, questionnaire response

Unrealistic expectation and pitch—there was concern that some of the content is too advanced and that the pitch of the content was not age appropriate.

In Foundation to Year 4 (Level 1) there was concern that the high level of linguistic expectations may have a negative effect on the level of engagement of the students

Independent Schools Queensland, written submission

Overall, there seems to be too much content, unrealistic expectations of what students will be able to do, and too much emphasis on reflections and discussion (in English?)

Individual, written submission

Volume of content—there was too much content for teachers to engage with and teach in the classroom.

There are too many content descriptions with too much overlap and confusion: an overwhelming total of 17 areas of content.

WA School Curriculum and Standards Authority, written submission

Suggestions

Key recommendations by consultation respondents included:

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

While teachers need to have and enjoy flexibility of implementation, they are also looking for clearer guidance around what grammatical and cultural aspects of Japanese are required at each year level.

Independent Schools Queensland, written submission

6.5.5 Content elaborations

Strengths

Teachers appreciated the Japanese language examples contained within the content elaborations.

What I like most about this draft is a number of example words and sentences, and teachers, especially graduate teachers would, appreciate more of them. At the moment there are only a few examples, so I do not see the linguistic sequence form one level to another.

Individual written submission

Concerns

The Japanese content elaborations attracted considerable critical comment from consultation respondents. An overview of the key issues of concern identified in the consultation feedback is provided below.

Relevance and appropriateness—a number of consultation respondents identified elaborations which they considered neither relevant nor engaging. There were instances where the age appropriateness of elaborations was questioned. Generalisations contained within the elaborations were also criticised by consultation respondents.

Teachers of Japanese feel that the content elaborations do not reflect 'best practice' and are concerned that some promote cultural stereotypes and generalisations. 1.13 reference to 'eating rice with most meals' is a stereotype and does not reflect the reality of eating habits in contemporary Japan. 3.22 'children [in Japan] not wanting to volunteer or push for attention in class' again is a generalisation which does not accurately reflect Japanese youth.

NT teacher, written submission

Expectation and pitch—there was considerable commentary on the implicit expectation the elaborations placed on schools and teachers, and on the students learning the language. Teachers were concerned about their capacity to use many of these elaborations. The pitch was also criticised.

The content elaborations give examples that are not attainable given time constraints in schools. (Some elaborations are fine, but many would be far too hard and time consuming to achieve in a given band of learning) these content elaborations need to be scaled down in their ambitiousness, so that they are achievable and realistic.

Questionnaire response

Suggestions

There was significant commentary on how to improve the elaborations, with recommendations for change across the scope of the two sequences. In summary, these suggestions included:

- revisiting the elaborations to address issues of pitch, age appropriateness, and authenticity
- a thorough review of the Japanese language examples of the elaborations
- providing greater clarity on the role and purpose of the elaborations to illustrate and support the teaching of the curriculum within the curriculum as a whole

There is some repetition of content both within and between the phases of schooling, notably in the elaborations. Elimination of this repetition could assist in reducing the apparent volume of material in the draft.

Australian Primary Principals Association, written submission

6.5.6 Achievement standards

Strengths

There was some support for the Japanese achievement standards in the consultation feedback

These statements are clear and provide teachers with an easy to understand overview of what is to be covered across the levels.

Questionnaire response

The achievement standards are generally pitched at the appropriate level

Independent School Queensland, written response

Concerns

Major concerns were expressed in relation to pitch and progression of the achievement standards.

Progression is too fast. It is unlikely that the standards can be achieved in either the F-10 or 7-10 pathways if time is allocated according to the indicative hours for languages

SA Department for Education and Child Development, written submission

Too high a jump from Year 7-8 to Year 9-10. Progression is too ambitious given the actual school context and restraints of time allocations.

WA secondary teacher, questionnaire response

Clearly worded but unrealistic expectations

Questionnaire response

The progression is logical in terms of its function and linguistic aspects but the pitch is unrealistic

Questionnaire response

Despite content descriptions incorporating intercultural understanding as part of language learning, the achievement standards does not reflect this, rather focusing only on the language acquired....The importance of independence of thought, judgment and action, combined with social responsibility and cohesion –eliminating prejudice, discrimination, being open to others’ perspectives and cultures, improving cognitive skills and knowledge of first languages should all be valid achievements.

Questionnaire response

The jumps from the achievement standard in F-4 to 5-6 and then 7-8 are too great.

Questionnaire response

While there is considerable support among consultation respondents for challenging students, they also stressed that the standards should remain achievable, and that the content must engage students.

The curriculum should inspire students to continue learning Japanese, and although undoubtedly it should be rigorous and challenging, it should not discourage students from continuing with their Japanese studies.

Japanese Language Teachers’ Association of Victoria, questionnaire response

Suggestions

There was support for review of the achievement standards to ensure that they align with the band and content descriptions and are pitched appropriately.

There was support for revisiting the layout and presentation of the achievement standards. Teachers and education authorities recommended shortening the standards and laying them out in a more accessible and reader-friendly format.

There was strong support for the development of a separate Foundation to Year 2 achievement standard.

6.6 Korean

6.6.1 Overview

Key findings arising from the consultation data on the Korean curriculum are summarised below.

- There was broad support across the consultation respondents for the Korean curriculum. While it is considered challenging and ambitious, the curriculum was also considered achievable.
- **Content**—there was support for reducing the number of content descriptions and removing repetition. There was a call to review the language for clarity. It was also suggested that the curriculum would benefit from further content elaborations which include Korean language examples.
- **Achievement Standards**—there was support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence.
- **Alignment**—greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required.

6.6.2 Context statement

Strengths

Most consultation respondents who provided qualitative comment on the Korean context statement supported the description of the Korean language and its place in Australian society and education.

Reference to a growing interest in K-pop is a great inclusion as this is how many students without a background in Korean first discover Korean language and culture. The nature of language learning is clearly described. The diversity of learners of Korean is an important description as although the curriculum is pitched at second language learners it cannot be ignored that many learners of Korean do have some background in the language.

NT Department of Education and Children's Services, written submission

Concerns

Concerns focussed on more specific guidelines for teachers to cater for first and background language learners. There was also support for acknowledging the role of technology in the increased interest in the Korean language.

6.6.3 Band descriptions

Strengths

In general the band descriptions were considered useful overviews of the learning across band levels.

The band descriptions reflect a development and progression in skills as they move through the stages. It is supportive for a beginner teacher or a non-background teacher

Korean Language Teachers Association NSW, written submission

Comparisons between Korean and English, as well as the linguistic development across the bands are clearly described. The expanding use of familiar language in more diverse contexts also shows a clear sequence of learning for teachers.

Concerns

However, there was some concern regarding the pitch and expectation of the Foundation to Year 2 band and the band descriptions across the Years 7 to 10 (Year 7 Entry) sequence. Some of the language within the band descriptions was considered to be too complex or unclear in meaning.

Revise the band descriptions to make them more user friendly....- ensure the descriptions about language learning in the band descriptions align to the content descriptions – ensure clarity of message- take into account the language ability of learners in each level.

Queensland Studies Authority, written submission

Suggestions

Improvements suggested by consultation respondents included providing greater guidance and advice for catering for first and background language learners, and outlining more specific expectations around the understanding and use of Hangeul.

Strengthen the connections between English and Korean literacy development, especially at F-2. Specify the provision to be made for background and first language speakers of Korean.

SA Department for Education and Child Development, written submission

6.6.4 Content descriptions

Strengths

There was some support from consultation respondents regarding the content descriptions. They were seen as clear and manageable.

In general consultation respondents felt that the draft modelled a spiraling curriculum and this was considered a strength.

Queensland Studies Authority, written submission

On the whole, the document was well written and manageable for teachers.

South Australian School of Languages, written submission

Concerns

However, there was some concern from a number of consultation respondents over the pitch of the content, the amount of content to be covered, and the amount of English required to be able to teach some of the content.

Overall, it is too lengthy in its descriptions and the elaboration section requires editing by teachers with high school teaching experience. There is an over-emphasis on the use of English in some sub-strands of 'Communicating and Understanding'

Korean Language Teachers Association NSW, written submission

The content descriptions under the sub-strands 'Expressing and performing identity' and 'Reflecting on intercultural language use' are ambiguous (most levels) and need to be more specifically stated in terms of using language for communicative purposes with clear examples of Korean expressions in the elaborations

Suggestions

There was support for a review of the content descriptions in order to provide clearer and simpler language, reduce the number of content descriptions, and remove instances of repetition. Clarification was also sought with regard to the introduction of Korean word processing skills.

6.6.5 Content elaborations

Strengths

There was some support for the overall suite of content elaborations. Respondents acknowledged the valuable role that the content elaborations play in illustrating the content descriptions and were supportive of specific Korean examples to be contained within the elaborations.

Concerns

Consultation respondents identified a number of areas of concern. These included providing more elaborations for some of the content descriptions in the sub-strands, such as Responding to and expressing imaginative experience and Expressing and performing identity; examples where the elaborations were either too challenging or too simple were indicated.

Suggestions

Many specific suggestions were received in consultation feedback.

It was strongly recommended that further content elaborations be developed and that more Korean language examples are provided.

The inclusion of examples linked to the content elaborations is supported. All content elaborations should be supported with examples.

Queensland Studies Authority, written submission

6.6.6 Achievement standards

Strengths

There was some support for the achievement standards.

Overall, the achievement standards show a clear progression in linguistic range and level. This aspect is particularly well details with many elaborations.

NT Department of Education and Children's Services, written submission

Concerns

However, consultation respondents identified a number of concerns. Chief among these concerns are that the standards are too broad and lacking in direction, and that they are not consistently aligned with the content descriptions.

Achievement standard section is repeating and summarizing of contents description. It should contain what will be achieved in this level and what skill is enhanced in this level.

International teacher, questionnaire response

There is a poor alignment between the content descriptions, content elaborations and achievement standards.

Korean Language Teachers Association NSW, written submission

Suggestions

Consultation respondents recommended reviewing the pitch of the achievement standards to ensure that they aligned with expectations within the content, and developing a separate achievement standard for Foundation to Year 2.

6.7 Modern Greek

6.7.1 Overview

Key issues arising from the consultation data on the Modern Greek curriculum are summarised below.

- A greater emphasis on and more references to Greek history and mythology are required.
- **Content**—overall, the pitch and expectation of the curriculum are considered high. Progression across the curriculum requires attention.
- **Achievement standards**—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence. There were concerns about the level of clarity, the pitch of the achievement standards across the curriculum, and the extent to which they allow for appropriate progression across the band levels.
- Indicative time on task was considered not sufficient to achieve the standards of the curriculum.

6.7.2 Context statement

Strengths

Consultation respondents considered the Modern Greek context statement to be a clear description and statement on the language and culture, and its role in Australian society and education.

The context statement clearly and concisely describes the place of Modern Greek language in contemporary Australia and in Australian education.

Australian Hellenic Educators' Association, questionnaire response

The context statement is clear about the nature of learning Modern Greek and the diversity of learners of Modern Greek in the current Australian context.

Greek Orthodox Community of NSW, written submission

Concerns/suggestions

A small number of suggestions were made to improve the context statement, namely clarifying parts of the description of the place of the language in the Australian education system.

6.7.3 Band descriptions

Strengths

Modern Greek band descriptions were commended by some teachers and education authorities who considered they provided a good overview of the learning across the bands.

F-10 Sequence: band descriptions — This document provides scope for the scaffolding for learning Greek from introductory to advanced levels. Most concepts are manageable by most students while other students can be challenged with higher-order thinking concepts.

NSW languages teacher, written submission

Concerns

However, these views were not shared by Greek community organisations and other language teachers who believed more detail and guidance were required.

The band descriptions for Modern Greek do not provide as clear an overview of the breadth of learning in each band of schooling as they should be. In many ways, they are inconsistent with other languages in the Draft Australian Curriculum — Languages.

Australian Hellenic Educators' Association, written submission

There was also some concern over the pitch and expectation implicit in the band descriptions, with comment that the curriculum seems aligned to a background language learner context, rather than second language learners as identified in the context statement.

Suggestions

There was support for revisiting the pitch and expectation of the band descriptions, particularly for the primary schooling bands, and making them more user and reader friendly.

The Band Descriptors are not user friendly and need to be more specific ie the topics that are to be taught at each level.

NSW secondary teacher, questionnaire response

6.7.4 Content descriptions

Strengths

The content descriptions for the Modern Greek curriculum were strongly endorsed by the Western Australian School Curriculum and Standards Authority.

This is the ideal curriculum; curriculum as it should be. Prefer a more challenging curriculum (like this one) than keeping achievement at low levels; after 10 years of studying Greek students should have achieved something.

Every single sub-strand contains a chunk of active language use, so this provides good evidence.

The key concepts, key processes and key text types are useful as program organisers.

WA School Curriculum and Standards Authority, written submission

Some teachers in New South Wales nominated particular content descriptions that contain 'excellent teaching ideas'.

Concerns

Notwithstanding this support, consultation respondents also raised a number of concerns with the content descriptions. These included the pitch of some of the content, anticipated difficulties in structuring and programming the course, a perceived inflexibility in their implementation, and disquiet about what is achievable in the indicative time allocation.

Some content descriptions/elaborations may be overambitious given the indicative hours or are not age appropriate.

Board of Studies, NSW, written submission

The content that students are expected to achieve by the end of Level 2 is very optimistic given the indicative hours and school disruptions to the languages program. Level 3 assumes that students have already achieved the Level 2 standard when in fact there may be gaps.

SA Department for Education and Child Development, written submission

Despite the inclusion of key concepts, processes and text types in the curriculum, consultation respondents recommended greater clarity and detail regarding the structure of the curriculum.

Key concepts, processes and text types are not clear. The next version of the Modern Greek syllabus requires substantial content elaborations to make key concepts, processes and text types clear and appropriate for each band level. There should be explicit references to the four macro skills (reading and responding, listening and responding, speaking and writing) as well as a more systematic and explicit approach to grammar and text types.

Australian Hellenic Educators' Association, written submission

Suggestions

There was support from a number of education authorities to revise the content descriptions to ensure that pitch and expectation are appropriate and that progression is more clearly evident.

6.7.5 Content elaborations

Strengths/concerns

While there was some support from consultation respondents for the content elaborations, they also identified a number of issues and concerns.

Criticism of the elaborations included concern that many of them were too sophisticated, while others failed to adequately illustrate the mandated content. Consultation respondents also considered that the elaborations failed to work together in an interconnected or cohesive manner.

The content elaborations are poor in breadth and depth. They are scattered and they are not interconnected. They need to be richer and better presented in tables so that the teacher can clearly see the academic, educational and pedagogical value of what is to be taught.

Modern Greek Teachers Association of Victoria, questionnaire response

Suggestions

A number of questionnaire respondents recommended inclusion of more cultural references to Greek mythology and history, commenting that they are integral to an understanding of Greek language.

6.7.6 Achievement standards

Concerns

There was considerable concern among consultation respondents about the achievement standards. Teachers, professional associations and education authorities had concerns about the level of clarity they provide, the pitch of the standards across the curriculum, and the extent to which they allow for appropriate progression across the band levels.

The achievement standards are far too general. What is the objective measure of achievement? What level of competence should students reach at the end of a certain band?

NSW secondary teacher, questionnaire response

The draft achievement standards are not pitched appropriately for each band level. The draft achievement standards do not describe an appropriate progression of expected learning across band levels. The draft progression of expected learning of Modern Greek across band levels is unrealistic given the allocation of teaching hours and the other issues identified above.

Australian Hellenic Educators' Association, written submission

The achievement standards are pitched too high overall.

SA Department for Education and Child Development, written submission

Suggestions

In response to these issues and areas of concern, consultation respondents suggested a number of improvements to the achievement standards. These included:

- reviewing the achievement standards to ensure that they are more concise and that their pitch is age appropriate
- providing a clearer progression of learning across the bands
- developing a separate achievement standard for Foundation to Year 2.

The achievement standards are written in a more clear format although again they could be improved in the way they are presented by tabulating them and showing interconnections. Make them more user-friendly.

Vic principal, questionnaire response

An achievement standard for F-2 is needed. Need to make them more specific, identify the individual elements that describe the achievement. Need to say what students are doing — again don't use the word 'understand' — statements can be easily rephrased using 'active' verbs.

WA School Curriculum and Standards Authority, written submission

6.8 Spanish

6.8.1 Overview

Key issues arising from the consultation data on the Spanish curriculum are summarised below.

- **Context Statement**—the Spanish context statement was strongly supported by consultation respondents.

- **Content**—there is a need to review the pitch of parts of the curriculum, the expectations placed on students, the number of content descriptions and the age appropriateness of many of the elaborations.
- **Alignment**—greater alignment between the band descriptions, content descriptions and achievement standards is required.
- **Achievement Standards**—there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence.
- **Implementation and resourcing issues**—concerns raised by teachers and education authorities over teaching the required content within the indicative time allocation

6.8.2 Context statement

Strengths

The Spanish context statement was strongly supported by consultation respondents. Teachers and education authorities considered it to be very clear about the nature of learning Spanish, and commended it for reflecting the diversity of Spanish language learners in the current Australian context.

The Context Statement for Spanish clearly describes the place of the Spanish language in the world, [in] contemporary Australia and in Australian education. The statement recognises the diversity of learners of Spanish in the current Australian context and provides teachers with the opportunity for reflection on how to cater for these groups of learners in their own teaching contexts.

Victorian Association for Teachers of Spanish, written submission

The context statement is inclusive of the wide range of Spanish speakers across the globe.

Victorian CAA, written submission

Concerns

However, there was some concern that there is too much emphasis on the tertiary sector in the section 'the place of Spanish language in Australia'.

The place of Spanish language in Australia does not speak to the target audience because examples refer only to tertiary education.

Queensland Studies Authority, written submission

Suggestions

Suggestions by consultation respondents for improvements to the Spanish context statement included:

- reviewing the context statement to make it more concise
- placing a stronger emphasis on the teaching of Spanish in the school environment
- a stronger reference to the role of Spanish as a global language.

In the main, the Context Statement for Spanish is good although there could be a stronger emphasis on it being a world language.

South Australian School of Languages, written submission

6.8.3 Band descriptions

Strengths

Overall, consultation respondents agreed that the band descriptions provide a clear overview of the breadth of learning to be covered, and adequate detail on the progression of students through the curriculum.

The description of the types of learners that are contained within the band descriptions were valued by teachers. Teachers also recognise the importance of reflection on the process of learning the language. They supported the notion that the balance between listening and speaking shifts (Year 3 and 4 (Level 1)) as students become more confident. The focus of the Years 9 and 10 band description on personal growth was described as spot on for students of this age.

QLD Independent Schools, written submission

Concerns

Concerns were raised by some consultation respondents about the pitch in the primary schooling years, and the jump in expectation from Years 5 and 6 to Years 7 and 8. They also raised concerns over the extent to which English will need to be used to address some of the intercultural content. Alignment between the band descriptions and content descriptions was also raised as an issue.

The expectations framed in the band descriptions should align with the content descriptions; this is not always the case in the draft curriculum

Queensland Studies Authority, written submission

Suggestions

Consultation respondents supported improving the overall readability and user-friendliness of the band descriptions through:

- reviewing the length of the band descriptions
- providing greater clarity around key concepts and texts to be covered in the band.

It was felt that in order to provide a clear overview of the focus and breadth of learning at each level the band descriptions presented in a narrative form don't work and that it would be better to present them as dot points or in a chart, for example; description of the group of students, spoken and written, skills, appropriate materials, pedagogy, etc. [T]his way teachers can read it easily and are able to design and plan differentiated approaches to their classes.

Victorian Association for Teachers of Spanish, written submission

The expectations framed in the band descriptions should align with the content descriptions; this is not always the case in the draft curriculum

Queensland Studies Authority, written submission

6.8.4 Content descriptions

Strengths

Content descriptions were generally considered clear statements of what should be taught in the classroom.

Catholic Education SA agrees that the content descriptions are clear and unambiguous. Progression is evident in terms of vocabulary building, oral proficiency and literacy skills. Cultural knowledge and use of active language is appropriate. The number of descriptions is adequate. The possibility that teachers have for individual adaptation to suit individual contexts is welcome.

Catholic Education South Australia, questionnaire response

The content descriptions are very clear and manageable. Most teachers felt that the content descriptions describe what teachers already teach in their classrooms. This affirmed their opinion that the draft curriculum is overall appropriate and readily useable. They strongly agreed that active language use is visible and clear. Teachers felt that the key concepts named at the end of the band descriptions was a useful reminder of what is foremost and important

Group of Spanish teachers' questionnaire response

Concerns

There were conflicting views about the pitch of some of the content, particularly in the primary school years.

The requirements at Foundation to Year 2 were considered to be ambitious for students of this age.

Queensland Studies Authority, written submission

Children in the early years are capable of more active learning and intellectual challenge than is suggested in this draft curriculum, especially at Level 1 (Foundation to Year 4).

Victorian Curriculum and Assessment Authority, written submission

There was some concern expressed over the use and consistency of key concepts, processes and text types and how they are applied to the content.

Each content descriptor is accompanied by a listing of key concepts and / or key processes. Teachers noted that the kinds of items that were included as concepts were inconsistent, sometimes being actions, sometimes being contexts. It is not made clear in any of the languages documentation how these key concepts and processes are organised or sequenced nor is it made clear how they are to be used.

Suggestions

There was support for revisiting the volume of content to be addressed within the curriculum and for articulating a clearer outline of progression through the bands and levels.

6.8.5 Content elaborations

Strengths

Content elaborations were generally considered by consultation respondents to be clear and relevant illustrations of the content descriptions.

Content elaborations provide an excellent guide and aid to teaching, covering a good range of concepts and ideas. The regular use of cultural items from a wide range of Spanish speaking countries is welcome and supported. The number of elaborations is considered adequate.

Questionnaire response

The writers of the Spanish draft should be commended on their effort to include the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures in several content descriptions and content elaborations; however, there are some issues with the pitch of these.

NT Education Department, written submission

Concerns

A range of issues and concerns with the content elaborations were identified by consultation respondents. These concerns included the broad nature of many of the elaborations, the use of stereotypes, and the age appropriateness of many of the elaborations.

Teachers felt that the Year 7 to 10 (Year 7 entry) Sequence was clearer about what was required and that the examples within the elaborations were more age appropriate throughout than in the Foundation to Year 10 Sequence. Teachers noted they would pick and choose from the examples according to the needs of their students.

Independent Schools Queensland, written submission

The examples provided within the elaborations can at times be too broad and so they do not make the content description clearer and do not support the teacher to identify what is to be looked for as an effective demonstration of understanding of the content description.

Questionnaire response

Suggestions

Professional associations and several education authorities made specific suggestions to improve the content elaborations across the two learning sequences. In the main, they sought to address issues of terminology, pitch and age appropriateness.

6.8.6 Achievement standards

Strengths

Consultation respondents who provided qualitative comment on the Spanish curriculum considered the achievement standards clear and appropriate, and indicated that progression through the bands is evident.

The achievement standards are clear and appropriate. They provide clear progression in learning between levels. There is considerable support for a separate achievement standard for F-2. Teachers of languages in South Australia will require some support with the assessment of students learning against the Achievement Standards.

Catholic Education South Australia, questionnaire response

Concerns

However, there was some concern over the length and pitch of the achievement standards. Specific annotations were provided.

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

Vic Spanish teachers

Suggestions

There was support for a review of the achievement standards to ensure that they align closely with the content descriptions (rather than with both descriptions and elaborations), as well as for the development of a separate achievement standard for Foundation to Year 2.

6.9 Vietnamese

6.9.1 Overview

Key issues arising from the consultation data on the Vietnamese curriculum are summarised below.

- **Content**—the content needs to be more engaging with more references to contemporary Vietnam and Vietnamese. The curriculum would benefit from further content elaborations which include contemporary Vietnamese language examples. Key concepts, processes and text types need to be included as per other languages curricula. The descriptions and elaborations need to be reviewed for pitch and age-appropriateness
- The curriculum in its current form is not detailed enough to support the programming and teaching of the subject
- **Achievement standards**—the pitch was considered to be too high; there was strong support for an additional achievement standard for Foundation to Year 2 in the Foundation to Year 10 sequence.
- **Alignment**—greater alignment across band descriptions, content descriptions and elaborations, and achievement standards is required.
- **Diversity of learners**—the curriculum only caters for background language learners in the Australian context.

6.9.2 Context statement

Strengths

Consultation respondents who provided comment on the Vietnamese context statement supported the description of Vietnamese culture and language and their place in contemporary Australian society and education.

The Context statement clearly describes the place of Vietnamese language in contemporary Australia and in Australian education, the nature of learning Vietnamese and the diversity of learners of Vietnamese in the current Australian context. However, there is no mention of the place of the Vietnamese culture and language in the world such as in America, the United Kingdom, France and Canada.

NSW languages teacher, written submission

Concerns

Issues identified by consultation respondents included a need for a broader description of Vietnamese culture in a global context.

Suggestions

Improvements sought by consultation respondents included:

- revising the context statement to make it more concise
- a more inclusive reference to students learning Vietnamese.

6.9.3 Band descriptions

Concerns

Consultation respondents identified two major issues with the Vietnamese band descriptions: that they are not age appropriate, and that they do not provide a clear enough overview of the focus and breadth of learning.

Suggestions

The band descriptions for the primary school years were considered to be too advanced and difficult. A number of suggestions were made by consultation respondents to simplify them, make them more age appropriate, and ensure that they properly align with the content.

Two education authorities also identified a need for more detail on intercultural learning, and on other concepts critical to developing a language program.

The band descriptions need further detail about the nature of learners at this stage of development and the explicit support they may need for (bilingual) literacy and language development. The band descriptions need a stronger focus on the intercultural and to be more explicit with regards to text types/multi-modal texts, critical literacy. They need to refer to online environments and digital technologies.

SA Department for Education and Child Development, written submission

6.9.4 Content descriptions

Similar to the issues described above in relation to the band descriptions, consultation respondents identified the pitch and age appropriateness of many of the content descriptions as areas of concern.

Content descriptions across both sequences were described as too advanced and unachievable for many students. There was also concern that the content is too formal and not contemporary enough to engage students; this was considered at odds with claims made in the context statement.

The uncertainty over the use of English in the implementation of many of the content descriptions was also identified.

Consultation respondents noted the absence of key concepts and key processes in the Vietnamese curriculum, and look forward to their introduction to assist programming and teaching.

There are no key concepts/processes included.

Board of Studies, NSW, written submission

The addition of key concepts, key processes and key text types clarifies the content descriptions in the draft curriculum for other languages. Consultation respondents believe these should be included in the Vietnamese curriculum.

Queensland Studies Authority, written submission

6.9.5 Content elaborations

Vietnamese language teachers identified as problematic a range of content elaborations across both sequences. Instances of grammar, punctuation and expression were identified as incorrect. A number of elaborations were also identified as inappropriate. The introduction of 'chat language' is one example cited by teachers as inappropriate for inclusion in a language curriculum.

The pitch and expectation of many elaborations was considered too high. Some elaborations were also identified as not particularly relevant to contemporary Vietnamese and not engaging for students studying the language.

Some content elaborations are overambitious.

Board of Studies, NSW, written submission

Nguyễn Khuyến, Nguyễn Bính, Vũ Bằng — They are classic, not Vietnamese contemporary writers and their views — language uses are too old fashioned and hard for students to understand

NSW Vietnamese teacher, written submission

6.9.6 Achievement standards

Concerns

The pitch and expectation of the achievement standards were criticised as being too high, and consultation respondents were concerned that the standards are not necessarily well aligned with the content of the curriculum.

Suggestions

There was support for the introduction of a separate achievement standard for Foundation to Year 2.

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 – Languages learning area online questionnaire responses

Languages learning area online questionnaire data Stages 1 and 2 (rounded to the nearest decimal)					
Question	n=	% 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	25	62	10	4
The rationale for the learning area is clear about the nature and importance of learning Languages for all Australian students.	231	34	61	3	1
The aims for the learning area clearly state the intent for the draft Australian Curriculum: Languages Foundation to Year 10.	225	25	63	10	2
The organisation of the learning area provides a coherent view of the key components and features of the Languages curriculum.	225	9	63	16	12
The Curriculum Architecture is clear about the relationship between learner background and the curriculum pathways available through the Australian Curriculum: Languages.	240	17	56	23	5
The Curriculum Architecture is clear about the relationship between the curriculum and indicative writing hours.	238	11	43	35	11
The curriculum provides flexibility for different entry points into languages learning across Foundation to Year 10.	236	9	51	27	12
The inter-related strand structure of Communicating and Understanding is appropriate for organising the curriculum content.	232	20	48	24	8
The sub-strands within the Communicating strand are sufficiently distinct and appropriate (1.1 – 1.6)	230	10	43	29	18
The sub-strands within the Understanding strand are sufficiently distinct and appropriate (2.1 – 2.4)	225	9	48	27	16
The purpose of the context statements is clear and appropriate.	221	22	54	13	11
The purpose of the band descriptions is clear and appropriate.	209	16	57	17	10
The relationship between content descriptions and content elaborations in the Languages learning area is clear and appropriate.	218	14	45	25	16

Appendix 4 – Stage 1 consultation online questionnaire responses

Stage 1 online questionnaire data (Chinese and Italian)					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The context statement clearly describes the place of Stage 1 languages in contemporary Australia and in Australian education.	173	56	98	17	2
The context statement is clear about the nature of learning Chinese and Italian and the diversity of learners of Chinese and Italian in the current Australian context.	173	49	104	17	3
The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	173	24	106	38	5
The draft content descriptions are clear and unambiguous statements of what students should be taught.	175	21	89	56	9
The draft content descriptions are pitched appropriately for each band level.	176	13	73	62	28
The draft content descriptions describe an appropriate progression across band levels.	175	12	98	43	22
The draft content descriptions provide a manageable set for each band level.	171	9	62	67	33
The draft content elaborations provide clear and relevant illustrations of the content descriptions.	174	23	94	36	21
The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	169	12	85	61	11
The draft achievement standards are pitched appropriately for each band level.	168	11	73	65	19
The draft achievement standards describe an appropriate progression of expected learning across band levels.	168	11	81	55	21

Appendix 5 – Stage 2 consultation online questionnaire responses

Stage 2 online questionnaire data (Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish, and Vietnamese)					
Question	Total no. responses	Strongly agree	Agree	Disagree	Strongly disagree
The context statement clearly describes the place of Stage 2 languages in contemporary Australia and in Australian education.	181	76	86	13	6
The context statement is clear about the nature of learning French, Indonesian, Spanish, Korean, Vietnamese, Modern Greek, German, Japanese and Arabic and the diversity of learners of French, Indonesian, Spanish, Korean, Vietnamese, Modern Greek, German, Japanese and Arabic in the current Australian context.	181	65	93	17	6
The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	163	31	86	34	12
The draft content descriptions are clear and unambiguous statements of what students should be taught.	166	21	71	57	17
The draft content descriptions are pitched appropriately for each band level.	165	8	49	67	41
The draft content descriptions describe an appropriate progression across band levels.	164	17	73	47	27
The draft content descriptions provide a manageable set for each band level.	164	9	47	68	40
Active language use is sufficiently visible in the draft content descriptions.	163	21	94	30	18
The key concepts, key processes and key text types are clear and appropriate for each band level.	163	10	56	68	29
The draft content elaborations provide clear and relevant illustrations of the content descriptions.	158	25	72	43	18
The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	159	17	94	33	15

The draft achievement standards are pitched appropriately for each band level.	156	10	57	55	34
The draft achievement standards describe an appropriate progression of expected learning across band levels.	158	16	70	47	25

Appendix 6 – 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

Organisation	State
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
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 7 – 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>The overemphasis on 'understanding' language to the detriment of using language and a corresponding overemphasis on the use of English (especially in the Communicating strand).</p> <p>The need to integrate key processes and key concepts into the curriculum architecture.</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>Provide advice and guidance on the use of English to cover course content.</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>

Teachers and professional associations

Strengths

The curriculum provides a clear overview to language learning.

Preamble, rationale and aims of the learning area are supported. The strand structure has overall support (notwithstanding concerns over the number of sub-strands).

Concerns

Some concern over the length and complexity of the curriculum.

Time on task does not appear to allow enough time to cover all the content.

There are too many sub-strands and too much content to address.

Suggestions

Summary guides and resources should be provided to assist teachers navigate the curriculum documentation including more prescription on time on task.

Greater clarity around the use of English in the teaching of the target language and culture is requested.

There is support for revising the number of sub-strands in the curriculums.

Western Australia

Education jurisdictions/ authorities

Strengths

Benefits of language learning clearly demonstrated. The approach to learning articulated in the learning area is suitable for the development of further language curricula.

Context statements for each language frame the curriculum and are supported.

The content structure is appropriate and there is flexibility within the curriculum to adapt and tailor programming.

Multiple pathways for Chinese commended.

Concerns

Concern over the content structure and organisation of strands and sub-strands. The number of sub-strands needs to be reconsidered.

Overall the pitch and expectation of the curriculums is too high, and progression of learning through the bands is inconsistent.

Indicative time allocations are insufficient to cover all of the content and required learning.

Achievement standards are not clear, and language used throughout the curriculum is too complex. The curriculum documents are not teacher friendly.

Suggestions

Pitch in both Italian and Chinese needs to be revisited.

Reduction in the number of sub-strands and the volume of content to be covered.

Reconsider pitch of, and alignment between, band descriptions, content descriptions, elaborations and achievement standards.

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

Teachers and professional associations

Strengths

The curriculum provides a clear overview to language learning.

Concerns

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.

Overly complex document, with little guidance on assessment and reporting. Significant professional development implications arising from the curriculum.

Suggestions

More direction and guidance on catering for students from multiple pathways and sequences would be welcomed.

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