This document is to assist respondents in following the online questionnaire and may be used to structure formal written submissions. Questionnaires must be completed online on the Australian Curriculum consultation website. No hard copies, including scanned electronic copies, will be accepted.

INTRODUCTION

The draft Australian Curriculum: Languages Foundation to Year 10 for Chinese and Italian reflect the directions described in the *Shape of the Australian Curriculum: Languages* (November 2011). The draft Shape paper was released for consultation from 31 January 2011 to 11 April 2011. Feedback was received from a wide range of stakeholders representing many languages including teachers, principals, students, academics, professional associations, state and territory education authorities, community and cultural organisations and the general public. The feedback received during consultation informed revisions to the draft Shape paper prior to its publication as the *Shape of the Australian Curriculum: Languages*.

The draft curricula for Chinese and Italian provide the first opportunity for everyone interested in Languages learning in Australian schools to see the directions described in the Shape paper realised in a curriculum document. This consultation period also provides opportunity for stakeholders in all languages to provide feedback on the overarching design of the Languages curriculum. ACARA therefore encourages feedback from all stakeholders with an interest in languages at this stage, noting there will be future consultation on draft curricula in other specific languages starting from April through July 2013.

ACARA anticipates that responses will reflect a range of views and perspectives and welcomes and encourages all feedback and suggestions for improvement.

ABOUT THE QUESTIONNAIRE

To complete the online questionnaire, respondents will need to register on the Australian Curriculum consultation website (http://consultation.australiancurriculum.edu.au/). Once registered, respondents can access and complete the online questionnaire via the Surveys tab.

The purpose of the questionnaire is to enable individuals and groups to provide both broad and more specific feedback on the draft Australian Curriculum: Languages Foundation to Year 10 for Chinese and Italian.

Broad feedback is sought on the Languages curriculum overall in relation to:

- rationale and aims for the Languages learning area
- structure of the curriculum.

More specific feedback in each Language is sought in relation to:

- context statements
- band descriptions
- coverage, clarity and pitch of curriculum content and sequence across the band levels
- pitch, sequence, clarity, usability and coherence of the achievement standards
- manageability of content for teachers.
The first section of the questionnaire seeks background information that is required for purposes of analysis. You can then choose to provide feedback on any other section of the questionnaire. You can skip the sections you do not wish to provide feedback on. This will enable you to focus on the sections most relevant to your expertise and omit other sections. The sections of the questionnaire are as follows:

- Background Information
- Languages Learning Area - Preamble, Rationale & Aims and Organisation of the Languages Learning Area
- Draft F-10 Australian Curriculum: Italian
- Draft F-10 Australian Curriculum: Chinese – second language learner pathway
- Draft F-10 Australian Curriculum: Chinese – background language learner pathway
- Draft F-10 Australian Curriculum: Chinese – first language learner pathway

For each section reviewed, please provide a rating for all the key statements. If you wish to elaborate on your rating, provide examples, disagree with any of the statements or outline why and how you believe improvements can be made. There are opportunities to include comments. Comments are optional and can be accessed following completion of the ratings. If you wish to prepare more detailed feedback, written submissions can be forwarded to languages@acara.edu.au along with a completed written submission cover sheet.

**CONSULTATION CLOSES**

The Languages consultation website closes on 12 April 2013.

**Note:** The online questionnaire is intended to gather feedback on the draft Australian Curriculum: Languages Foundation to Year 10 for Chinese and Italian. A questionnaire can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please read the terms and conditions of the website on the Copyright page of the Australian Curriculum website (www.australiancurriculum.edu.au/Copyright).

**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:
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) Australian Languages (Aboriginal 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)
SCALE – 4 POINT SCALE FOR ALL QUESTIONS (STRONGLY AGREE/AGREE/ DISAGREE/STRONGLY DISAGREE)

LANGUAGES LEARNING AREA

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 inter-related 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).
CHINESE

CONTEXT STATEMENT

1. The context statement clearly describes the place of Chinese language in contemporary Australia and in Australian education.

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

CHINESE – SECOND LANGUAGE LEARNER PATHWAY

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.

11. The draft achievement standards describe an appropriate progression of expected learning across band levels.
CHINESE – BACKGROUND LANGUAGE LEARNER PATHWAY

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

CONTENT DESCRIPTIONS
13. The draft content descriptions are clear and unambiguous statements of what students should be taught.
14. The draft content descriptions are pitched appropriately for each band level.
15. The draft content descriptions describe an appropriate progression across band levels.
16. The draft content descriptions provide a manageable set for each band level.

CONTENT ELABORATIONS
17. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

ACHIEVEMENT STANDARDS
18. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.
19. The draft achievement standards are pitched appropriately for each band level.
20. The draft achievement standards describe an appropriate progression of expected learning across band levels.
CHINESE – FIRST LANGUAGE LEARNER PATHWAY

BAND DESCRIPTIONS
21. The band descriptions provide a clear overview of the breadth of learning in each band of schooling.

CONTENT DESCRIPTIONS
22. The draft content descriptions are clear and unambiguous statements of what students should be taught.
23. The draft content descriptions are pitched appropriately for each band level.
24. The draft content descriptions describe an appropriate progression across band levels.
25. The draft content descriptions provide a manageable set for each band level.

CONTENT ELABORATIONS
26. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

ACHIEVEMENT STANDARDS
27. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.
28. The draft achievement standards are pitched appropriately for each band level.
29. The draft achievement standards describe an appropriate progression of expected learning across band levels.
ITALIAN

CONTEXT STATEMENT
1. The context statement clearly describes the place of Italian language in contemporary Australia and in Australian education.
2. The context statement is clear about the nature of learning Italian and the diversity of learners of Italian 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.
11. The draft achievement standards describe an appropriate progression of expected learning across band levels.