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# Final Report of the Review of Languages in the ACT Senior Secondary Curriculum

2016

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## 1. Acknowledgements

As chair of the committee I would like to acknowledge the contributions of the members of the committee, their commitment and engagement in extensive and rigorous discussions over the course of our four meetings.

I would also like to thank the officers of the Office of the Board of Senior Secondary Studies (OBSSS) for their invaluable assistance during the committee’s deliberations, particularly John Stenhouse, Director of the Board, for his support and guidance, Lindsay Musto, Project Officer for her support and analysis of information and Kristofer Feodoroff for his provision of minutes and preparation, with Lindsay Musto, of background briefing papers, analysis of information and his contribution during the final stages of the writing of this report. I would also like to thank Lyn Mernagh and John Carty for their contributions during the discussion of assessment practices, scaling and meshing and for the provision of much of the data that guided this aspect of the committee’s deliberations.

Judy van Rijswijk

Chair

Review of Languages in the ACT Senior Secondary Curriculum

## 2. Abbreviations

|  |  |
| --- | --- |
| **ACARA** | Australian Curriculum, Assessment and Reporting Authority |
| **ACACA** | Australasian Curriculum, Assessment and Certification Authorities |
| **AIS** | Association of Independent Schools |
| **ACC** | Assessment and Certification Committee |
| **ACT BSSS** | Australian Capital Territory Board of Senior Secondary Studies |
| **ANU** | Australian National University |
| **CAC** | Curriculum Advisory Committee |
| **CE** | Catholic Education |
| **CCAFL** | Collaborative Curriculum and Assessment Framework for Languages |
| **ETD** | Education & Training Directorate |
| **OBSSS** | Office of the Board of Senior Secondary Studies |
| **TOR** | Terms of Reference |
| **WACE** | Western Australian Certificate of Education |

## 3. Glossary

|  |  |
| --- | --- |
| **Heritage/background language** | Speakers have various levels of proficiency and connection to the language and culture through family, community or country of origin. Typically, they have no education in that language beyond age 10 years. Meeting curriculum needs is challenging. |
| **H course** | H classification is given to year 11 and 12 course which is designed and accredited by an Australian higher education provider and where successful completion of the course will be recognised towards an undergraduate degree with that provider. |

## 3. Executive Summary

The purpose of this review is to determine to what extent current BSSS policy/procedures for curriculum and assessment enable or discourage students from studying a senior secondary language.

Committee members concluded that senior secondary curriculum provides multiple pathways for students to study a wide range of languages at different levels. The main issue is about placement of students in language courses. Members identified that the BSSS language eligibility criteria lacks clarity which may explain inappropriate placement of students in language courses. In addition, the lack of consistency in using the BSSS language eligibility criteria across colleges may also create a perception that some students have a language advantage over other students.

Assessment was identified as an area requiring clarification. There are inconsistencies and irregularities with meshing both within and across languages and beginning, continuing and advanced courses. Some colleges are developing assessment tasks that promote higher order thinking. In addition, language teachers have different perspectives about the definition of higher order thinking. One group of language teachers believe that mastery of a second language is in itself demonstration of higher order thinking skills. Another group of language teachers believe that higher order thinking skills must be demonstrated in the second language. Members concluded that cross sector agreed guidelines for assessment in languages will address problems with meshing and clarify the definition of higher order thinking in the context of languages.

The study of a language as a requirement of the ACT Senior Secondary Certificate was discussed. However, the BSSS does not actively promote some subjects over others.

The review covered:

a) vision statement for languages in the curriculum

b) number and level of language courses

c) use of national ACACA CCAFL (Collaborative Curriculum and Assessment Framework for Languages)

d) eligibility criteria

e) assessment in languages.

This review largely focused on language courses and assessment. This review did not discuss teacher education, delivery of languages in colleges or incentives for the study of languages such as bonus points towards an ATAR.

There were two stages of the review, being a survey of teachers of languages and principals’ discussion on languages.

The second stage is the subject of this report. It is the result of the initial advice, surveys, consultations with principals and curriculum coordinators. This committee also considered data provided to it by the Office of the BSSS (OBSSS) in the form of briefing papers.

### 3.1 Review of Languages in the Senior Secondary Curriculum: Recommendations and Background

|  |  |
| --- | --- |
| **Terms of Reference with key issues** | **Draft Recommendations** |
| a) **number and level of language courses**   * Should the ACT revise its current model for the development of language courses to make provision for heritage speakers? Currently, the Board of Senior Secondary Studies accredits beginning, continuing and advanced courses. The Board of Studies Teaching & Educational Standards (BOSTES) NSW has developed a suite of heritage language courses. | **Recommendation 1**   1. The ACT BSSS values language study and makes provision for senior secondary colleges to develop a range of courses at beginning, continuing and advanced levels. 2. The BSSS retain current courses (beginning, continuing and advanced). 3. The BSSS language eligibility criteria be modified to accurately describe the profile of a language learner for beginning, continuing and advanced courses. 4. The BSSS language eligibility criteria be clearly understood by a range of audiences including teachers, parents and students. 5. Intermediate language courses are discontinued in 2019. |
| b) **use of national ACACA CCAFL (Collaborative Curriculum and Assessment Framework for Languages)**   * Should the ACT become a member of the ACACA CCAFL (Collaborative Curriculum and Assessment Framework for Languages) organisation? The ACACA CCAFL organisation consists of representatives from jurisdictions that make provision for language courses with small cohorts and set standards for assessment of languages. | **Recommendation 2**  The Curriculum Advisory Committee (CAC) explores membership of the CCAFL organisation. |
| c) **eligibility criteria**   * How does the ACT language eligibility criteria compare with those in other jurisdictions? Currently, the language eligibility criterion is unclear on a number of issues including students undertaking intensive language courses, language as the medium of instruction and heritage speakers. | **Recommendation 3:**  a. The *Application for permission to enrol in a WACE language in 2017* eligibility criteria be used as the basis for the BSSS language eligibility criteria.  b. That the new BSSS language eligibility criteria final draft is reviewed by the Curriculum Advisory Committee (CAC).  c. All students complete the BSSS language eligibility criteria as a requirement for studying a senior secondary language course.  d. It is a requirement that the completed BSSS language eligibility criteria are filed in the official student records maintained by the college.  e. A working party is established to develop the new BSSS language eligibility criteria. |
| d) **assessment in languages**   * Should guidelines be developed for assessment in languages? | **Recommendation 4:**  a) The Assessment and Certification Committee (ACC) develop guidelines for assessment and meshing for language courses.  b) The ACC explore mandating a system approach for assessment and meshing of language courses. |

## 4. Background

Language education in Australian schools is currently in a period of transition with a renewed focus on languages by many education ministers and the introduction of the Australian Curriculum.

Nationally, it is estimated that around 11 per cent of senior secondary students study a language in addition to English. Year 12 data from curriculum and certification authorities in Australia suggest that the proportion of students studying a language at Years 11 and 12 has remained stable, both nationally and within jurisdictions, for some 20 years (Kohler, Curnow, Spence-Brown & Wardlaw, 2014, 3).

The Australian government is focused on reviving the teaching of languages to ensure that at least 40% of Year 12 students study a language in addition to English within a decade. It is generally understood that an increase in the number of students studying a language in years 11 and 12 will enhance Australia’s competitive edge in a global economy (Kohler al, 2014, 13).

Kohler *et al* identify a range of reasons that may prevent a student studying a senior secondary language including:

* the number of subjects’ students are required to take for certification
* lack of direct access to the preferred language
* limited number of language courses on offer
* issues with the continuity of language programs
* lack of differentiation in language courses including academic and vocational
* student’s perception that language programs favour more academic students
* students being reluctant to study a language as a second language learner if they see themselves to be in competition with native speakers.

The purpose of this review is to determine to what extent that current BSSS policy/procedures for curriculum and assessment enable or discourage students from studying a senior secondary language.

The ACT BSSS accredits courses that are delivered in 24 ACT schools/colleges as well as seven international schools in PNG, Indonesia and Fiji. The ACT BSSS offers multiple pathways for students to study a language. There are 25 language courses accredited for delivery in ACT senior secondary colleges including Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish. All language courses cater for a range of language learners including beginning, continuing and advanced. In addition, the BSSS has registered four Australian National University (ANU) H courses including Japanese, Korean, Indonesian and Chinese.

Since the establishment of the ACT senior secondary system in 1976 language courses have been regularly redeveloped and there have been minor changes to the language eligibility criteria. A review of languages is timely.

This report is the result of consultations with principals, curriculum coordinators, the Curriculum Advisory Committee (CAC), Assessment Certification Committee (ACC) and teachers of languages.

Fourteen out of thirty two colleges participated in an online survey on *Languages in the Senior Secondary* *Curriculum* (refer to appendix 8.3). Twelve out of sixteen responses indicated that it was a good idea in theory to develop heritage courses, however, it would present challenges in its practical application. Eight out of 16 responses indicated that the current beginning, continuing and advanced levels meet the needs of students who study a language in ACT colleges. Ten out of sixteen responses indicated that the language eligibility criteria lack the necessary detail for an accurate placement of a student in a senior secondary language course. Seven out of 12 responses indicated that the assessment guidelines are clear and concise. Generally, feedback indicated confusion and misunderstanding of the ACT senior secondary system which is based on the premise that assessment is a college decision and that teachers have flexibility to assess students according to their needs and interests.

### 4.1 Scope of the Review

This review largely focused on BSSS curriculum and assessment policy and procedures for senior secondary languages. The review did not discuss the prescription of particular courses.

### 4.2 Structure of the Report

The report is set out under the headings indicated in the contents page. The section on recommendations and background in the Executive Summary is expanded below but in a different format.

## 5. Methodology

### 5.1 Membership of the Committee

The Review of Languages in the Senior Secondary Curriculum was set up to reflect the main stakeholder groups in ACT senior secondary system.

Members of the committee:

|  |  |  |
| --- | --- | --- |
| **Members of the committee** | **Name** | **Organisation** |
| Chair | Ms Judy van Rijswijk | Trades and Labour Council of the ACT Inc. |
| Public colleges | Ms Miyuki Shino | Narrabundah College |
| Mrs Sabina Imamovic | Gungahlin College |
| Independent Schools, colleges | Ms Heike Craig | Daramalan College |
| Diane Fitzpatrick | Radford College |
| Catholic Education Colleges | Ms Therese Nolan | Catholic Education |
| Director, BSSS | Mr John Stenhouse | Office of the Board of Senior Secondary Studies |
| Curriculum Officer, BSSS | Mr Kristofer Feodoroff |

### 5.2 Key Issues

The following key issues are detailed with each recommendation made in the Discussions and Recommendations section of this report (Section 6)

### 5.3 Committee Meetings

The committee held 4 meetings with the first meeting held on 5 September and the final one on 22 September. At the initial meeting the committee was briefed on the terms of reference (TOR), the issues involved, the review process and the role of committee members. As part of the review process, a survey was distributed across jurisdictions on the TOR.

To aid the committee’s deliberations the Office of the BSSS (OBSSS) provided briefing papers. These papers addressed the issues involved, provided relevant data and suggested questions to consider when forming the committee’s recommendations.

In making recommendations the committee considered the data available and also considered the impact of these recommendations on the students, sectors and broader community.

## 6. Decisions and Recommendations

This section of the report is built around each TOR with the key issues described in the form of questions and usually followed by a brief statement about the current situation. Beneath each TOR is the recommendation and the background to that recommendation, in effect a synopsis of the crucial information considered by the committee in forming its recommendation.

### 6.1 Number and level of courses

* Should the ACT revise its current model for the development of language courses to make provision for heritage speakers? Currently, the Board of Senior Secondary Studies accredits beginning, continuing and advanced courses.

The Board of Studies Teaching & Educational Standards (BOSTES) NSW has developed a suite of heritage language courses.

**Recommendation 1**

a) The ACT BSSS values language study and makes provision for senior secondary colleges to develop a range of courses at beginning, continuing and advanced levels.

b) The BSSS retain current courses (beginning, continuing and advanced).

c) The BSSS language eligibility criteria are modified to accurately describe the profile of a language learner for beginning, continuing and advanced courses.

d) The BSSS language eligibility criteria are clearly understood by a range of audiences including teachers, parents and students.

e) Intermediate language courses are discontinued in 2019.

Background

Members analysed current senior secondary curriculum policy settings. The focus of this analysis was to determine whether current curriculum policy settings prevent student access to high quality language courses.

The ACT BSSS makes provision for senior secondary colleges to develop a range of language courses at beginning, continuing and advanced levels. The provision to develop a range of language courses is consistent with policy settings outlined in the *Senior Secondary Languages Education Research Project Final Report* for enabling students to study languages*.*

Currently, there are 27 language courses accredited for delivery in ACT senior secondary colleges including Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, and Spanish. In addition, the Board has registered four ANU H courses including Chinese, Indonesian, Japanese and Korean.

Members agreed that the ACT senior secondary system provides multiple pathways for students to study a language.

All language courses cater for a range of language learners including beginning, continuing and advanced. Members discussed a proposal for additional courses to address the profile of a heritage speaker. The initial meeting proposed two intermediate courses with the following combinations:

a. 2 units from beginning and 2 units from continuing

b. 2 units from continuing and 2 units from advanced.

This proposal was later withdrawn as it did not meet BSSS design specifications for courses. It was agreed that Heritage speaker’s needs could be addressed in current courses.

Feedback from the survey indicated that additional courses will “increase workload” and “add to the complexity of languages in the ACT”. The central issue is the language eligibility criteria not the course itself. Members noted that the redevelopment of language courses in 2019 informed by the BSSS design specifications for languages (Board Endorsed in 2016) will make greater provision for teachers to develop a program of learning that will differentiate for different learners.

### 6.2 ACACA CCAFL (Collaborative Curriculum and Assessment Framework for Languages)

* Should the ACT become a member of the ACACA CCAFL (Collaborative Curriculum and Assessment Framework for Languages) organisation? The ACACA CCAFL organisation consists of representatives from jurisdictions that make provision for language courses with small cohorts and set standards for assessment of languages.

**Recommendation 2**

The Curriculum Advisory Committee (CAC) explores membership of the CCAFL organisation.

Background

The ACACA CCAFL organisation consists of representatives from jurisdictions that make provision for language courses with small cohorts and set standards for assessment of languages.

ACT membership of CCAFL will provide a national perspective on assessment in senior secondary languages.

The CCAFL organisation meets annually. It is envisaged that a delegate be appointed. The role of the delegate includes proving a written report to the BSSS and presenting to language teachers at moderation days.

### 6.3 Eligibility criteria

* How does the ACT language eligibility criteria compare with those in other jurisdictions? Currently, the language eligibility criterion is unclear on a number of issues including students undertaking intensive language courses, language as the medium of instruction and heritage speakers.

**Recommendation 3:**

a. The *Application for permission to enrol in a WACE language in 2017* eligibility criteria is used as the basis for the BSSS language eligibility criteria.

b. That the new BSSS language eligibility criteria final draft is reviewed by the Curriculum Advisory Committee (CAC).

c. All students complete the BSSS language eligibility criteria as a requirement for studying a senior secondary language course.

d. It is a requirement that the completed BSSS language eligibility criteria are filed in the official student records maintained by the college.

e. A working party is established to develop the new BSSS language eligibility criteria.

Background

Currently, the BSSS has a language eligibility form available on the BSSS website. Members agreed that the BSSS language eligibility criteria lack clarity.

Members analysed senior secondary language eligibility criteria in other jurisdictions (refer to appendix 8.2). It was agreed that the *Application for permission to enrol in a WACE language in 2017* was comprehensive, clear, concise, aligns with ACARA language terms and easy to navigate for all stakeholders.

Members considered the impact of applying the *‘target audience for language courses’* and *‘Criteria for permission to enrol in a WACE language course’* in the context of the ACT. Members noted that the criteria with amendments would assist in determining the accurate placement of students in a language course. The criteria have clear guidelines for students who have been educated in schools where the nominated language is the language of instruction including education in community organisations.

The ACT is the only jurisdiction in Australia that makes provision for students with no formal education in a language to study a language course and use the course score towards an ATAR. Members agree that the adoption of the *Application for permission to enrol in a WACE language in 2017* would exclude students with no formal education in a language as the target audience for Second language courses stipulates:

*These students have typically studied the language for 200-400 hours at the commencement of Year 11.*

Members concluded that the *Application for permission to enrol in a WACE language in 2017* can be used as the basis for ACT language eligibility but will need to be revised to preserve pathways for all students to study a language. It was recommended that a description for an audience with no formal language teaching be investigated. In addition, members agreed that the introduction to the document did not accurately capture the importance of language learning. It was suggested that the ACARA Shape of Languages Paper be used to inform the purpose of language learning.

Finally, it was suggested that new BSSS language eligibility criteria include a glossary of terms for consistency of interpretation and application across ACT colleges.

Developers of the new BSSS language eligibility criteria must address the following:

* Review the ‘Second languages courses’ and ‘Background languages courses’ descriptions and titles. Some components in the ‘Background languages courses’ will need to be placed in the ‘Background language courses’ description to reflect the profile of learner in an ACT context.
* Review the section ‘Target audience for languages courses’ and ‘Criteria for permission to enrol in a WACE language course’ to include students with no formal language education.
* Review the ‘Introduction’ to include an educational rationale for learning a language (refer to the ACARA Shape of Languages Paper) as well as a rationale for the eligibility criteria.
* Develop a glossary of terms as an appendix to the BSSS language eligibility criteria (For example, formal education, second language, first language, background language).

### 6.4 Assessment in languages

* Should guidelines be developed for assessment in languages?

**Recommendation 4:**

a) The Assessment and Certification Committee (ACC) develop guidelines for assessment and meshing for language courses.

b) The ACC explore mandating a system approach for assessment and meshing of language courses.

Background

Currently, scores for some tertiary language scaling groups fails to converge due to poor correlation with AST and other subject course scores.

Problems with scaling occur when meshing does not accurately rank the students according to their demonstrated ability (refer to appendix 8.4). Data indicates that some colleges regularly use meshing process so the rank order list maximises correlation with AST and course scores.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Languages (Scaling group 50’s) Convergence issues** | | | |
| **2012** | **2013** | **2014** | **2015** |
| **Number of colleges** | 7 | 7 | 5 | 8 |

Members agreed that there are inconsistencies and irregularities with meshing both within and across languages and beginning, continuing and advanced courses. Members concluded that it would be useful to explore types of evidence that can be used to inform an accurate ranking of a student studying a language course. The types of evidence discussed included a linguistic aptitude test, common assessment, AST style questions in assessment.

Problems with scaling can occur when assessment task design does not discriminate the achievement of students. In the context of languages, these assessment tasks tend to focus on mastery of the language as opposed to demonstrating higher order thinking skills in the language. Members noted that the BSSS Languages framework conveys high expectations for a student studying a language. The accredited, tertiary and modified achievement standards are written according to the ACARA design specifications. The design specifications are informed by a learning theory (i.e. Blooms Taxonomy).

Members discussed a range of strategies for effective meshing and discrimination of students including:

* open ended tasks
* common assessment
* build AST style questions into school assessment tasks
* use common curriculum elements
* trial of the linguistic test at Narrabundah and Gungahlin Colleges.

## 7. References

Kohler, M., Curnow T., Spence-Brown, R., & Wardlaw, C. (2014) *Senior Secondary Languages Education research Project Final Report* Asia Education Foundation

## 8. Appendices

### 8.1 Analysis of language eligibility criteria in other jurisdictions

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **jurisdiction** | **criteria** | | | | | | | | | |
|  | **A requirement to complete the form for study** | **Purpose of language eligibility form outlined** | **The criteria are located in research** | **Clear and concise student enrolment processes** | **Date** | **Target audience categories align with ACARA** | **Target audience description** | **Defines ‘like’ languages** | **Clear and concise criteria to enrol in a course** | **Ease of navigation** |
| WACE | yes | determine linguistic advantage | yes | yes | 2016 | yes (second, background, first language) | considers culture, formal education, holidays, language use outside the classroom | yes (Chinese, Indonesian, French, German, Italian) | yes | All information is in a table, easy to compare and contrast |
| BOSTES | ‘meet all the criteria at the entry point’ | no | no | yes | 2011 | No (beginners, continuers, Heritage, background speakers) | considers hours of study, knowledge of language, home stay, residency, formal education | yes (speakers of dialects, speakers of Indonesian) | yes | separate documents, inclusion of case studies |
| SACE | yes | recognises linguistic advantage | no | yes | - | No (beginners, continuers, background speakers) | considers hours studied | no | no | separate documents |
| VCE | Yes - but only for Chinese | no | no | yes | 2016 | no (first language, second language) | considers formal education, residence | no | no | separate documents |
| QCAA | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| TASC | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

### 8.2 Application for permission to enrol in a WACE language course in 2017

Application for permission to enrol in a WACE language course in 2017

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#### Introduction

All students intending to enrol in a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol.

The objective of the language enrolment process is to ensure that students with a linguistic advantage in a language are not assessed against students who do not have the same advantage. Students deemed to have a greater linguistic competency than required by the course are not permitted to enrol.

The criteria for enrolment have been designed to assess the degree to which a student has had previous experience in, and exposure to, the language they wish to study.

Research into language acquisition has shown that people who learn a language during their ‘critical period’, that is between birth and around 10 years of age, have an advantage over those who learn the language outside of this period. It has also shown that children who are immersed in a language, for example, through growing up with the language at home, or spending time in a country where the language is a medium of communication and/or through attending a school where the language is the medium of instruction, have an advantage over other learners.

The WACE language courses

In Western Australia, there are differentiated senior secondary language courses that meet the specific language learning needs of a particular group of students. Within each of these groups, there are differences in proficiency in using the language and its cultural systems.

**Target audience for language courses**

The descriptions below of the target audience for each language course are intended to provide you with general guidance to ensure you are enrolled in the appropriate course.

|  |
| --- |
| Second language courses |
| These courses are aimed at students for whom the language for which they are applying is a second (or subsequent) language.  These students:  have typically learnt everything they know about the language and its culture through classroom teaching in an Australian school or similar environment, where English is the language of school instruction  have typically studied the language for 200–400 hours at the commencement of Year 11  may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication  do not use, or infrequently use, the language outside the language classroom  are not exposed to, or are infrequently exposed to, the language outside the language classroom. |
| Background language courses |
| These courses are aimed at students who have prior exposure to the language for which they are applying that provides a linguistic and cultural advantage.  These students:  have had formal education (one to five years in total) in a school where the language is the medium of instruction, and/or  have spent some time for holidays, family visits or exchange purposes (two to five years in total) in a country where the language is a medium of communication, and/or  use the language for communication outside the language classroom, and/or  are exposed to the language outside the language classroom and may have a connection to that culture. |
| First language courses |
| These courses are aimed at students who have a linguistic and cultural background in the language for which they are applying.  These students:  have had formal education in the language for an extended period (five years or more at any time from pre-primary, or the equivalent onwards) in a school where the language is the medium of communication and/or school instruction, and/or  were born in a country where the language is the medium of communication or have lived in the country for five years or more, and/or  use the language for communication outside the language classroom, and/or  are exposed to the language outside the language classroom and have a connection to that culture. |

**For the purpose of this application:**

Speakers of dialects and variants of a language are considered to be speakers of the standard language.

China, Taiwan, Hong Kong, Macau, Malaysia, Singapore, Brunei and Christmas Island are considered Chinese-speaking countries/places.

Indonesia, Malaysia, Singapore, Brunei, Christmas Island and Cocos Island are considered Indonesian-speaking countries/places.

Speakers of Indonesian and speakers of Malay are considered to be speakers of both languages.

All Francophone countries are considered French-speaking.

Germany, Austria and Switzerland are considered German-speaking countries.

Italy and Switzerland are considered Italian-speaking countries.

**Criteria for permission to enrol in a WACE language course**

There are three criteria against which your application for enrolment will be assessed:

Education

Residency and/or time spent in-country

Use of the language outside the classroom.

|  |  |  |  |
| --- | --- | --- | --- |
| PATHWAY | CRITERIA FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE | | |
| Education | Residency and/or time spent in-country | Use of the language outside the classroom |
| Second language courses | Less than one (1) year in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations | Less than two (2) years in total of residency and time spent in a country where the language is a medium of communication | Infrequent use of the language outside the classroom with a speaker/s of the language is permitted |
| Background language courses | One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations | Two (2) to five (5) years in total of residency and time spent in a country where the language is a medium of communication | Use of the language outside the classroom with a speaker/s of the language is permitted |
| First  language courses | More than five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations | More than five (5) years in total of residency and time spent in a country where the language is a medium of communication | Use of the language outside the classroom with a speaker/s of the language is permitted |

*Note: 1 In the Education criterion, the reference to a ‘year’ is an academic or school year.  
2 In the Residency criterion, the reference to a ‘year’ is to a period of twelve months.*

***A student who provides incorrect or misleading information in support of his/her application for permission to enrol has breached examination rules and may be withdrawn from the course or have his/her results in the course removed from official   
School Curriculum and Standards Authority records.***

**Applying for permission to enrol in a WACE language course in 2017**

If intending to enrol in a Western Australian Certificate of Education (WACE) language course in 2017 you are required to complete the application from page 7 to page 14 of this document.

To support you in completing your application go to <http://senior-secondary.scsa.wa.edu.au/languages/> where you will find:

a checklist

advice on completing the required statutory declaration.

Information to be provided by you and your school

Your application must include a copy of each of the following:

your complete Year 10 Semester 1 report (for all subjects)

the enrolment form that your parents or guardians completed when they enrolled you at your current school

MCEETYA data collection form (if the school enrolment form does not show details about the language/s spoken at home by you and your parent/s or guardian/s).

The Authority may request further information to clarify aspects of your application.

Additional information to be provided for residency, travel and schooling

If you have resided in, and/or travelled to and/or attended school in a country or place where the language in which you wish to enrol is used for communication and/or school instruction, your application must include a copy of each of the following:

the passport page showing your name, place of birth and nationality

the passport page authenticating the date of entry into Australia as a resident if you were not born in Australia

an International Movement Records document (IMR) available from the Department of Immigration and Border Protection

a copy of all reports from the school/s that you have attended outside Australia (where applicable).

Submission of your application

When your application is ready for submission, check it to ensure all required sections are completed and all required documents are attached, then provide it to your school for completion of Section 2 and   
Section 5 and submission to the Authority.

You must allow sufficient time for your school to complete the application and submit it to the Authority by:

Friday 29 July 2016, or earlier where the school starts the 2017 school year in Term 4, 2016

Friday 26 August 2016, or earlier where the school starts the 2017 school year in Term 1, 2017.

Applications must be sent to:

Administrative Assistant, Languages Enrolment

PO Box 816, Cannington WA 6987

Incomplete applications and applications submitted without the required documents will be returned to the school for completion and re-submission.

**Application process for permission to enrol in a WACE language course**



Application for permission to enrol in a WACE language course in 2017

Language/s applied for *(Tick the language course for which you are applying)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Language | Chinese | French | German | Indonesian | Italian | Japanese |
| ATAR |  |  |  |  |  |  |
| General |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 1: Student information | | | | | | | | | | | | | | |  | | |  | |  | |  |  | |  |  | | |  |
|  | | | | | | | | | | | | | | | *Your SCSA Student Identification Number* | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | |  | | |
| *Your legal surname/family name* | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| *Your first given name* | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*Your second given name*

|  |  |
| --- | --- |
| Your email address |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | |  | |  | |  | |  | | | |  | | |  |  | | | M | | F | |  |  | |  | | | | | |
| D | D | | M | | M | | Y | | Y | | | | Y | | | Y | |  | | | *Gender* | | | |  |  | | *Your place/country of birth* | | | | | |
| *Your date of birth* | | | | | | | | | | |
| Date of arrival in Australia  if you were born overseas | | | | | | | | | | | |  | | |  | | |  |  |  | |  | |  | | |  | |  | Your age on arrival in Australia |  |  |
|  | | | | | | | | | | | | D | | | D | | | M | M | Y | | Y | | Y | | | Y | |  |  | Years | Months |
| I am currently enrolled or intend to enrol in the English as an Additional Language or Dialect course (🗸) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| *If you are a first language speaker of the language for which you are applying, complete Section 1 and return the application to your school to complete Section 2 and Section 5.* | OR | *If you do not consider yourself a first language speaker of the language for which you are applying, go to  Section 3. Complete Section 3 and  Section 4 and return the application to your school to complete Section 2 and  Section 5.* |

|  |
| --- |
| Office use only |
| PC 1: SL BL FL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PC 2: SL BL FL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Section 2: School information** *(To be completed by the language teacher or the school contact)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | |  |  |  |  |  |
| *Name of school* | | |  | *School code* | | | |
|  | | | | | | | |
| *Language teacher or school contact for enquiries* | | | | | | | |
|  |  |  | | | | | | |
| *Email address* |  | *Telephone number* | | | | | | |

To be attached to this application:

|  |  |
| --- | --- |
|  | The student’s complete Year 10 Semester 1 report (for all subjects) |
|  | The student’s school enrolment form |
|  | The student’s MCEETYA data collection form (if required) |
|  | The student’s reports from schools attended outside Australia (if applicable) |
|  | The required passport page/s (if applicable) |
|  | The student’s International Movement Records document (if applicable). |

**Section 3: Information related to enrolment criteria**

The information you provide will be assessed against three criteria:

Education

Residency and time spent in-country

Use of the language outside the classroom.

3.1 Education criterion

|  |  |
| --- | --- |
| Second language | Less than one (1) year\* in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations |
| Background language | One (1) to five (5) years\* in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations |
| First language | More than five (5) years\* in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations |

*\* In the Education criterion, the reference to a ‘year’ is an academic or school year*

3.1.1 In the table below, provide details for each year that you attended pre-primary (or the equivalent), primary and secondary school. Each cell in this table needs to be completed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Month/year (MM/YYYY) | Year level | Official name of the main school/ place of learning you attended  (include the name of the country  if your school was outside Australia) | Language/s of instruction at your school | Language/s studied | Hours per week |
|  | 10 |  |  |  |  |
|  | 9 |  |  |  |  |
|  | 8 |  |  |  |  |
|  | 7 |  |  |  |  |
|  | 6 |  |  |  |  |
|  | 5 |  |  |  |  |
|  | 4 |  |  |  |  |
|  | 3 |  |  |  |  |
|  | 2 |  |  |  |  |
|  | 1 |  |  |  |  |
|  | Pre-primary |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| 3.1.2 | Attach a copy of your complete Year 10 Semester 1 school report. |  |
| 3.1.3 | Attach copies of all school reports from the school/s you have attended outside Australia. |  |

3.1.4 Have you received instruction in the language for which you are applying at a community   
organisation out of school hours?

No. Go to Section 3.2

Yes. Enter the details in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Month/year (MM/YYYY) | Year level | Name of the community organisation | Name of the course/program | Language of instruction | Hours per week |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

3.2 Residency and/or time spent in-country criterion

|  |  |
| --- | --- |
| Second language | Less than two (2) years\* in total of residency and time spent in a country where the language is a medium of communication |
| Background language | Two (2) to five (5) years\* in total of residency and time spent in a country where the language is a medium of communication |
| First language | More than five (5) years\* in total of residency and time spent in a country where the language is a medium of communication |

*\* In the Residency criterion, the reference to a ‘year’ is to a period of twelve months*

3.2.1 Complete all cells in Column 2 providing details of countries where you have lived.

Complete the relevant cells in Column 3, and the corresponding cells in Columns 4 and 5 to indicate visits to, or in-country experiences in, countries where the language for which you are applying is a medium of communication.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 |
| Calendar year | My country or place of residence | My visit or in-country experience (name of country/place) | Purpose of my visit or  in-country experience (e.g. visit family, holiday, exchange) | Duration of my visit or  in-country experience (e.g. 11/1/09 to 3/4/09) |
| 2016 |  |  |  |  |
| 2015 |  |  |  |  |
| 2014 |  |  |  |  |
| 2013 |  |  |  |  |
| 2012 |  |  |  |  |
| 2011 |  |  |  |  |
| 2010 |  |  |  |  |
| 2009 |  |  |  |  |
| 2008 |  |  |  |  |
| 2007 |  |  |  |  |
| 2006 |  |  |  |  |
| 2005 |  |  |  |  |
| 2004 |  |  |  |  |
| 2003 |  |  |  |  |
| 2002 |  |  |  |  |
| 2001 |  |  |  |  |
| 2000 |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| 3.2.2 | Attach a copy of the passport page showing your name, place of birth and nationality. |  |
| 3.2.3 | Attach a copy of the passport page authenticating the date of entry into Australia as a resident if you were not born in Australia. |  |
| 3.2.4 | Attach a copy of your International Movement Records document (if required). |  |

3.3 Use of the language for communication outside the classroom criterion

|  |  |
| --- | --- |
| Second language | Infrequent use of the language outside the language classroom with a speaker/s of the language is permitted |
| Background language | Use of the language outside the language classroom with a speaker/s of the language is permitted |
| First language | Use of the language outside the language classroom with a speaker/s of the language is permitted |

3.3.1 Provide the following information:

1. The first language/s that you learned to speak

2. Other languages that you:

Speak, but did not learn at school

Read, but did not learn at school

Write, but did not learn at school

3.3.2 Tick (🗸) the cells in the table below to indicate the frequency of use of the language for which you are applying.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use (speak with, or spoken to in the  language, by any of the following groups) | Frequency of use | | | | |
| Daily | Weekly | Monthly | Infrequently | Never |
| Member(s) of immediate family |  |  |  |  |  |
| Extended family |  |  |  |  |  |
| Community and friends |  |  |  |  |  |

If you have ticked ‘Never’ for all three groups in the table above then go to Section 4.

If you have ticked ‘Daily’, ‘Weekly’, ‘Monthly’ or ‘Infrequently’ one or more times in the table above then please provide details of how you use the language for which you are applying.

|  |  |  |
| --- | --- | --- |
| 3.3.3 | Attach a copy of your school enrolment form available from the school. |  |
| 3.3.4 | Attach a copy of your MCEETYA data collection form (if required). |  |

Section 4: Student declaration and parent/guardian acknowledgement

4.1 Statutory declaration by the student (this is a legal document)

You must:

complete and sign the statutory declaration below in blue or black pen

initial and date any errors or changes (do not use correction fluid or tape).

The declaration must be signed by an authorised witness, such as a bank manager, chemist, doctor or teacher.  
A list of authorised witnesses is available at <http://senior-secondary.scsa.wa.edu.au/languages/>

|  |
| --- |
| STATUTORY DECLARATION  I,  [*Name of person making the declaration*]      [*Current address of person making the declaration*]  sincerely declare as follows:  that the information I have provided in the *Application for permission to enrol in a WACE language course 2017* relating to:  Section 1: Student information  Section 3: Information related to enrolment criteria  is true and correct to the best of my knowledge.  This declaration is true and I know that it is an offence to make a declaration knowing that it is false in a material particular.  This declaration is made under the *Oaths, Affidavits and Statutory Declarations Act 2005.*  At  [*Place*]  on  [*Date*]  by  [*Signature of person making the declaration*]  in the presence of  [*Signature of authorised witness*]      [*Name of authorised witness and qualification as such a witness*] |

4.2 Parent/guardian acknowledgement

|  |
| --- |
| ACKNOWLEDGEMENT  I acknowledge that I have sighted this application and that it has been completed accurately and truthfully.  Name  Signature Date \_\_\_\_/\_\_\_\_/\_\_\_\_ |

***A student who provides incorrect or misleading information in support of his/her application for permission to enrol has breached examination rules and may be withdrawn from the course or have his/her results in the course removed from official   
School Curriculum and Standards Authority records.***

Section 5: Teacher and Principal declarations *(To be completed on receipt of the completed application)*

CONFIDENTIAL

Declaration by the language teacher of this applicant

|  |
| --- |
| Based on the information in this application and in my professional judgement:  There is no evidence that this student uses the language for which they are applying more than infrequently, or has more than infrequent exposure to the language, outside the language classroom.  There is evidence that this student has a linguistic advantage over second language learners of the language for which they are applying.  Name of the teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_ |
| Declaration by the Principal of the main school of this applicant |
| I certify that the information in this application has been checked and to the best of my knowledge is correct.  Name of the Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_ |
|  |
| Applications from students at schools starting the 2017 school year in Term 4, 2016, must be received at the Authority by Friday 29 July 2016.  Applications from students at schools starting the 2017 school year in Term 1, 2017, must be received at the Authority by Friday 26 August 2016. |

### 8.3 Languages in the senior secondary curriculum survey

### 8.4 A scaling group that did not converge without intervention