YEARS 11 & 12

LANGUAGES
LEARNING AREA SUMMARY
Learning Area Summary - Senior Secondary Learning Areas
LANGUAGES

A. CURRENT CONTEXT OF TASMANIAN COURSES

The Australian Government has set a goal whereby at least 40 per cent of Year 12 learners will be studying a language other than English within a decade¹. This target has a focus on, but is not restricted to, Asian languages. The study of an Asian language is also supported by several Tasmanian policy statements, notably the white paper *Tasmania’s Place in the Asian Century*² and the Department of Education’s *Engaging with Asia Strategy 2013 – 15*³.

There is the need for a strong skill base in language proficiency and intercultural capabilities with Tasmania’s increasing focus on international opportunities for local industries. Therefore it is vital that a sustainable Languages curriculum framework is supported into the future and that all current TASC language courses are maintained.

All TASC language courses were rewritten during 2013 and implemented in 2014. The current suite of language courses is characterised by changes to the assessment criteria and a significant reworking of the assessment standards. Indonesian Foundation and Indonesian Level 3 were accredited for one year only and were not reaccredited for use in 2015.

University College Program (UCP) extension courses are available for learners already enrolled in French or Japanese Level 3.

In the absence of an Australian Curriculum for Year 11 and 12 languages, the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) forms the framework for all TASC language courses.

1. **Existing Year 11 and 12 courses**

   TASC Foundation (level 2) and Level 3 courses are available for **Chinese** (Mandarin), **French**, **German**, **Italian** and **Japanese**. All courses focus on building communication skills (reading, writing, listening and speaking) in the language as well as developing cultural understanding.

   Foundation courses require no prior knowledge of the language but may also be appropriate for students who have learnt some language at high school but who are not yet ready for the Level 3 course. Learners who have completed a language with strong results in Year 10 typically enrol directly in the Level 3 course.

   **CCAFL Courses** - Learners who speak a language not taught in Tasmanian Year 11 and 12 schools may be able to enrol in a language course accredited by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The program is

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coordinated by TASC, with learners enrolling at their respective school. Except for Chinese, learners do not complete course work or internal assessment. They undergo external assessment only. The following languages were available in 2014:

- Arabic
- Armenian
- Auslan
- Bosnian
- Chinese (Background speaker)
- Croatian
- Dutch
- Filipino
- Greek (Modern)
- Hebrew (Modern)
- Hindi, Hungarian
- Indonesian (Background speaker)
- Korean (Background speaker)
- Persian (Background speaker)
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian (Background speaker)
- Serbian
- Sinhala
- Spanish
- Tamil
- Turkish
- Ukrainian
- Vietnamese
- Yiddish

The CCAFL offerings include Chinese Specialist, specifically designed for learners whose first language is Chinese (Mandarin) or who have completed a significant part of their schooling in that language.

**University of Tasmania Courses**

- University College Program (UCP) extension courses are available for learners already enrolled in Level 3 French or Japanese. Over the 12 hours of the course, learners’ languages skills are developed with the aim of attaining the level of competence required for a successful transition directly into second year university.

- University of Tasmania Language offerings are also available to learners as part of the High Achiever Program (HAP). 2015 HAP offerings are: Chinese 2A and 2B, French 2A and 2B, German 1A, 1B, 2A and 2B, Greek (Ancient) 1B and 1B, Indonesian 1A and 1B, Japanese 2A and 2B and Latin 1A and 1B.

A full list of courses can be found in Appendix 1.

2. **Links to Australian Curriculum**

Once the *Australian Curriculum: Languages* has been implemented, students who have succeeded in learning a language in the Foundation – Year 10 sequence will progress to a Level 3 course in Year 11 or 12. Students who begin their language learning in Year 7 and complete Year 10 will be able to continue at Level 2 or Level 3 in Years 11 and 12 according to the standard they reach in Year 10. The latter scenario is currently applied to learners moving from Year 10 to Year 11.

In the absence of *Australian Curriculum: Languages* courses at Year 11 and 12, TASC courses continue to be based on the Collaborative Curriculum and Assessment Framework for Languages Australia (CCAFL).

3. **Pathways**

Language courses are valuable for learners considering a wide range of careers including hospitality, tourism, teaching, international relations, marketing, business management, law, the public service, the diplomatic service and journalism. The combination of language skills and
intercultural capabilities is recognised by many employers as increasingly valuable in a globalised world. An increasing number of learners choose to continue their language studies at university to enhance their main focus of study, for example learners studying Law or Medicine.

The pathways map in Appendix 2 shows the pathway from the Australian Curriculum in Year 10 through the Level 2 and 3 courses in Years 11 and 12 to UCP and HAP courses at university.

4. Enrolment data

Since 2011, enrolments in Japanese have remained strong while there has been a decline in French 3 enrolments from 138 to 79. There has been an increase from 85 to 136 in Japanese 2 while Japanese 3 remains steady at around 90. Enrolments in Chinese and German have remained small but steady and Italian has declined. Enrolments have increased across the languages in Department of Education schools in 2015.

Significantly more females than males enrol in all languages except Japanese and Chinese.

B. APPROACHES IN OTHER JURISDICTIONS

National
- While the extent of language choice varies from state to state, all Australian Year 11 and 12 jurisdictions have a similar approach to language teaching and assessment.
- There are two main streams of learners in other states: beginners and continuers (7 to 12) and courses are provided for both streams with articulation to university.
- Several states have reviewed language education and have announced new engagement strategies, including mandatory language study and goals for the numbers of senior secondary students including an additional language in their course choices.
- Recognition of language learning is given through bonus ATAR points, although there is no shared approach to this across all states and universities.
- Several schools across the country offer the International Baccalaureate (IB) which includes the mandatory study of a language.

International
- In a large number of countries, the study of at least one additional language is mandatory. Bilingualism is often considered the norm and language learning is highly valued. In many countries, the study of an additional language is a requirement for university entrance.
- The IB is often discussed as a point of reference in regard to language learning due to the mandatory inclusion of a language in the program and its international perspective.

C. FUTURE DIRECTIONS FOR THE TASMANIAN CONTEXT

- Students should experience continuous progression in their learning from K-12 and the pathways and progression in Year 11/12 Languages courses should be clear.
- The Tasmanian Year 11/12 courses should build on the F-10 Australian Curriculum: Languages.
The standards of the Tasmanian Year 11/12 courses must be comparable to English courses nationally and the relationship with corresponding courses in other jurisdictions should be obvious.

Language courses from other jurisdictions could be adapted to ensure the ongoing viability of languages with small numbers, e.g. Indonesian.

Consideration of vocational education opportunities in languages for learners who are not focused on an academic pathway.

Maintain the University College Program and the High Achievers Program in languages to enrich and extend course offerings for learners in Years 11 and 12.

Retention of the ATAR bonus points for languages from the University of Tasmania.

D. FOCUS QUESTIONS

1. Are the pathways from Year 10 through Years 11 and 12 clear for learners and are there appropriate entry points?
2. Does the current suite of courses meet the needs of all learners?
3. Are there gaps and/or duplication in this learning area?
4. With reference to the issues highlighted in section C above, what are the new and emerging areas of learning that need consideration?

Appendix 1

Current Tasmanian Year 11 and 12 Courses in the Languages Learning Area

- Chinese Foundation, Level 2
- Chinese, Level 3
- Chinese Specialist, Level 3
- Chinese 2A, High Achiever Program
- Chinese 2B, High Achiever Program
- French Foundation, Level 2
- French, Level 3
- French 2A, High Achiever Program
- French 2B, High Achiever Program
- German Foundation, Level 2
- German, Level 3
- German 1A, High Achiever Program
- German 1B, High Achiever Program
- German 2A, High Achiever Program
- German 2B, High Achiever Program
- Indonesian 1A, High Achiever Program
- Indonesian 2B, High Achiever Program
- **Italian Foundation, Level 2**
- **Italian, Level 3**

- **Japanese Foundation, Level 2**
- **Japanese, Level 3**
- **Japanese 2A, High Achiever Program**
- **Japanese 2B, High Achiever Program**

- A selection of national languages courses (CCAFL) – (by assessment only, no course work)

- **Ancient Greek 1A, High Achiever Program**
- **Ancient Greek 1B, High Achiever Program**

- **Latin 1A, High Achiever Program**
- **Latin 2B, High Achiever Program**

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### Appendix 2 Pathways Map

**Languages**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Pre Level I</th>
<th>Level 1: Core I</th>
<th>Level 2: Core II</th>
<th>Level 3: Core III</th>
<th>Level 4: Core IV</th>
<th>UCP MAP</th>
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<tbody>
<tr>
<td></td>
<td>Languages</td>
<td>Chinese 2</td>
<td>Chinese 3</td>
<td>Chinese 2A &amp; 2B (HAP)</td>
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<td>German 2</td>
<td>German 3</td>
<td>German 1A &amp; 1B, 2A &amp; 2B (HAP)</td>
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<td></td>
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<td>Italian 2</td>
<td>Italian 3</td>
<td>Japanese 2A &amp; 2B (HAP)</td>
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<td>Latin 1A &amp; 1B (HAP)</td>
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