

## Introduction

Please complete the online survey about the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) for consultation.

This survey will need to be completed in one sitting.

Read this [privacy notice](#) to learn how data collected in the survey will be used.

Feedback from the survey will be considered in finalising the structure and elements of the renewed Framework.

The online survey should take approximately 30 minutes to complete.

Complete the online survey by 11 April 2021.

Further information can be obtained from the CCAFL representative in each state or territory that offers CCAFL Languages at senior secondary level.

Yumiko Shaw – Northern Territory  
Yumiko.Shaw@nt.gov.au

Regine Berghofer – New South Wales  
regine.berghofer@nesa.nsw.edu.au

Lisa Bottomley – Queensland  
Lisa.Bottomley@qcaa.qld.edu.au

Danielle Popovic – South Australia  
danielle.popovic@sa.gov.au

Amy Heffernan – Tasmania  
Amy.heffernan@tasc.tas.gov.au

Anne Fisher – Victoria  
Anne.Fisher@education.vic.gov.au

Hanneke Rekelhof – Western Australia  
Hanneke.Rekelhof@scsa.wa.edu.au

## Section 1: General information

This survey relates to Continuers level courses in the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Armenian	Auslan*	Bengali	Bosnian
Chin Hakha	Croatian	Dutch	Filipino
Hebrew	Hindi	Hungarian	Karen
Khmer	Macedonian	Persian	Polish
Portuguese	Punjabi	Romanian	Russian
Serbian	Sinhala	Swedish	Tamil
Turkish	Yiddish		

\* The Framework will also be used for curriculum and assessment development in Auslan, but may be adapted to meet the specific needs of the language.

**What is the Collaborative Curriculum and Assessment Framework for Languages?**

CCAFL is a project designed to support Australian states and territories to offer high quality curriculum and assessment programs for senior secondary students in small candidature languages.

The Framework provides common elements to underpin the development and delivery of curriculum and assessment programs for individual languages in participating states and territories.

**Why renew the Framework?**

Some elements of the Framework have been amended over time, but there has been no significant modernisation of the CCAFL Continuers level in the past 20 years. However, our understanding and approach to language learning and teaching practice is constantly developing.

Many other language courses provided by states and territories at senior secondary level have been modernised. The Australian Curriculum provides the context for learning languages at senior secondary level in the future. These factors reinforce the need to modernise curriculum and assessment for the benefit of students of small-candidature languages.

This is the first stage of the renewal of the Continuers Framework. It involves the development of a Framework as the scaffold for the development of all CCAFL language-specific curriculum and assessment. At this stage, general feedback is sought on the structure and elements of the curriculum and assessment and their suitability for a modern language program.

**About the survey**

CCAFL Languages are studied across Australia in a range of contexts, so your feedback on this survey will be greatly valued. As well as gathering a national response, information from each state and territory that offers CCAFL Languages will be collated to gain overall trends and identify regional differences. The survey is being hosted by NSW Education Standards Authority (NESA) and will be

**independently analysed to provide impartial data from the responses received. It is important that you indicate the state or territory where you live, work or study.**

### **Next steps**

**Once feedback has been received, it will be considered by the CCAFL Working Party. The Framework will be finalised and sent to states and territories for approval. Once approved, the next stage of the project begins and language-specific materials, based on the Framework, will be developed.**

\* 1. This response is from

- ACT
- Northern Territory
- New South Wales
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia
- New Zealand
- Other (please specify)

\* 2. This response is from a

- Primary teacher
- Middle School/Secondary teacher
- Principal/School Executive member
- Pre-service teacher
- Special education teacher
- Student
- Parent/carer
- Community member
- Other (please specify)

**\* 3. Number of years you have taught a CCAFL language.**

- Not applicable
- 1-5
- 6-10
- 11-20
- 21 or more
- Other (please specify)

**\* 4. School sector**

- Not applicable
- Catholic
- Government
- Independent
- Tertiary
- Other (please specify)

**\* 5. School location**

- Metropolitan
- Regional
- Remote

**\* 6. Type of school/provider**

- Not applicable
- F/K-12 school
- 7-12 school
- 11-12 school
- Community/ethnic languages school
- School of languages
- Other (please specify)

\* 7. What **language(s)** do you teach? If you do not teach a language please indicate 'None'.

## Section 2: Introduction

Read the relevant section of the Framework and indicate to what extent you agree with the statements. Add further comments as appropriate.

8. To what extent do you agree with the **Rationale**? Refer to page 4 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

### Section 3: Purposes of the Framework

9. To what extent do you agree with the **Purposes** of the Framework? Refer to page 6 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

10. To what extent do you agree that the diagram effectively represents the organising features of the Framework?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

## Section 4: Aims and objectives

11. To what extent do you agree with the **Aims**? Refer to page 7 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

12. To what extent do you agree with the **Objectives**? Refer to page 7 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)



## Section 5: Organisation of content

The content is organised into **Learning language** and **Using language**. Consider what is included in each section. Refer to page 8 **Learning language** and page 12 **Using language**.

13. To what extent do you agree with the organisation of the content into **Learning language** and **Using language**?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

14. Please indicate if there are any other areas that should be included in the **Learning language** section.

15. Please indicate if there are any other areas that should be included in the **Using language** section.

## Section 6: Content

Topics for study will be related to the four concepts that are the focus of the Framework. Each language will include eight prescribed topics. These topics will be chosen from the twelve topics provided in the Framework and selected by language-specific writers in the next stage of development.

16. To what extent do you agree with the inclusion of the four concepts **Identity, Legacy, Responsibility** and **Sustainability**? Refer to page 13 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

17. Each language will include eight prescribed topics from the twelve provided. To what extent do you agree that these **topics** are suitable? Refer to pages 13-14 of the Framework.

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

If you **disagree with a topic**, please suggest alternatives.

## Section 7: Written examination

The external examination consists of an oral examination and a written examination. The structure of the oral examination will be determined by the individual states and territories. The following questions relate to the written examination. Refer to pages 18-22 of the Framework.

18. To what extent do you agree with the **specifications** for **Section 1: Question 1 – Listening in language, responding in English?**

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

19. To what extent do you agree with the **specifications** for **Section 1: Question 2 – Listening and responding in language?**

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

20. To what extent do you agree with the **specifications** of **Section 1: Question 3 – Reading and listening in language, responding in English?**

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (Optional)

21. To what extent do you agree with the **specifications** of **Section 2: Question 4 – Reading and responding in language?**

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

22. To what extent do you agree with the specifications of **Section 2: Question 5 – Writing in language and Question 6 – Writing in language?**

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

23. To what extent do you agree the written examination effectively assesses student learning from the curriculum?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

## Section 8 - General

24. To what extent do you agree that the Framework is **relevant and engaging** for students?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

25. To what extent do you agree that the Framework is **inclusive** of all students (including students with disability and gifted students)?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

26. To what extent do you agree that the Framework develops contextual learning and skills that can be **transferred to different contexts**?

Strongly agree

Agree

Unsure

Disagree

Strongly disagree

Comments (optional)

27. Please provide any further comments on the Framework.

**Thank you for your feedback. This is the end of the 2021 CCAFL survey.**