Student Achievement in Asian Languages Education

Part 3: Appendices
This report is in four volumes:

Part 1: Project Report
Part 2: Descriptions of Student Achievement
Part 3: Appendices
Part 4: Exemplars with Commentaries.

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Appendix 1: The network of contributors

Project team

Project assistants

Project advisory group

Language-specific teacher assessor panels

Verification process teachers

Expert consultation group

Jurisdictions: Contact persons

Assessment authorities: Contact persons

Participating schools
Project team

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Associate Professor Angela Scarino  Project Director
Associate Professor Catherine Elder  Project Director
Appendix 1

Language-specific teacher assessor panels

**Chinese**
- Mr Andrew Scrimgeour (Chair)
- Ms Marnie Foster
- Mr Wei Ha
- Ms Jenny Jin
- Ms Danying Liu
- Ms Faraday Pang
- Dr Ning Zhang

**Indonesian**
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- Ms Vicki Fischmann
- Ms Melissa Gould-Drakeley
- Ms Ida Harsojo
- Ms Lee Pereira

**Japanese**
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- Ms Meredith Beck
- Mr Greg Dabelstein
- Ms Kylie Farmer
- Ms Naoko Nishikawa
- Dr Robyn Spence-Brown

**Korean**
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- Ms Hee-Kyoung Lee
- Ms Jennifer Lewis
Verification process teachers

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  St Ignatius College, Riverview NSW
- Ms Weifeng Mao  
  St Ignatius College, Norwood SA
- Mr Michael Shaw  
  Melbourne Grammar, Vic.
- Mr Philip Wilson  
  Adelaide High School, SA

**Indonesian**
- Ms Diyah Christie  
  Darwin High School, NT
- Ms Andrea Corston  
  School of Languages, Adelaide SA
- Ms Liz Formby  
  Portland School, Vic.

**Japanese**
- Ms Jessica Clark  
  Mawson Lakes Primary School, SA
- Mr Nathan Lane  
  St Columba’s College, Essendon Vic.
- Dr Robyn Moloney  
  Macquarie University, NSW

**Korean**
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  Canberra Montessori School, ACT
- Ms Chungsoon Pak  
  School of Languages, Adelaide SA
Appendix 1

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Board of Studies NSW

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Monash University

Ms Sue Tolbert
Tasmania Department of Education
## Jurisdictions: Contact persons

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<tr>
<td>ACT – Government</td>
<td>Ms Elizabeth Courtois, Department of Education and Training</td>
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<tr>
<td>ACT – Independent</td>
<td>Mr Jeremy Irvine, Association of Independent Schools ACT</td>
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<td>ACT – Catholic</td>
<td>Ms Helen Casey, ACT Catholic Education Office</td>
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<td>New South Wales – Independent</td>
<td>Ms Ghislaine Barbe, NSW Association of Independent Schools</td>
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<tr>
<td>New South Wales – Catholic</td>
<td>Mr Ian Baker, Education Policy and Programs, Catholic Education Commission NSW</td>
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<td>Northern Territory – Government</td>
<td>Ms Melissa Kosciuk, Department of Education and Training</td>
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<td>Ms Gail Barker, Association of Independent Schools NT</td>
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<td>Ms Rebecca Maxwell, Northern Territory Catholic Education</td>
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<td>Mr Terry Creagh, Ms Jane Slattery, Queensland Catholic Education Commission</td>
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<td>Ms Maribel Coffey, Ms Kristyn Paul, Department of Education and Children’s Services</td>
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<td>Ms Linda Wright, Association of Independent Schools SA</td>
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<td>Mr Ludgero Rego, Catholic Education SA</td>
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<td>Ms Trish Jackson, Catholic Education Office WA</td>
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### Assessment authorities: Contact persons

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<tr>
<td>ACT Board of Senior Secondary Studies</td>
<td>Ms Margaret Bell</td>
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<td>Ms Marion McIntosh</td>
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<td>Curriculum Council of WA</td>
<td>Ms Robyn Smith</td>
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<td>Office of the Board of Studies NSW</td>
<td>Ms Rhonda Clarke</td>
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<tr>
<td>Office of the Board of Studies NSW</td>
<td>Mr Andrew Goodyer</td>
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<tr>
<td>Queensland Studies Authority</td>
<td>Ms Libby Bond</td>
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<td>Queensland Studies Authority</td>
<td>Mr Lester Ford</td>
</tr>
<tr>
<td>SACE Board of South Australia</td>
<td>Dr Antonio Mercurio</td>
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<tr>
<td>Tasmanian Qualifications Authority</td>
<td>Dr Reg Allen</td>
</tr>
<tr>
<td>Victorian Curriculum and Assessment Authority</td>
<td>Ms Gabriella Bertolissi</td>
</tr>
<tr>
<td>Victorian Curriculum and Assessment Authority</td>
<td>Ms Maree Dellora</td>
</tr>
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Participating schools

**Chinese**
- Adelaide High School (SA)
- Camberwell Grammar School (Victoria)
- Campsie Public School (NSW)
- Doncaster Gardens Primary School (Victoria)
- Glenunga International High School (SA)
- Loreto College (SA)
- Presbyterian Ladies College, Croydon (NSW)
- Presbyterian Ladies College, Sydney (NSW)
- Prince Alfred College (SA)
- Richmond West Primary School (Victoria)
- Saturday School of Community Languages, Chatswood High School Centre (NSW)
- St Aloysius College Inc. (SA)
- St Ignatius College Riverview (NSW)
- The Friends School (Tasmania)
- The Hutchins School (Tasmania)
- Trinity College North Years 8–10 (SA)
- Unley High School (SA)
- Wilderness School (SA)
- William Light R–12 School (SA)

**Indonesian**
- Carlton Public School (NSW)
- Heathcote High School (NSW)
- Lake Wangary Primary School (SA)
- Le Fevre High School (SA)
- MacArthur Anglican School (NSW)
- MacRobertson Girls High School (Victoria)
- Parramatta High School (NSW)
- Ryde Secondary College (NSW)
- St Columba College (SA)
- St Ignatius’ College (SA)
- St John’s Grammar School (SA)
- Victor Harbor High School (SA)
Appendix 1

**Japanese**
- Adelaide High School (SA)
- Ashtonfield Public School (NSW)
- Brisbane Grammar School (Queensland)
- Caulfield Primary School (Victoria)
- Elwood College (Victoria)
- Frankston High School (Victoria)
- Glenunga International High School (SA)
- Huntingdale Primary School (Victoria)
- Presbyterian Ladies College, Sydney (NSW)
- Pymble Ladies College (NSW)
- Ravenswood School for Girls (NSW)
- Ridgehaven Primary School (SA)
- St Francis de Sales College (SA)
- St Mary’s College (Tasmania)
- St Peter’s Collegiate Girls’ School (SA)
- Sydenham-Hillside Primary School (Victoria)
- Western Heights High School (Victoria)

**Korean**
- Cabramatta High School (NSW)
- Campsie Public School (NSW)
- Harcourt Public School (NSW)
- Lindfield Korean School Inc (NSW)
- Lindfield Saturday School (NSW)
- Strathfield Girls High School Saturday School of Community (NSW)
- Strathfield North Public School (NSW)
- Temora High School (NSW)
- Tyalgum Public School (NSW)
Appendix 2: Learner background questionnaires

Year 6/7
  Chinese
  Indonesian
  Japanese
  Korean

Year 10
  Chinese
  Indonesian
  Japanese
  Korean

Year 11/12
  Chinese
  Indonesian
  Japanese
  Korean
The student must complete this part (Questions 1–17).

1. Family name ........................................ First name ........................................
2. Gender (please circle) Male Female
3. Current year level at school ........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................
5. Country of birth of your mother/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................
6. Country of birth of your father/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Chinese is spoken? 
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ........................................ Time spent (in months) ........................................
   Country (2) ........................................ Time spent (in months) ........................................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ....................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year:  1  2  3  4  5  6  7
    (name of country) ........................................
11. What was your language of education overseas?
    (circle or name the languages) Chinese (Putonghua/Cantonese) / English / other ....................
12. Did you study Chinese language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year:  1  2  3  4  5  6  7

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Chinese at school in Australia.

Grade/Year: 1  2  3  4  5  6  7

13b. Circle all the years in which you have studied Chinese at Chinese Saturday/after-hours/ community school.

Years attended: 2003  2004  2005  2006  2007  2008  2009

Highest year level reached ..........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Chinese?

(please circle) Yes    No

If Yes, year levels taught .............................................. Name of school ..............................................

15. Have you ever learnt any other language at school (apart from Chinese and English)?

(please circle) Yes    No

If Yes, name other language (1) .................................... year levels studied .............................................

    name other language (2) .................................... year levels studied .............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) .............................................. Name language (2) (if relevant) .................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th></th>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
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The student must complete this part (Questions 1–17).

1. Family name .............................................................. First name ..............................................................
2. Gender (please circle) Male Female
3. Current year level at school ............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Indonesia / other (name of country) ..............................................................
5. Country of birth of your mother/guardian
   Australia / Indonesia / other (name of country) ..............................................................
6. Country of birth of your father/guardian
   Australia / Indonesia / other (name of country) ..............................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Indonesian is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ........................................................................ Time spent (in months) ......................
   Country (2) ........................................................................ Time spent (in months) ......................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .........................
9. How old were you when you arrived in Australia? ...........
10. Which years of education did you complete at school overseas? (circle all relevant years)
    Grade/Year:  1  2  3  4  5  6  7
    (name of country) ........................................................................

11. What was your language of education overseas?
    (circle or name the languages) Indonesian / English / other ..............................................

12. Did you study Indonesian language at school overseas? (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year:  1  2  3  4  5  6  7

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Indonesian at school in Australia.
Grade/Year:  1  2  3  4  5  6  7

13b. Circle all the years in which you have studied Indonesian at Indonesian Saturday/after-hours/community school.
Years attended:  2003  2004  2005  2006  2007  2008  2009
Highest year level reached ...............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Indonesian?
(please circle)    Yes    No
If Yes, year levels taught ........................................ Name of school ........................................

15. Have you ever learnt any other language at school (apart from Indonesian and English)?
(please circle)    Yes    No
If Yes, name other language (1) ................................ year levels studied ................................
name other language (2) ................................ year levels studied ................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
Name language (1) ................................  Name language (2) (if relevant) .........................

17. What language(s) do you regularly use at home?
(please tick the boxes in the table that are true for your situation)

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<tbody>
<tr>
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<td>Indonesian</td>
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</table>
The student must complete this part (Questions 1–17).

1. Family name .............................................................. First name ......................................................
2. Gender  (please circle)  Male   Female
3. Current year level at school ...........................................

COUNTRY OF BIRTH  (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia       / Japan       / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia       / Japan       / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia       / Japan       / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Japanese is spoken?  
   (please circle)  Yes   No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) .............................................................. Time spent (in months)  .........................
   Country (2) .............................................................. Time spent (in months)  .........................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .......................  
9. How old were you when you arrived in Australia? ..........  
10. Which years of education did you complete at school overseas?  
    (circle all relevant years) Grade/Year:  1 2 3 4 5 6 7
    (name of country) .................................................................
11. What was your language of education overseas?
    (circle or name the languages) Japanese / English / other .................................................................
12. Did you study Japanese language at school overseas?  
    (please circle)  Yes   No
    If Yes, in what years?  
    (circle all relevant years) Grade/Year:  1 2 3 4 5 6 7

NOW GO TO QUESTION 13
LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
   Name language (1) ..................................... Name language (2) (if relevant) .............................

17. What language(s) do you regularly use at home?
   (please tick the boxes in the table that are true for your situation)

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Student Achievement in Asian Languages Education (SAALE) Project

LEARNER BACKGROUND QUESTIONNAIRE
YEAR 6/7 KOREAN

The student must complete this part (Questions 1–17).

1. Family name ............................................................... First name ...........................................................
2. Gender (please circle) Male Female
3. Current year level at school ...........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)
4. Your country of birth
   Australia / Korea / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia / Korea / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia / Korea / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Korean is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ............................................................... Time spent (in months) .........................
   Country (2) ............................................................... Time spent (in months) .........................

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .........................
9. How old were you when you arrived in Australia? ...........
10. Which years of education did you complete at school overseas? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7
   (name of country) .................................................................
11. What was your language of education overseas? (circle or name the languages) Korean / English / other .................................................................
12. Did you study Korean language at school overseas? (please circle) Yes No
   If Yes, in what years? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Korean at school in Australia.

Grade/Year:  1  2  3  4  5  6  7

13b. Circle all the years in which you have studied Korean at Korean Saturday/after-hours/ community school.

Years attended:  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ...........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Korean?

(please circle)  Yes  No

If Yes, year levels taught ........................................... Name of school ..............................................

15. Have you ever learnt any other language at school (apart from Korean and English)?

(please circle)  Yes  No

If Yes, name other language (1) ................................ Name of school ..............................................

name other language (2) ................................ Name of school ..............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ........................................... Name language (2) (if relevant) ................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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..............................

19
The student must complete this part (Questions 1–17).

1. Family name ........................................................ First name ..................................................
2. Gender (please circle) Male Female
3. Current year level at school ........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................
5. Country of birth of your mother/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................
6. Country of birth of your father/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) ........................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Chinese is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ........................................................... Time spent (in months) ......................
   Country (2) ........................................................... Time spent (in months) ......................

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ......................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas? (circle all relevant years)
    Grade/Year: 1 2 3 4 5 6 7 8 9 10
    (name of country) ........................................................
11. What was your language of education overseas? (circle or name the languages) Chinese (Putonghua/Cantonese) / English / other ......................
12. Did you study Chinese language at school overseas? (please circle) Yes No
    If Yes, in what years? (circle all relevant years)
    Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Chinese at school in Australia.

Grade/Year: 1 2 3 4 5 6 7 8 9 10

13b. Circle all the years in which you have studied Chinese at Chinese Saturday/after-hours/ community school.

Years attended: 2001 2002 2003 2004 2005 2006 2007 2008 2009

Highest year level reached ...............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Chinese?

(please circle) Yes No

If Yes, year levels taught .............................................. Name of school ..............................................

15. Have you ever learnt any other language at school (apart from Chinese and English)?

(please circle) Yes No

If Yes, name other language (1) ........................................ year levels studied ........................................

name other language (2) ........................................ year levels studied ........................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ........................................ Name language (2) (if relevant) ........................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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21
The student must complete this part (Questions 1–17).

1. Family name ................................................................. First name ......................................................
2. Gender (please circle) Male Female
3. Current year level at school ..............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Indonesia / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia / Indonesia / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia / Indonesia / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Indonesian is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) .........................
   Country (2) ................................................................. Time spent (in months) .........................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ......................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
   (name of country) .................................................................
11. What was your language of education overseas?
   (circle or name the languages) Indonesian / English / other ......................................................
12. Did you study Indonesian language at school overseas?
   (please circle) Yes No
   If Yes, in what years?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Indonesian at school in Australia.
   Grade/Year: 1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Indonesian at Indonesian Saturday/after-hours/ community school.
   Years attended: 2001  2002  2003  2004  2005  2006  2007  2008  2009
   Highest year level reached ........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Indonesian?
   (please circle) Yes   No
   If Yes, year levels taught ........................................... Name of school ........................................

15. Have you ever learnt any other language at school (apart from Indonesian and English)?
   (please circle) Yes   No
   If Yes, name other language (1) ................................. year levels studied ..............................
   name other language (2) ................................. year levels studied ..............................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
   Name language (1) ........................................... Name language (2) (if relevant) ..............................

17. What language(s) do you regularly use at home?
   (please tick the boxes in the table that are true for your situation)

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</table>
The student must complete this part (Questions 1–17).

1. Family name .......................................................... First name ..........................................................

2. Gender (please circle) Male Female

3. Current year level at school ..........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Japan / other (name of country) ..........................................................

5. Country of birth of your mother/guardian
   Australia / Japan / other (name of country) ..........................................................

6. Country of birth of your father/guardian
   Australia / Japan / other (name of country) ..........................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Japanese is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) .......................................................... Time spent (in months) .........................
   Country (2) .......................................................... Time spent (in months) .........................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ......................

9. How old were you when you arrived in Australia? ........

10. Which years of education did you complete at school overseas?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
   (name of country) ..........................................................

11. What was your language of education overseas?
   (circle or name the languages) Japanese / English / other ..................................................

12. Did you study Japanese language at school overseas?
   (please circle) Yes No
   If Yes, in what years?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Japanese at school in Australia.

Grade/Year:  1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Japanese at Japanese Saturday/after-hours/ community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ...........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Japanese?

(please circle)  Yes  No

If Yes, year levels taught ........................................ Name of school ........................................

15. Have you ever learnt any other language at school (apart from Japanese and English)?

(please circle)  Yes  No

If Yes, name other language (1) .................................. year levels studied ..................................

name other language (2) .................................. year levels studied ..................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) .................................. Name language (2) (if relevant) ..................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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.................................
The student must complete this part (Questions 1–17).

1. Family name .......................................................... First name ................................................
2. Gender (please circle) Male Female
3. Current year level at school ........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Korea / other (name of country) ..............................................................
5. Country of birth of your mother/guardian
   Australia / Korea / other (name of country) ..............................................................
6. Country of birth of your father/guardian
   Australia / Korea / other (name of country) ..............................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Korean is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) .........................
   Country (2) ................................................................. Time spent (in months) .........................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .................
9. How old were you when you arrived in Australia? .......
10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
    (name of country) ..............................................................
11. What was your language of education overseas?
    (circle or name the languages) Korean / English / other ..............................................................
12. Did you study Korean language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Korean at school in Australia.

Grade/Year:  1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Korean at Korean Saturday/after-hours/ community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ..............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Korean?

(please circle)  Yes   No

If Yes, year levels taught .............................................. Name of school ..............................................

15. Have you ever learnt any other language at school (apart from Korean and English)?

(please circle)  Yes   No

If Yes, name other language (1) ...................................... year levels studied ......................................

name other language (2) ...................................... year levels studied ......................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) .............................................. Name language (2) (if relevant) ......................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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</table>
The student must complete this part (Questions 1–17).

1. Family name ................................................................. First name .............................................

2. Gender (please circle) Male Female

3. Current year level at school .............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / China / Taiwan / Hong Kong / other (name of country) .............................................

5. Country of birth of your mother/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) .............................................

6. Country of birth of your father/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) .............................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Chinese is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.

   Country (1) ................................................................. Time spent (in months) ..........................

   Country (2) ................................................................. Time spent (in months) ..........................

   NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .........................

9. How old were you when you arrived in Australia? ...........

10. Which years of education did you complete at school overseas?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12
   (name of country) ..............................................................

11. What was your language of education overseas?
   (circle or name the languages) Chinese (Putonghua/Cantonese) / English / other .......................

12. Did you study Chinese language at school overseas?
   (please circle) Yes No
   If Yes, in what years?
   (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12

   NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Chinese at school in Australia.

Grade/Year:  1  2  3  4  5  6  7  8  9  10  11  12

13b. Circle all the years in which you have studied Chinese at Chinese Saturday/after-hours/community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ...............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Chinese?

(please circle)  Yes  No

If Yes, year levels taught ............................................  Name of school ............................................

15. Have you ever learnt any other language at school (apart from Chinese and English)?

(please circle)  Yes  No

If Yes, name other language (1) .................................  year levels studied ............................................

name other language (2) .................................  year levels studied ............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ............................................  Name language (2) (if relevant) ............................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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</table>
The student must complete this part (Questions 1–17).

1. Family name ................................................................................................................ First name ........................................................................................................
2. Gender *(please circle)* Male Female
3. Current year level at school .........................................................................................

**COUNTRY OF BIRTH** *(please circle, or name country if not mentioned below)*

4. Your country of birth
   Australia / Indonesia / other *(name of country)* ........................................................

5. Country of birth of your mother/guardian
   Australia / Indonesia / other *(name of country)* ........................................................

6. Country of birth of your father/guardian
   Australia / Indonesia / other *(name of country)* ........................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Indonesian is spoken? *(please circle)* Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ............................................................ Time spent *(in months)* ............................
   Country (2) ............................................................ Time spent *(in months)* ............................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .......................

9. How old were you when you arrived in Australia? ..........

10. Which years of education did you complete at school *overseas*?
    *(circle all relevant years)* Grade/Year:  1  2  3  4  5  6  7  8  9  10  11  12
    *(name of country)* ................................................................................................

11. What was your language of education overseas?
    *(circle or name the languages)* Indonesian / English / other ..........................................,

12. Did you study Indonesian language at school *overseas*?
    *(please circle)* Yes No
    If Yes, in what years?
    *(circle all relevant years)* Grade/Year:  1  2  3  4  5  6  7  8  9  10  11  12

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Indonesian at school in Australia.

Grade/Year:  1  2  3  4  5  6  7  8  9  10  11  12

13b. Circle all the years in which you have studied Indonesian at Indonesian Saturday/after-hours/ community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ..............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Indonesian?

(please circle)  Yes  No

If Yes, year levels taught ............................................  Name of school ..............................................

15. Have you ever learnt any other language at school (apart from Indonesian and English)?

(please circle)  Yes  No

If Yes, name other language (1) ........................................  year levels studied .............................................

name other language (2) ........................................  year levels studied .............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ........................................  Name language (2) (if relevant) ........................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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........................................
Student Achievement in Asian Languages Education (SAALE) Project

LEARNER BACKGROUND QUESTIONNAIRE
YEAR 11/12 JAPANESE

The student must complete this part (Questions 1–17).

1. Family name ......................................................... First name .............................................

2. Gender (please circle) Male Female

3. Current year level at school ........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Japan / other (name of country) .................................................................

5. Country of birth of your mother/guardian
   Australia / Japan / other (name of country) .................................................................

6. Country of birth of your father/guardian
   Australia / Japan / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Japanese is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) ......................
   Country (2) ................................................................. Time spent (in months) ......................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .....................

9. How old were you when you arrived in Australia? ...........

10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12
    (name of country) .................................................................

11. What was your language of education overseas?
    (circle or name the languages) Japanese / English / other ........................................

12. Did you study Japanese language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Japanese at school in Australia.

Grade/Year:  1   2   3   4   5   6   7   8   9   10   11   12

13b. Circle all the years in which you have studied Japanese at Japanese Saturday/after-hours/ community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ..........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Japanese?

(please circle)  Yes    No

If Yes, year levels taught ........................................ Name of school ........................................

15. Have you ever learnt any other language at school (apart from Japanese and English)?

(please circle)  Yes    No

If Yes, name other language (1) ................................ year levels studied .................................

name other language (2) ................................ year levels studied .................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ........................................ Name language (2) (if relevant) .............................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>other (if relevant)</td>
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</tr>
</tbody>
</table>
LEARNER BACKGROUND QUESTIONNAIRE
YEAR 11/12 KOREAN

The student must complete this part (Questions 1–17).

1. Family name ........................................................................ First name ..................................................
2. Gender (please circle) Male Female
3. Current year level at school ..................................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Korea / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia / Korea / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia / Korea / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Korean is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ............................................................... Time spent (in months) ......................
   Country (2) ............................................................... Time spent (in months) ......................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ......................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12
    (name of country) .................................................................
11. What was your language of education overseas?
    (circle or name the languages) Korean / English / other ............................................
12. Did you study Korean language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12

NOW GO TO QUESTION 13
Appendix 2

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Korean at school in Australia.

Grade/Year:  1  2  3  4  5  6  7  8  9  10  11  12

13b. Circle all the years in which you have studied Korean at Korean Saturday/after-hours/ community school.

Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009

Highest year level reached .............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Korean?

(please circle)  Yes  No

If Yes, year levels taught ............................................... Name of school .............................................

15. Have you ever learnt any other language at school (apart from Korean and English)?

(please circle)  Yes  No

If Yes, name other language (1) ....................................... year levels studied ...........................................

name other language (2) ............................................... year levels studied .............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ...................................................... Name language (2) (if relevant) ...............................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

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<th>Speak (to parents, family members, etc.)</th>
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<tr>
<td>Korean</td>
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<tr>
<td>other (if relevant)</td>
<td></td>
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</tbody>
</table>

............................................
Appendix 3: Program profile questionnaires

Chinese program profile

Indonesian program profile

Japanese program profile

Korean program profile
The teacher must complete this part (Questions 1–10).

Name of school ..................................................................................................................................................

Name of language teacher/coordinator ..................................................................................................................

Contact details (email) .......................................................... (telephone) ..........................................................

1. At which year levels is Chinese offered? (please circle)
   Grade/Year: P/K/R 1 2 3 4 5 6 7 8 9 10 11 12

2. In which years is Chinese compulsory? (please circle)
   Grade/Year: P/K/R 1 2 3 4 5 6 7 8 9 10 11 12

3. What language(s) (other than Chinese) does your school offer? (please circle)
   Indonesian   Japanese   Korean   others (please name) ..........................................................................

4. Does your school offer a study abroad program for students of Chinese?
   (please circle) Yes  No
   If Yes, at which year levels? ........................................ of what duration? ..........................................

5. Does your school have transition arrangements with another school?
   (please circle) Yes  No
   If Yes, please explain these arrangements ..................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................

6. Do you stream students into separate classes according to ability or language background?
   (please circle) Yes  No
   If Yes, please explain these arrangements ..................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................

7. If you have any other comments about the nature of the Chinese language programs at your school
   that might influence students’ achievement, please write them here.
   ..................................................................................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................
   ..................................................................................................................................................................
Appendix 3

Please complete questions for the relevant year levels below.

8. Information about the Year 6/7 program (final year of primary schooling * )
   (a) How many students are there in the Chinese class(es) in Year 6/7?
      Number of students ..............................
   (b) Please indicate approximate numbers according to language background.
      | English-speaking background | Chinese-speaking background | Other language background |
      |----------------------------|----------------------------|--------------------------|
      |                            |                            |                          |
   (c) How many lessons and contact minutes in Chinese are offered at Year 6/7?
      | Number of lessons per week | Contact minutes per lesson |
      |----------------------------|-----------------------------|
      |                            |                             |

9. Information about the Year 10 program
   (a) How many students are there in the Chinese class(es) in Year 10?
      Number of students ..............................
   (b) Please indicate approximate numbers according to language background.
      | English-speaking background | Chinese-speaking background | Other language background |
      |----------------------------|----------------------------|--------------------------|
      |                            |                            |                          |
   (c) How many lessons and contact minutes in Chinese are offered at Year 10?
      | Number of lessons per week | Contact minutes per lesson |
      |----------------------------|-----------------------------|
      |                            |                             |

10. Information about the Year 11/12 program (final year of secondary schooling * )
    (a) How many students are there in the Chinese class(es) for each course offered in Year 11/12?
        | Beginners (from Year 11) | Continuers (second language) | Second language advanced (Vic. Chinese only) | Background speakers (first language) |
        |-------------------------|-----------------------------|---------------------------------------------|-------------------------------------|
        |                         |                             |                                             |                                     |
    (b) How many lessons and contact minutes in Chinese are offered at Year 11/12 continuers (second language) level?
        | Number of lessons per week | Contact minutes per lesson |
        |-----------------------------|-----------------------------|
        |                             |                             |

Thank you

* The final years of primary and secondary schooling vary from state to state.
INDONESIAN PROGRAM PROFILE

The teacher must complete this part (Questions 1–10).

Name of school ...........................................................................................................................................

Name of language teacher/coordinator ........................................................................................................

Contact details (email) .................................................. (telephone) ....................................................

1. At which year levels is Indonesian offered? (please circle)
   Grade/Year: P/K/R 1 2 3 4 5 6 7 8 9 10 11 12

2. In which years is Indonesian compulsory? (please circle)
   Grade/Year: P/K/R 1 2 3 4 5 6 7 8 9 10 11 12

3. What language(s) (other than Indonesian) does your school offer? (please circle)
   Chinese Japanese Korean others (please name) ..............................................................................

4. Does your school offer a study abroad program for students of Indonesian?
   (please circle) Yes No
   If Yes, at which year levels? ............................................ of what duration? ........................................

5. Does your school have transition arrangements with another school?
   (please circle) Yes No
   If Yes, please explain these arrangements ..........................................................................................
   ............................................................................................................................................................

6. Do you stream students into separate classes according to ability or language background?
   (please circle) Yes No
   If Yes, please explain these arrangements ..........................................................................................
   ............................................................................................................................................................

7. If you have any other comments about the nature of the Indonesian language programs at your school that might influence students’ achievement, please write them here.
   ............................................................................................................................................................
   ............................................................................................................................................................
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   ............................................................................................................................................................

40
Appendix 3

Please complete questions for the relevant year levels below.

8. Information about the Year 6/7 program (final year of primary schooling *)
   (a) How many students are there in the Indonesian class(es) in Year 6/7?
      Number of students ..............................
   (b) Please indicate approximate numbers according to language background.

<table>
<thead>
<tr>
<th>English-speaking background</th>
<th>Indonesian-speaking background</th>
<th>Other language background</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

   (c) How many lessons and contact minutes in Indonesian are offered at Year 6/7?

<table>
<thead>
<tr>
<th>Number of lessons per week</th>
<th>Contact minutes per lesson</th>
</tr>
</thead>
<tbody>
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9. Information about the Year 10 program
   (a) How many students are there in the Indonesian class(es) in Year 10?
      Number of students ..............................
   (b) Please indicate approximate numbers according to language background.

<table>
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<tbody>
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</table>

   (c) How many lessons and contact minutes in Indonesian are offered at Year 10?

<table>
<thead>
<tr>
<th>Number of lessons per week</th>
<th>Contact minutes per lesson</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

10. Information about the Year 11/12 program (final year of secondary schooling *)
    (a) How many students are there in the Indonesian class(es) for each course offered in Year 11/12?

    | Beginners (from Year 11) | Continuers (second language) | Background speakers (first language) |
    |--------------------------|-----------------------------|-------------------------------------|
    |                          |                             |                                     |

    (b) How many lessons and contact minutes in Indonesian are offered at Year 11/12 continuers (second language) level?

    | Number of lessons per week | Contact minutes per lesson |
    |---------------------------|---------------------------|
    |                           |                           |

Thank you

* The final years of primary and secondary schooling vary from state to state.
Student Achievement in Asian Languages Education (SAALE) Project

JAPANESE PROGRAM PROFILE

The teacher must complete this part (Questions 1–10).

Name of school .................................................................................................................................

Name of language teacher/coordinator ............................................................................................

Contact details (email) ................................................. (telephone) .................................................

1. At which year levels is Japanese offered?  (please circle)
   Grade/Year: P/K/R  1  2  3  4  5  6  7  8  9  10  11  12

2. In which years is Japanese compulsory?  (please circle)
   Grade/Year: P/K/R  1  2  3  4  5  6  7  8  9  10  11  12

3. What language(s) (other than Japanese) does your school offer?  (please circle)
   Chinese  Indonesian  Korean  others (please name) .................................................................

4. Does your school offer a study abroad program for students of Japanese?  
   (please circle) Yes  No
   If Yes, at which year levels? ....................................................... of what duration? .........................

5. Does your school have transition arrangements with another school?  
   (please circle) Yes  No
   If Yes, please explain these arrangements ..................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

6. Do you stream students into separate classes according to ability or language background?  
   (please circle) Yes  No
   If Yes, please explain these arrangements ..................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

7. If you have any other comments about the nature of the Japanese language programs at your school 
   that might influence students’ achievement, please write them here.
   ....................................................................................................................................................
   ....................................................................................................................................................
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Appendix 3

Please complete questions for the relevant year levels below.

8. Information about the Year 6/7 program (final year of primary schooling *)
   (a) How many students are there in the Japanese class(es) in Year 6/7?
       Number of students ..............................
   (b) Please indicate approximate numbers according to language background.

       | English-speaking background | Japanese-speaking background | Other language background |
       |----------------------------|-----------------------------|--------------------------|
       |                            |                             |                          |
   (c) How many lessons and contact minutes in Japanese are offered at Year 6/7?

       | Number of lessons per week | Contact minutes per lesson |
       |----------------------------|---------------------------|
       |                            |                           |

9. Information about the Year 10 program
   (a) How many students are there in the Japanese class(es) in Year 10?
       Number of students ..............................
   (b) Please indicate approximate numbers according to language background.

       | English-speaking background | Japanese-speaking background | Other language background |
       |----------------------------|-----------------------------|--------------------------|
       |                            |                             |                          |
   (c) How many lessons and contact minutes in Japanese are offered at Year 10?

       | Number of lessons per week | Contact minutes per lesson |
       |----------------------------|---------------------------|
       |                            |                           |

10. Information about the Year 11/12 program (final year of secondary schooling *)
    (a) How many students are there in the Japanese class(es) for each course offered in Year 11/12?

       | Beginners (from Year 11) | Continuers (second language) | Background speakers (first language) |
       |-------------------------|-----------------------------|-------------------------------------|
       |                         |                             |                                     |
    (b) How many lessons and contact minutes in Japanese are offered at Year 11/12 continuers (second language) level?

       | Number of lessons per week | Contact minutes per lesson |
       |----------------------------|---------------------------|
       |                            |                           |

Thank you

* The final years of primary and secondary schooling vary from state to state.
KOREAN PROGRAM PROFILE

The teacher must complete this part (Questions 1–10).

Name of school ........................................................................................................................................................................

Name of language teacher/coordinator ........................................................................................................................................

Contact details (email) ................................................................................................................................. (telephone) ........................................................................................................................................

1. At which year levels is Korean offered? (please circle)
   Grade/Year:  P/K/R  1  2  3  4  5  6  7  8  9  10  11  12

2. In which years is Korean compulsory? (please circle)
   Grade/Year:  P/K/R  1  2  3  4  5  6  7  8  9  10  11  12

3. What language(s) (other than Korean) does your school offer? (please circle)
   Chinese  Indonesian  Japanese  others (please name) ........................................................................................................

4. Does your school offer a study abroad program for students of Korean? (please circle)
   Yes  No
   If Yes, at which year levels? ........................................................................ of what duration? ..............................................

5. Does your school have transition arrangements with another school? (please circle)
   Yes  No
   If Yes, please explain these arrangements .........................................................................................................................
   .........................................................................................................................................................................................

6. Do you stream students into separate classes according to ability or language background? (please circle)
   Yes  No
   If Yes, please explain these arrangements .........................................................................................................................
   .........................................................................................................................................................................................

7. If you have any other comments about the nature of the Korean language programs at your school that might influence students’ achievement, please write them here.
   .........................................................................................................................................................................................
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Appendix 3

Please complete questions for the relevant year levels below.

8. Information about the Year 6/7 program (final year of primary schooling *)

(a) How many students are there in the Korean class(es) in Year 6/7?
   Number of students ..............................

(b) Please indicate approximate numbers according to language background.

<table>
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(c) How many lessons and contact minutes in Korean are offered at Year 6/7?

<table>
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9. Information about the Year 10 program

(a) How many students are there in the Korean class(es) in Year 10?
   Number of students ..............................

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10. Information about the Year 11/12 program (final year of secondary schooling *)

(a) How many students are there in the Korean class(es) for each course offered in Year 11/12?

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(b) How many lessons and contact minutes in Korean are offered at Year 11/12 continuers (second language) level?

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Thank you

* The final years of primary and secondary schooling vary from state to state.
Appendix 4: Key performance measures

4a: Chinese Year 6/7, Year 10, Year 12
4b: Indonesian Year 6/7, Year 10, Year 12
4c: Japanese Year 6/7, Year 10, Year 12
4d: Korean Year 6/7, Year 10, Year 12

Appendix 4a: Chinese

Year 6/7

Contexts
Familiar or predictable contexts relating to young learners’ immediate interests, needs, or experiences (e.g. personal and community life, leisure and recreation, local and near environments).

Listening
Skills
- understand gist, sentences, keywords, main ideas, single items of information
- deal with some minimal unpredictability and infer meaning from context
- recognise features of common text types (e.g. card, note)
- identify purpose of text (e.g. statement, request, question)
- recognise basic text organisation (e.g. sequence of events)
- recognise roles and relationships of participants
- recognise intonation (tone of individual syllables)
- interpret gestures and facial expressions.

Text types (in live, taped, or multimedia format)
- short phrases and sentences (e.g. questions, statements, classroom instructions, announcements)
- several linked utterances (e.g. short conversations, songs)
- longer texts with repetitive or well-rehearsed language and contextual support (e.g. simple stories, procedures).

Task types
- complete a chart or graph, fill in details (e.g. simple forms, label a diagram)
- respond non-verbally, for example, using actions (e.g. Simon says), draw a picture following simple instructions (e.g. colouring, games, craft activities, and classroom procedures)
- respond appropriately to simple and familiar questions or conversation leads (e.g. tell me about... to demonstrate understanding).

Level of support
- speed and delivery may be modified, or repeated a number of times
- vocabulary is pre-taught or highly contextualised
- access to visual cues (e.g. pictures, realia, tone, gestures and facial expressions)
- subtitles provided for viewed texts (e.g. movies/documentaries).

Speaking
Skills
- use comprehensible pronunciation and approximate tones
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures)
- use gestures and facial expressions to convey meaning
- ask for clarification.
Appendix 4

**Task types**
- interaction: greet and introduce, exchange personal information, request information, respond to simple predictable yes/no or factual questions, ask prepared questions as part of a simple dialogue
- monologue: name and describe objects; present information (e.g. simple reports); describe simple events, actions; give directions; leave simple messages; make a simple announcement.

**Level of support**
- language required has been rehearsed well
- access to models or scaffolds (e.g. concept maps, drafts, notes, cue cards, prompting)
- may occasionally use some English words to cover gaps in their Chinese.

**Reading**

**Skills**
- understand gist, keywords, main ideas, single items of information
- infer meaning from context and deal with some minimal unpredictability
- recognise features of common text types (e.g. letters, forms, tickets, brochures
- identify purpose of, for example, captions, labels, headings
- recognise basic text organisation (e.g. sequence of events)
- recognise roles and relationships of participants.

**Text types (in print or multimedia format)**
- short and simple texts on familiar topics comprising single words or phrases (e.g. captions, labels, packets, tickets, advertisements, icons)
- texts containing simple structures and contextual support (e.g. simple illustrated stories, simple procedures, letters, email messages/chat, recipes).

**Task types**
- provide details or make choices, for example, complete simple forms, select preferred objects/items, follow simple instructions, draw a picture to illustrate a text, complete a chart.

**Level of support**
- content highly contextualised, with access to visual cues (e.g. photos, illustrations)
- access to word banks, character lists, and other environmental print
- vocabulary may be glossed in pinyin or word list.

**Writing**

**Skills**
- use modelled language and formulaic expressions
- use new vocabulary in well-rehearsed structures
- copy/write characters using appropriate stroke order, presenting characters with balance and proportion
- use appropriate punctuation (e.g. full stops, commas)
- plan and edit own work
- write in pinyin where characters are not known/available.

**Task types**
- copy/write single words or phrases, for example, lists, labels, cartoons and captions, and complete cards and invitations
• use simple, familiar sentence patterns to write short personal letters, email messages, messages, diary entries, and descriptions
• substitute language items in a familiar model to produce original text (e.g. narratives).

Level of support
• language required has been rehearsed well
• access to models or scaffolds (e.g. concept maps)
• may use pinyin to cover gaps in their character knowledge
• easy access to resources (e.g. word lists, character lists).

Knowledge of language as a system
Comprehend or produce simple, well-rehearsed, mostly formulaic language, including:
• basic sentences (e.g. actions, adjectives, prepositional phrases)
• basic word order (e.g. SVO, STVO, SPVO)
• simple questions (e.g. ma particle, interrogative pronouns).

Linguistic elements

Nouns
• common 老,书
• proper 妈妈,王老师

Pronouns
• personal 我(们),你(们),他/她/它(们)
• demonstrative 这,那,这儿/这里,那儿/那里
• interrogative 谁,什么,哪,哪儿?,几,多少

Numerals
• counting 零,一,二,三,四,十,百,千,万
• ordinals 第

Measure words
• animals 只,条,匹
• classroom objects 本,支。
• clothes 件,条,双
• time 点(钟),分钟

Verbs
• action 走,看,写
• emotive 喜欢,知道,爱
• auxiliary 要,可以,应该
• direction 上/下,来/去/回
• special 是,有

Adverbs
• frequency 常常,
• linking 也,还
Appendix 4

quantity 都，只
degree 非常，最
negation 不，没（有）

Prepositions
position 在
direction 对，给

Conjunctions
linking (pro)nouns 和，跟
alternative 还是 (question)
或观 (statement)

Particles
verbal 了
modal 吗,呢,吧; 了
possessive

Questions
吗 type …吗?
affirmative/negative verb, 不/ 没 verb
using a pronoun 什么,谁,哪,怎么,几,多少
alternative type 还是

Exclamations 呀,哦

Imperatives 吧 (suggestive), 不要 (command)

Sociocultural knowledge
Awareness of explicitly taught aspects of cultural values and practices, for example —
• body language, gestures, intonation, and other cues
• greetings
• forms of address.
The learner:
• contributes to class discussions about cultural values and practices and how these are expressed in language use
• explores the diversity of cultures and languages in the community, including identifying local representations of Chinese culture (e.g. Chinatown, shops, restaurants, places of worship)
• explores representations of cultures (e.g. flags, maps, costumes), including identifying Chinese examples
• identifies features of cultural expression (e.g. food, music, dance, games, celebrations) and engages in cultural activities, for example, Chinese songs, traditional games, festivals (e.g. spring festival, mid-autumn festival)
• explores the diversity of cultural practices (e.g. stories, dance, songs and music, traditional dress, art and craft) within the community
• recognises that there are culturally appropriate expressions and behaviour for particular contexts, and identifies Chinese and English examples of culturally appropriate use (e.g. greetings, gestures, modes of address, social etiquette)
• identifies features of Chinese lifestyle and compares aspects of own lifestyles and beliefs (e.g. family structure and roles, festivals and celebrations)
• recognises the value of cultural practices to one’s sense of identity (e.g. how people dress and speak, what they eat, believe, and celebrate)
• identifies ways in which other communities have contributed to the Australian way of life (e.g. food, the arts, festivals, manners and attitudes, achievements in science and industry).

Year 10

Contexts
A range of contexts relating to the interests, needs, or experience of adolescent learners, for example, personal and community life, leisure and recreation, lifestyles, and the environment.

Listening

Skills
• understand gist, main ideas, keywords, specific information
• identify the overall purpose (e.g. to inform, entertain, persuade)
• distinguish facts and opinions
• infer the meaning of some unknown words from context
• recognise features of different text types
• recognise relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
• recognise roles and relationships of participants
• distinguish meaning of individual words by referring to tone
• interpret gestures and facial expressions.

Text types (in live, taped, or multimedia format)
• short utterances (e.g. a statement, a request, a question, an announcement)
• familiar conversations on everyday topics
• short stories relating to students’ experiences and recording actions or events
• longer passages containing familiar repetitive language (e.g. recount, narrative, description (of events, people, places, events, and things) stories, procedures).

Task types
• answer comprehension questions; describe and comment on themes, characters, and events
• complete a chart, diagram, or graph; fill in missing words; select from options (e.g. a title or heading); label diagrams; follow instructions
• respond non-verbally, for example, using actions, sequence a set of pictures, follow instructions (e.g. to complete a puzzle).

Level of support
• speed and delivery of text may be modified, or may be repeated
• contextualised and predictable, or limited level of unpredictability
• subtitles may be provided for movies/documentaries.
Appendix 4

Speaking

Skills
- initiate interactions on familiar topics
- formulate and respond to factual questions
- respond to some unpredictability in an interaction
- use simple strategies to sustain an interaction (e.g. ask for clarification)
- create mood and feeling (e.g. through the use of adjectives)
- create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
- organise ideas in a logical sequence and link ideas (i.e. using common connectors)
- approximate correct pronunciation and intonation patterns
- monitor own language and attempt self-correction
- use non-verbal language.

Task types
- monologues: simple messages, directions, short sequences of instructions, short prepared talk on a familiar topic (e.g. descriptions of people, places, and things), give an explanation, recount actions, stories, past events, talk about future aspirations, prepare a short oral presentation
- interaction: solve information-gap activities (e.g. making arrangements), participate in semi-scripted dialogues and role plays or unscripted discussions on a prepared topic.

Level of support
- language required has typically been rehearsed well
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, charts, notes, cue cards, prompting).

Reading

Skills
- understand gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- make judgments about the relevance of detail
- infer the meaning of some unknown words from the context
- recognise features of different text types
- recognise relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- evaluate the impact of different linguistic choices
- recognise roles and relationships within the text.

Text types (in print or multimedia format.)
- straightforward, modified authentic texts, for example, simple written instructions (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements
- short stories relating to students’ experiences and recording actions or events
- longer texts containing some unfamiliar language (e.g. stories and modified magazine articles).

Task types
- answer comprehension questions, describe themes, characters, and events
- complete a chart, diagram or graph; match information to text (e.g. a plan of a house); choose an appropriate title or heading; follow instructions; interpret simple data (e.g. a chart, diagram, or graph).
**Level of support**
- access to bilingual dictionaries, word banks, character lists, and other environmental print
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- texts are contextualised and predictable, unfamiliar/low frequency characters vocabulary glossed.

**Writing Skills**
- present ideas in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending to new contexts
- summarise information or combine information from a range of sources
- observe the relevant text conventions (e.g. appropriate format, paragraphs, and topic sentences)
- use correct punctuation (e.g. full stops, commas)
- plan and edit own work
- use Chinese input methods to create digital texts in Chinese
- write characters with appropriate stroke sequence.

**Task types**
- write in different genres, for example, poster, advertisement (e.g. for a school event)
- simple cohesive texts, for example, a story, report, letter, a set of instructions, postcard, journal entry, personal message, a description (people, places, events, and things), an email
- longer texts of several paragraphs, for example, present information or ideas (e.g. a postcard as a journal entry, a survey into a graph or an article in the form of a letter), create a simple web page.

**Level of support**
- language required has typically been rehearsed well
- access to multimedia resources, bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts)
- use character lists and dictionaries to access unfamiliar words.

**Knowledge of language as a system**
Comprehend or produce well-rehearsed and formulaic language, including:
- a range of sentence structures (e.g. commands, requests, question forms)
- tense markers (e.g. past, future tenses)
- cohesive devices, such as sequence markers and coordinating conjunctions
- some idiomatic and colloquial language.

**Nouns**
- common 人, 书  
- proper 白彼得, 王老师

**Pronouns**
- personal 我们, 你(们), 他/她(们)
- demonstrative 这, 那, 这儿/这里, 哪儿/那里
- interrogative 谁, 什么, 哪, 哪儿?, 哪, 多少
**Appendix 4**

**Numerals**
- **counting** 零,一,二,三,四,十,百,千,万  
- **ordinals** 第  
- **fractions** 三分之一  
- **decimals** 五点一  

**Measure words**
- **animals** 只,条,匹  
- **clothes** 件,条,双  
- **weight** 斤,公斤  
- **time** 点(钟),分钟,年,月,星期,日  
- **verbal** 次,下,回  

**Verbs**
- **action** 走,看,写  
- **auxiliary** 能,会,要,可以,应该  
- **identification, existence location** 是,有,在  

**Adjectives** (e.g. shape and size, colour, weather, appearance, mood)

**Adverbs**
- **frequency** 常常,不常,总,又,再  
- **sequence** 就,才,刚  
- **quantity** 都,只  
- **negation** 不,没（有）  

**Prepositions**
- **distance** 从,离  
- **direction** 对,给  
- **passive** 被  
- **comparative** 比,一样  

**Conjunctions**
- **linking (pro)nouns** 和,跟  
- **linking phrases** 因为...所以...,虽然...但是...,不但...而且,以前,的时候,以后  

**Particles**
- **structural** 的 (possessive),的 (attributive)  
- **modal** 吗,呢,吧,了  

**Complements**
- **degree** V得adjective  
- **result** V+完到/在/给/好
direction
V+来/去;V+上来/下去/回来/回去
potential
V得 adjective/verb

Questions
interrogative particle …吗?
affirmative-negative verb verb, 不/没 verb
using a pronoun 什么, 谁, 哪, 怎么, 几, 多少 alternative type 还是

Exclamations 啊, 了, 啦, 呀

Imperatives 吧 (suggestive), 不要 (command)

Sociocultural knowledge
Awareness of aspects of culture, values, and practices, for example —
• body language, gestures, and other cues
• greetings
• forms of address.
The learner:
• contributes to class discussions about Chinese cultural values and practices and how these are expressed in language use
• recognises the value of cultural practices to one’s sense of identity (e.g. how people dress and speak, what they eat, believe, and celebrate)
• recognises that there are culturally appropriate expressions and behaviour for particular contexts, and identifies Chinese and English examples of culturally appropriate use (e.g. greetings, gestures, modes of address, social etiquette)
• explores local representations of Chinese culture (e.g. Chinatown, shops, restaurants, places of worship) and how and where Chinese language (characters) is used in these contexts
• explores representations of Chinese culture in everyday life, and identifies the language used to represent values and practices
• recognises how culturally appropriate Chinese language and behaviour are used in formal and informal contexts (e.g. peers, family, teachers)
• identifies features of Chinese lifestyle mentioned in texts and compares aspects of own lifestyles and beliefs (e.g. family structure and roles, festivals, and celebrations)

Year 12

Contexts
Themes and topics listed in the curriculum documents of all states are similar and include the following:
• The individual, including the self and family, education, everyday life and activities
• Chinese-speaking communities, including special celebrations, tourism, daily life in Chinese communities and migrant experiences
• The changing world, including family life, social issues, youth issues, gender issues, the world of work, technology.

Listening
Skills
• identify gist, main ideas, keywords, specific information
• make judgments about the relevance of detail
Appendix 4

• identify the tone, audience, context, and purpose (e.g. to inform, entertain, persuade)
• identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
• recognise features of different text types
• recognise roles and relationships of participants
• distinguish facts and opinions
• infer the meaning of some unknown words from the context
• infer points of view, opinions, and ideas from context and/or choice of language and intonation
• summarise, interpret, analyse, and evaluate information
• appreciate cultural aspects critical to understanding the text
• interpret gestures and facial expressions.

Text types
• short utterances (e.g. a statement, a request, a question, an announcement)
• longer passages, for example, conversations, interviews, simple recount, narrative, description (of events, people, places, events, and things), stories, procedures, speeches or talks (scripted)
• authentic texts, for example, news broadcast, film, TV advertisement, or documentary (subtitled).

Task types
• follow instructions; describe and comment on themes, characters, and events; write a summary; retell stories; or re-present or reorganise information.

Level of support
• access to visual cues, stimuli.

Speaking

Skills
• initiate and maintain interactions
• use a range of question and answer forms
• describe experiences, opinions, ideas, and feelings
• summarise information or combine information from a range of sources
• express arguments to support a point of view
• organise ideas in a logical sequence
• use appropriate non-verbal forms of communication
• convey information appropriate to context, purpose, and audience
• use appropriate intonation, stress, and pitch
• use language appropriate to different social context
• use simple stylistic techniques, such as repetition, questions, exclamations, or changes in tone and speed of delivery
• monitor own language and self-correct/rephrase
• use strategies to sustain an interaction (e.g. fillers, request for clarification)
• respond to some unpredictability in an interaction.

Task types
• simple messages; give directions or instructions; present a short prepared talk; descriptions of people, places, and things; give an explanation; express an opinion or try to persuade others; recount actions, stories, past events; talk about future aspirations; participate in conversations, discussions, interviews.
Level of support
- access to bilingual dictionaries, word banks, charts and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to notes, cue cards, prompting
- access to visual aids (e.g. data show).

Reading
Skills
- understand and convey the gist, identify main ideas, keywords, specific information
- identify the tone, audience, context and overall purpose (e.g. to inform, entertain, persuade)
- identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship, main and supporting ideas)
- make judgments about the relevance of detail
- distinguish facts and opinions
- infer points of view, opinions, and ideas
- summarise, interpret, analyse, and evaluate information
- identify similarities and differences between texts, and find evidence to support particular views
- recognise roles and relationships of participants
- evaluate the impact of different linguistic choices (e.g. formal/informal styles, registers, metaphors, similes)
- recognise features of different text types
- use information from the text to infer meaning
- infer the meaning of some unknown words from context
- appreciate cultural aspects critical to understanding the text.

Text types
- written instructions (e.g. a recipe), a procedure, labels, packets, tickets, advertisements, email, article, description, journal entry, letter, narrative account, personal profile, recount, report, review, short story, newspaper article, or documentary.

Task types
- Answering comprehension questions; describing and commenting on themes, characters, and events; writing a summary; retelling a story; re-presenting and re-organising information; comparing different reports of the same event; making and justifying judgments; responding to letters, emails, etc.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- vocabulary may be glossed.

Writing
Skills
- write texts appropriate to context, purpose, and audience
- present ideas/events in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
• observe the relevant text conventions (e.g. appropriate format, paragraphs, and topic sentences)
• use correct spelling, spacing, and punctuation (e.g. full stops, question marks, commas).

Task types
• write single words or phrases (e.g. a list, greeting card, name tag, label, poster, advertisement)
• simple cohesive texts, for example, a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (people, places, events, and things)
• longer texts of several paragraphs, for example, present information or ideas, express a point of view, provide an explanation, present information in another format (e.g. rewrite an article in the form of a letter).

Text types
• personal, informative, imaginative, descriptive, reflective, persuasive, and evaluative writing
• article; journal/diary entry; informal/formal letter; message/note; report; postcard; recount/story/email; script of an interview, speech or talk; advertisement; leaflet/brochure; personal profile; résumé; summary.

Level of support
• access to bilingual dictionaries, word banks, charts, and other environmental print.
• access to models or scaffolds (e.g. concept maps, planning charts).

Knowledge of language as a system
The grammar students are expected to recognise and use is described through a series of categories using descriptive grammar terms and including phonology. The major features of Chinese linguistic forms are covered in slightly different ways in syllabus documents of the different states. The list below is representative of what most states and territories have included.

1. Phonology
• tones: four tones, neutral tone, and tone changes: two or more third tones in sequence, e.g. 不；一

2. Morphology and syntax
Nouns
• proper nouns, e.g. 中国；澳大利亚；保罗
• general nouns, e.g. 老师；学校；意见
• reduplication of nouns, e.g. 人人；家家

Position words
• 上；下；里；外；前；后；旁； 中（间）；左；右；东；南；西；北
• with suffix, e.g. 前面；外面
• as attributive with nouns, e.g. 前门；后院
• with prepositions, e.g. 往回走

Pronouns
• personal, e.g. 我；咱们；人家；自己
• demonstrative, e.g. 这；那； 每； 另（外）
• interrogative, e.g. 谁； 什么；怎么；怎么样
• interrogative, of general notation (indirect use), e.g. 谁都可以去。
**Numerical expressions**
- cardinal numbers, e.g. 0 to 1 000 000 000; ordinal numbers, e.g. 第一
- approximation, e.g. 二十几；四百多；三百左右；fractions, e.g. 四分之三
- date: 年；月；日（号）；星期；time: clock time, e.g. 三点钟（半/刻）
- telephone numbers; price, e.g. 六十块（元/毛/角/分）
- form of address, e.g. 三姨；二哥

**Measure words**
- with nouns, e.g. 一个人；两张桌子；一些苹果
- with verbs, e.g. 两次；四遍；我去了五遍。
- reduplication, e.g. 个个；本本；天天；年年

**Verbs**
- equative: 是；姓；叫; action, e.g. 走；吃；玩
- 有/没有 (to have; indicating existence)
- Reduplication, e.g. 看看；等一等
- ‘verb-object’ construction, e.g. 看书；睡觉
- optative: 想；要；会；能；可以；应该；愿意

**Aspect of verbs**
- 着 (continuing), e.g. 他穿着一件很漂亮的毛衣。
- 过 (experiential), e.g. 我们去过中国。
- 了 (completion), e.g. 我买了三张票。

**Adjectives**
- general, e.g. 好；高；好听
- reduplication, e.g. 高高；瘦瘦；干干净净；高高兴兴

**Attributes**
- numeral–measure word, e.g. 两只狗；
- demonstrative pronoun, e.g. 这本书
- noun + 的, e.g. 朋友的车
- pronoun + 的, e.g. 她的笔
- subject–predicate construction, e.g. 他写的信
- verb + 的, e.g. 今天来的同学
- verbal construction + 的, e.g. 跟你跳舞的女孩子
- disyllabic adjective + 的, e.g. 漂亮的衣服
- adjective construction + 的, e.g. 很好的朋友

**Adverbs**
- 也；都；很；太；一共；（正）在；还 (in addition to; besides); 不；没有
- 还 (existence, continuation of action, still), e.g. 还早呢；
- 还 (emphatic), e.g. 你还不快点儿！
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- 再 (then), e.g. 明天再来吧！
- 又 (again), e.g. 你又忘记了！
- 又 (in addition), e.g. 我吃了面包，又吃了一块蛋糕。
- 少；已经
- 又 (again), e.g. 你又忘记了！
- 又 (then), e.g. 他吃了就看电视。
- 就 (sooner, quicker, earlier), e.g. 今天我就想去。
- 就 (emphatic), e.g. 就要这些。
- 之前；比较；最

Adverbial modifiers
- adverb, e.g. 常常去
- monosyllabic adjective, e.g. 多听
- disyllabic adjective, e.g. 认真地听
- prepositional construction, e.g. 给她打电话。
- noun-measure denoting time, e.g. 我们三点去。

Complements
- degree, e.g. 她跑得很快。
- quantity, e.g. 他比我小四岁。
- resultative, e.g. 吃完；听懂
- action–measure, e.g. 再说一遍
- simple directional, e.g. 放下；走进
- complex directional, e.g. 拿回去；走进来
- potential (positive and negative), e.g. 看得见；做不完
- time–measure, e.g. 睡了一个小时

Prepositions
- 从；在；给, e.g. 给我打电话); 离, e.g. 离我家很近); 往；跟；对, e.g. 他对我说)

Particles
- 的: see above ‘Attributes’
- 地: see above ‘Adverbial modifiers’
- 得: see above ‘Complements’ (complement of degree, potential complement)
- aspect: 了；着；过: see above ‘Aspect of verbs’
- modal: 啊 (affirmation, approval, consent), e.g. 好啊！
  - 吧 (softening tone), e.g. 走吧。
  - 吧 (tone of uncertainty), e.g. 不对吧？
  - 的 (denoting certainty), e.g. 他一定来的。
  - 了 (reminding, warning), e.g. 别忘了。
  - 了 (change/new circumstances), e.g. 今天不上课了。
  - 呢 (tone modifier), e.g. 我还在工作呢！
- interrogative: 吗；呢；吧 (confirmation)
Conjunctions  和；还是；或者；可是

Exclamations  哎哟；喂

Sentence types
- verb–predicate sentence
  - 是，e.g. 这是我爸爸。
  - 是 + 的 construction, e.g. 这是你的。
  - with verbal predicate, e.g. 我学汉语。
  - with predicate verb taking two objects, e.g. 她教我们汉语。
  - with verbal expressions in series, e.g. 他去买东西。
  - existential, e.g. 前面是图书馆。房间里有人。
  - pivotal, e.g. 我请他写。他让我买。有人在家。
  - subject–object predicate sentence as object, e.g. 他知道你来。
  - sub-predicate construction as predicate, e.g. 你身体很好。他工作怎样？
  - notional passive, e.g. 药吃完了。
  - passive, e.g. 让，叫，我们的行李让她拿走了。
- nominal-predicate sentence, e.g. 她十四岁。现在三点。我北京人。
- adjective-predicate sentence, e.g. 他很高兴。
- interrogative sentence:
  - with 吗, e.g. 你是不是澳大利亚人？
  - with ‘affirmative-negative’ form, e.g. 你是不是澳大利亚人？
  - with interrogative pronoun, e.g. 这是什么？他是谁？
  - alternative sentence with 还是, e.g. 她是不是中国人还是日本人？
  - elliptical with 呢, e.g. 你呢？(content dependent); 李老师呢？我的笔呢？(asking where?)
  - ‘tag’ question: ... ...，好吗？... ...行吗？... ...，可以吗？
- subjectless sentence, e.g. 下雨了。上课了。
- single word (or phrase representing single idea), e.g. 队。票。什么。小心！对不起。劳驾。哎哟！
- comparative sentence:
  - simple comparison, e.g. 她大，我小；with 比；with 跟... ...一样；
    他说得有你（那么/这么）流利吗？我跑得没有他快。
    with 象... ...一样

Constructions
- ... ...的时候；... ...极了；从... ...到... ...。
- ... ...多了, e.g. 这样做就容易多了。
- 不是... ...吗, e.g. 你不是不想来吗？
- 不但... ...而且, e.g. 我们不但要发展工业，而且要保护环境。
- 除了... ...以外, e.g. 除了我以外，他们都是上海人。
- 的, e.g. 做饭的。
- 多么... ...啊, e.g. 这儿的风景多么美啊！
- 跟... ...一起, e.g. 跟同学们一起去游泳。
- 快... ...了, e.g. 快点儿，银行快要关门了！
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- 连... ...也/都... ..., e.g. 他刚来的时候，连一句英文都不懂。
- 虽然... ...但是... ..., e.g. 虽然参加的人不多，但是我们也玩得很高兴。
- 要... ...了, e.g. 快点儿，火车就要开了！
- 要是... ...就... ..., e.g. 要是下雨，我们就在家里看电视。
- 一... ...就... ..., e.g. 我一起床就去跑步。
- 有的... ...有的... ... , e.g. 这个建议，有的人赞成，有的人反对。
- 有(一)点儿... ... , e.g. 这个菜有点儿辣。
- 因为... ...所以... ... , e.g. 他因为病了，所以没有来上课。
- 是... ...的, e.g. 他是坐飞机来的。
- 的, e.g. 把书打开。
- 又... ...又... ... , e.g. 又红又大；又便宜又好
- 一面/边... ...一面/边... ... , e.g. 他一面吃饭一面看书。
- 先... ... , 然后... ... , 最后... ... , e.g. 先去上海然后去北京最后去西安。
- 越... ...越... ... , e.g. 越来越好

3. **Formulae**, e.g. 您贵姓？慢走。我外语学院。

4. **Style**
   - form of address, e.g. 老师；王太太；小红；老张
   - formal and informal, e.g. 您 - 你；贵姓？- 姓什么？；位 - 个

5. **Non-verbal communication**, e.g. gestures, facial expressions
   (Source: Queensland Studies Authority, Chinese Senior Syllabus 2008, pp. 20–6)

Sociocultural knowledge

Awareness of:
- aspects of culture, values, and practices (e.g. body language, gestures, and other cues, greetings, forms of address)
- the value of cultural practices to one’s sense of identity (e.g. how people dress and speak, what they eat, believe, and celebrate)
- culturally appropriate expressions and behaviour for particular contexts (e.g. greetings, gestures, modes of address, social etiquette)
- local representations of Chinese culture (e.g. Chinatown, shops, restaurants, places of worship)
- representations of Chinese culture in everyday life and the language used to represent values and practices
- how culturally appropriate Chinese language and behaviour are used in formal and informal contexts (e.g. peers, family, teachers).
Appendix 4b: Indonesian

Year 6/7

**Contexts**
Familiar or predictable contexts relating to young learners’ immediate interests, needs, or experience (e.g. personal and community life, leisure and recreation).

**Listening**

**Skills**
- understand gist, sentences, keywords, main ideas, single items of information
- recognise features of common text types
- identify text purpose (e.g. statement, request, question)
- infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- recognise roles and relationships of participants
- recognise intonation
- interpret gestures and facial expressions.

**Text types**
- short phrases and sentences (e.g. questions, statements, classroom instructions, announcements)
- several linked utterances (e.g. short conversations, poems, songs)
- longer texts with repetitive or well-rehearsed language and contextual support such as pictures, realia, tone, gestures, and facial expressions (e.g. simple stories, procedures, in live, taped, or multimedia format).

**Task types**
- complete a chart or graph, produce simple, formulaic responses
- respond non-verbally, for example, using actions (e.g. Simon says) or miming, following simple instructions (e.g. classroom procedures, colouring), draw a picture.

**Level of support**
- speed and delivery may be modified
- the listening text may be repeated a number of times
- difficult vocabulary may be pre-taught
- access to visual cues (e.g. pictures, realia, tone, gestures, and facial expressions)
- subtitles may be provided for movies/documentaries.

**Speaking**

**Skills**
- use correct pronunciation
- ask for clarification (e.g. *maaf, saya tidak mengerti*)
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures)
- use gestures and facial expressions to convey meaning.
Appendix 4

Task types
- interaction: greet and introduce; exchange personal information; request information; respond to simple and predictable questions (e.g. Apa kabar?); ask prepared questions as part of a simple dialogue
- monologue: name and describe objects; present information; recount events, actions, or stories; give directions; leave simple messages; make a simple announcement.

Level of support
- language required has been well rehearsed
- access to models
- may occasionally use some English words to cover gaps in Indonesian
- access to notes, cue cards, prompting.

Reading
Skills
- understand sentences, gist, keywords, main ideas, single items of information
- recognise features of common text types
- identify text purpose (e.g. statement, request, question)
- infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- recognise roles and relationships within the text.

Text types
- short texts comprising single words or phrases (e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines)
- longer texts containing simple structures and contextual support (e.g. simple illustrated stories and simple folk tales, letters, simple procedures, email messages, subtitles, in print or multimedia format).

Task types
- complete a chart or graph, enter personal details on a form, select the best title for a story, follow simple instructions, select or draw a picture to illustrate a text.

Level of support
- access to dictionaries, word banks, charts, and other environmental print
- access to visual cues (e.g. photos, illustrations)
- difficult vocabulary may be glossed or pre-taught
- highly contextualised.

Writing
Skills
- use correct spelling and punctuation
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures)
- write linked sentences to form a short paragraph
- plan and edit own work.
**Task types**
- write single words or phrases, for example, write a list or complete a card, name tag, labels (e.g. for classroom objects), cartoon speech bubbles
- substitute language items in a familiar model to produce original text (e.g. a simple narrative, recount or report, letter, personal opinion, description, diary entry, email, simple message.

**Level of support**
- language required has been well rehearsed
- access to models or scaffolds (e.g. concept maps, planning charts)
- may occasionally use some English words to cover gaps in their Indonesian.

**Knowledge of language as a system**
Comprehend or produce simple, well-rehearsed, formulaic language, including:
- basic sentences (e.g. *ini buku, saya suka es krim*)
- basic word order, including noun phrases; using adjectives/possessives (e.g. *itu pena, rumah itu tinggi, buku biru saya, nama saya Bill*)
- simple questions (e.g. *apa itu?, siapa nama kamu? di mana buku saya?*)
- prepositions (e.g. *di atas, di bawah, di depan*)
- adjectives (e.g. *besar, kecil*)
- negatives (e.g. *tidak, bukan, belum*)
- pronouns (e.g. *saya, dia, kamu, mereka*)
- plurals (e.g. *buku buku saya/ dua buku*)
- verbs (e.g. *jalan, minum, makan, suka, main*)
- some basic word formations (e.g. *ber- / me- prefixes*)
- some link words (e.g. *dan, tetapi, juga, karena, sebelum, sesudah, lalu, kemudian*)
- comparatives (e.g. *lebih, kurang…*).

**Sociocultural knowledge**
Awareness of explicitly taught aspects of culture, values, and practices, for example —
- body language, gestures, intonation, and other cues
- greetings (e.g. *selamat pagi, apa kabar?*)
- forms of address (*kamu/ibu/Bapak* using the person's name instead of 'you')
- aspects of lifestyle (e.g. *mandi*)
- other important conventions (e.g. use of the right hand).
Year 10

Contexts
A range of formal/informal contexts, themes, and topics that the classroom teacher determines to take account of the needs, resources, and facilities of the school and community, for example, leisure, relationships, study, careers, and the media, and issues of concern to young people (e.g. environmental issues, the impact of technology, and globalisation).

Listening
Skills
- understand gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- recognise features of different text types
- recognise relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- recognise roles and relationships of participants
- recognise intonation
- interpret gestures and facial expressions.

Text types
- short simple utterances (e.g. a statement, a request, a question, an announcement)
- straightforward familiar conversations,
- longer passages containing repetitive language and some unfamiliar language (e.g. simple recount, narrative, description (of events, people, places, and things), short stories, simple poems, procedures.

Task types
- complete a chart, diagram, or graph, select from options (e.g. a title or heading), match information to text (e.g. a plan of a house, or a diagram), follow instructions, answer comprehension questions, describe and comment on themes, characters, and events
- respond non-verbally, for example, using actions, sequence, a set of pictures, follow instructions (e.g. to complete a puzzle).

Level of support
- speed and delivery of text may be modified or may be repeated
- contextualised and predictable language (i.e. limited level of unpredictability)
- visual prompts such as tone, gestures, and facial expressions or realia may be provided
- subtitles may be provided for film/animations.

Speaking
Skills
- initiate interactions on familiar topics
- ask for clarification (e.g. maaf, tolong ulangi)
- use simple strategies to sustain an interaction (e.g. maaf, sekali lagi)
- formulate and respond to factual questions
- respond to some unpredictability in an interaction
• create mood and feeling (e.g. through the use of adjectives)
• create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
• summarise information or combine information from a range of sources
• organise ideas in a logical sequence and link ideas
• approximate correct pronunciation, stress patterns, intonation, and phrasing
• monitor own language and attempt self-correction
• use gestures and facial expressions to convey meaning.

Task types
• monologues: give simple messages, directions, short sequences of instructions, a short prepared talk on a familiar topic (e.g. as part of a PowerPoint presentation), descriptions (of people, places, and things), give an explanation, express an opinion to, recount (actions, stories, past events), talk about future aspirations
• interaction: participate in information gap activities (e.g. making arrangements), semi-scripted dialogues and role plays, unscripted discussions on a prepared topic.

Level of support
• language required has typically been well rehearsed
• access to bilingual dictionaries, word banks, charts, and other environmental print
• access to models or scaffolds (e.g. concept maps, planning charts)
• access to notes, cue cards, prompting.

Reading Skills
• understand gist, main ideas, keywords, specific information
• recognise features of different text types
• identify the overall purpose (e.g. to inform, entertain, persuade)
• distinguish facts and opinions
• make judgments about the relevance of detail
• infer the meaning of some unknown words from context
• identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship)
• evaluate the impact of different linguistic choices
• recognise roles and relationships within the text.

Text types
• straightforward, mainly authentic texts (e.g. simple written instructions, a procedure, a sequence of events, an email, SMS, labels, packets, tickets, advertisements, diary entry, webpage)
• longer texts containing some unfamiliar language (e.g. stories and modified magazine articles).

Task types
• complete a chart, diagram or graph, match information to text (e.g. house plan); choose an appropriate title or heading; follow instructions; interpret simple data (e.g. a chart, diagram or graph); answer comprehension questions; describe and comment on themes, characters, and events.

Level of support
• access to bilingual dictionaries, word banks, charts, and other environmental print.
• access to visual cues (e.g. subtitles, photos, illustrations, diagrams, maps)
• difficult vocabulary may be glossed or pre-taught
• contextualised and predictable language (i.e. limited level of unpredictability).
Appendix 4

Writing

Skills
- write for different purposes
- present ideas in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- observe the relevant text conventions (e.g. appropriate format, paragraphs and topic sentences)
- use correct punctuation (e.g. full stops, capitals, question marks, commas)
- plan and edit own work.

Task types
- write simple cohesive texts (e.g. a story, poem, report, email, set of instructions, poster, advertisement, postcard, recipe, journal entry, personal message, description (of people, places, events, and things), chat room message, SMS
- write longer texts of several paragraphs, for example, present information or ideas, express a point of view, provide an explanation, present information in another format (e.g. a postcard as a journal entry, a survey into an article), create a simple web page.

Level of support
- language required has typically been well rehearsed
- access to multimedia resources, bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to assistance with new vocabulary and structure.

Knowledge of language as a system
Comprehend or produce well-rehearsed language patterns and structures including:
- a range of sentence structures, for example, with adal/ada/ah, passive voice, relative clauses, conditionals, time sequences, modals, imperatives, comparatives, question forms
- verb forms (ber-, me-, me-kan, me-i)
- negatives (tidak, bukan, belum)
- pronouns (saya, ia, dia, kamu, mereka anda)
- adjectives (pandai, lucu, halus, sombong)
- adverbs (dengan tidak sengaja)
- noun forms (pe-, -an, pe-an, per-an, ke-an)
- tense markers (sudah, sedang, akan)
- use cohesive devices, such as sequence markers and coordinating conjunctions (e.g. tetapi, namun, sesudah itu, walaupun, oleh sebab itu, baik... maupun...)
- some idiomatic and colloquial language.

Sociocultural knowledge
Awareness of aspects of culture, values, and practices, for example —
- body language, gestures, intonation and other cues
- greetings (e.g. selamat hari raya, silakan masuk), and forms of address (e.g. kamu/Anda/bapak)
- aspects of lifestyle (e.g. mandi, bersembahyang, selamatan)
- behavioural conventions (e.g. use of the right hand, making requests indirectly)
• civic values (e.g. Pancasila, gotong royong), discuss and compare the values and beliefs of diverse cultures
• reflect on attitudes and practices that differ from their own
• recognise cultural influences in specific texts (e.g. newspapers, magazines, advertisements, video clips, films).

Year 12

Contexts
Language is drawn from a range of formal/informal contexts. Themes and topics listed in the curriculum documents of all states are similar and include the following:
• The individual, including the self and family, education, everyday life and activities
• Indonesian-speaking communities, including special celebrations, tourism, daily life in Indonesian communities, and migrant experiences
• The changing world, including family life, social issues, youth issues, gender issues, the world of work, technology.

Listening

Skills
• identify gist, main ideas, keywords, specific information
• make judgments about the relevance of detail
• identify the tone, audience, context, and purpose (e.g. to inform, entertain, persuade)
• identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
• recognise features of different text types
• recognise roles and relationships of participants
• distinguish facts and opinions
• infer the meaning of some unknown words from context
• infer points of view, opinions, and ideas from context and/or choice of language and intonation
• summarise, interpret, analyse, and evaluate information
• appreciate cultural aspects critical to understanding the text
• interpret gestures and facial expressions.

Text types
• short utterances (e.g. a statement, a request, a question, an announcement)
• longer passages (e.g. conversations, interviews, simple recount, narrative, description (of events, people, places, and things), stories, procedures, speeches or talks (scripted)
• authentic texts, for example, news broadcast, film, TV advertisement, or documentary (subtitled).

Task types
• follow instructions; describe and comment on themes, characters, and events; write a summary; retell stories; re-present or reorganise information.

Level of support
• access to visual cues, stimuli.
Appendix 4

Speaking

Skills
- initiate and maintain interactions
- use a range of question and answer forms
- describe experiences, opinions, ideas, and feelings
- summarise information or combine information from a range of sources
- express arguments to support a point of view
- organise ideas in a logical sequence
- use appropriate non-verbal forms of communication
- convey information appropriate to context, purpose, and audience
- use appropriate intonation, stress, and pitch
- use language appropriate to different social contexts
- use simple stylistic techniques, such as repetition, questions, exclamations, or changes in tone and speed of delivery
- monitor own language and self-correct/rephrase
- use strategies to sustain an interaction (e.g. fillers, request for clarification)
- respond to some unpredictability in an interaction.

Task types
- simple messages; give directions or instructions; present a short prepared talk; descriptions (of people, places, and things); give an explanation; express an opinion or try to persuade others; recount actions, stories, past events; talk about future aspirations; participate in conversations, discussions, interviews.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to notes, cue cards, prompting
- access to visual aids (e.g. data show).

Reading

Skills
- understand and convey the gist, identify main ideas, keywords, specific information
- identify the tone, audience, context, and overall purpose (e.g. to inform, entertain, persuade)
- identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship, main and supporting ideas)
- make judgments about the relevance of detail
- distinguish facts and opinions
- infer points of view, opinions, and ideas
- summarise, interpret, analyse, and evaluate information
- identify similarities and differences between texts, and find evidence to support particular views
- recognise the roles and relationships of participants
- evaluate the impact of different linguistic choices (e.g. formal/informal styles, registers, metaphors, similes)
- recognise features of different text types
- use textual information from the text to infer meaning
- infer the meaning of some unknown words from context
- appreciate cultural aspects critical to understanding the text.
Text types
- written instructions (e.g. a recipe), a procedure, labels, packets, tickets, advertisements, email, article, description, journal entry, letter, narrative account, personal profile, recount, report, review, short story, newspaper article, or documentary.

Task types
- answer comprehension questions; describe and comment on themes, characters and events; write a summary; retell a story; re-present and re-organise information; compare different reports of the same event; make and justify judgments; respond to letters, emails, etc.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- vocabulary may be glossed.

Writing
Skills
- write texts appropriate to context, purpose, and audience
- present ideas/events in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- observe the relevant text conventions (e.g. appropriate format, paragraphs and topic sentences)
- use correct spelling, spacing, and punctuation (e.g. full stops, question marks, commas).

Task types
- write single words or phrases (e.g. a list, greeting card, name tag, label, poster, advertisement)
- simple cohesive texts (e.g. a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (of people, places, events, and things)
- longer texts of several paragraphs, for example, present information or ideas, express a point of view, provide an explanation, present information in another format (e.g. rewrite an article in the form of a letter).

Text types
- article; journal/diary entry; informal/formal letter; message/note; report; postcard; recount/story/email; script of an interview, speech, or talk; advertisement; leaflet/brochure; personal profile; résumé; summary.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts).

Texts
It is expected that students can recognise up to 32 text types and produce a range of text types (between 13 and 23 see below) in an external examination. Students are expected to be familiar with, and be able to produce, the different kinds of writing: personal, imaginative, descriptive, reflective, persuasive, informative, and evaluative.
Below is an example of lists provided in curriculum documents.

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Film</th>
<th>Message*</th>
<th>Résumé*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement*</td>
<td>Formal letter*</td>
<td>News item*</td>
<td>Review*</td>
</tr>
<tr>
<td>Article*</td>
<td>Informal letter*</td>
<td>Personal profile*</td>
<td>Song</td>
</tr>
<tr>
<td>Chart</td>
<td>Interview (script)*</td>
<td>Play</td>
<td>Speech/talk (script)*</td>
</tr>
<tr>
<td>Conversation*</td>
<td>Invitation*</td>
<td>Poem</td>
<td>Story*</td>
</tr>
<tr>
<td>Discussion*</td>
<td>Journal entry*</td>
<td>Postcard*</td>
<td>Summary*</td>
</tr>
<tr>
<td>Editorial*</td>
<td>Leaflet*</td>
<td>Presentation</td>
<td>Survey</td>
</tr>
<tr>
<td>Email*</td>
<td>Map</td>
<td>Recipe</td>
<td>Table</td>
</tr>
<tr>
<td>Fax*</td>
<td>Menu</td>
<td>Report*</td>
<td>Timetable</td>
</tr>
</tbody>
</table>


Knowledge of language as a system

The grammar that students are expected to recognise and use is described through a number of categories in the various state and territory curriculum documents. The grammar lists are similar across documents and are framed predominantly in descriptive grammar terms. The following is one example of the lists available.

Verbs
base verbs: makan, minum, tidur, mulai
ber-: bersekolah, berbuah
me-: melihat, mendapat, menyewa
me-i: mengunjungi
ter-: terlihat
memper-: memperdalam
me-kan: mengenalkan
memper-kan: mempersiapkan
memper-i: memperbaiki
ke-an: ketinggalan
merupakan: adalah, ialah
compounds: menaikturunkan, menanggungjawabkan
with reduplication:
repetitive: makan-makan, berlari-lari
reciprocity: surat-menyurat, berpamit-pamitan
with accompanying prepositions: bergantung pada, ingat akan, minta maaf atas, percaya pada, terima kasih atas

Nouns
base nouns: rumah, orang
-arr: bacaan
pe-: pedagang
pe-an: penukaran
per-an: percakapan
ke-an: kebersihan
with affixed bases: keberhasilan, kebertrampilan
use of –nya to form a noun: menunggunya, berhasil atau tidaknya

Relative pronoun
use of yang: kursi yang kakinya patah, orang yang isterinya guru saya

Personal pronouns
first person: saya, aku, kami, kita
second person: Anda, Saudara, engkau, kamu, kalian, kamu sekalian, Anda sekalian
third person: dia, ia, beliau, mereka
other terms used in place of the name of the person: Bapak, Ibu, Kakak, Adik, Saudara, Mas, Mbak, Oom, Tante, Ayah

**Question markers**
apa, apakah, siapa(kah), dimana(kah), bagaimana(kah), -kah
use of saja showing plurality or indefiniteness: apa saja, dimana saja
siapa yang, apa yang, yang mana, kapan, bilamana, kenapa, mengapa
reduplication showing indefiniteness: dimana-mana, apa-apa, siapa-siapa

**Determiners**
in/i/itu, masing-masing

**Group classifiers**
buah, orang, ekor, jumlah, helai, potong, piring, pasang, batang, biji, butir, lusin

**Demonstratives**
begini, begitu, anu

**Quantifiers**
indirect terms: berbagai, beberapa, sedikit, semua, seluruh, segala
for groups: para, kaum, umat
makin…makin…

**Comparisons**
se- (adjective): sepanjang
lebih (adjective) daripada: lebih cepat daripada
ter- (adjective): tertinggi
paling (adjective): paling pendek
dibandingkan dengan
sama

**Adverbs**
dengan (adjective): dengan baik, dengan terburu-buru
se + nya: setinggi-tingginya, sesungguhnya, secepat-cepatnya, sebaiknya, secukupnya, seharusnya

**Prepositions**
an extensive range, including: akibat, buat, kecuali, lewat, melalui, mengenai, menurut,
sama, sampai, sebab, sebagai, sejak, sekeliling, sekitar, selama, sepanjang, seperti, tanpa, tentang,
akan, atas, bagi, selain, terhadap, sampai dengan

**Conjunctions**
an extensive range, including: agar/supaya, bahwa, kecuali, ketika, kemudian, lalu, jadi, oleh karena (itu),
sebab itu, sementara, sambil, sedangkan, sampai, seandainya, sehingga, sejak, selain itu, selama,
seolah-olah, tanpa, walaupun, meskipun, akan, tetapi, akibat, asalkan, baik…maupun, demikian, maka,
lagi pula, melainkan, walaupun begitu, meskipun begitu, namun demikian, padahal, serta, tidak hanya …
tetapi juga, seakan-akan

**Object focus/passive voice**
where the agent is in the first and second person
where the agent is in the third person
use of yang to introduce a passive (e.g. yang saya ceritakan, yang disebut )
optional omission of oleh
use of –nya
Appendix 4

Phrases and sentences

- expressions:
  - question (e.g. Apa lagi?)
  - statement (e.g. Saya rajin.)
  - offer (e.g. Mau ikut?)
  - command (e.g. Diam!)
  - polite imperative (e.g. Silakan makan.)
  - advice (e.g. Sebaiknya pulang segera.)
  - polite command, -lah: (e.g. Bukalah.)
  - reflection:
    - pada pendapat saya
    - saya percaya bahwa
    - menurut pendapat saya
    - saya kira
    - di pihak lain
    - selain dari itu
- complex phrases: berteriak keras-keras
- compound clauses: dia rajin membaca, baik waktu dia menjadi mahasiswa, maupun setelah dia bekerja
- use of ini/itu to indicate a noun phrase: pakaian yang dilemparkan ke laut di Parangtritis itu.
- use of yang as a relative clause marker: tempat berpiknik yang paling disenangi oleh orang Jakarta/kepala pabrik yang hanya mementingkan dirinya sendiri
- commands: use of object focus to soften (e.g. harap diselesaikan dulu)
- exclamations: aduh, bukan main, alangkah (adjective) —nya
- reference indicators: yang tersebut, sebagai berikut, yang berikutnya

Colloquial expressions

Note: the following expressions are examples only. Expressions covered should be relevant to the context in which they are used and may change over time. Check for current usage.

Use of expressions such as begini/begitu/itulah . . .
ngak/ndak
gue/gualu
banget
dong, lho, si/sih
ceweK, cowok
bikin
buat
bilang
sama

Pause fillers

anu/ano
terus
langsung
lafu
apa itu

Acronyms and abbreviations

Note: Students should be familiar with the various structures and use of acronyms and abbreviations in Indonesian. The following acronyms and abbreviations are examples in common usage.

PUSKESMAS (community health centres)
balita (under five years old)
ortu (parents)
WARTEL (telephone office)
DEPDIKBUD (Department of Education and Culture)

(source: Queensland Studies Authority, Indonesian Senior Syllabus, 2008)
Sociocultural knowledge

Awareness of:
- aspects of culture, values, and practices (e.g. body language, gestures, and other cues, greetings, forms of address)
- the value of cultural practices to one’s sense of identity (e.g. how people live and speak, what they believe and value)
- culturally appropriate expressions and behaviour for particular contexts (e.g. greetings, gestures, modes of address, social etiquette)
- representations of Indonesian culture in everyday life (both in Indonesia and Australia), and the language used to represent values and practices.

Use of:
- culturally appropriate language and behaviour in formal and informal contexts (e.g. peers, family, teachers, work, and community settings)
- Comparison to connect aspects of own lifestyles and beliefs (e.g. family structure and roles, festivals and celebrations) with those in Indonesia.
Appendix 4c: Japanese

Year 6/7

Contexts
Familiar or predictable contexts relating to young learners’ immediate interests, needs, or experience (e.g. personal and community life, leisure, and recreation).

Listening
Skills
- identify gist, sentences, keywords, main ideas, single items of information
- identify common text types
- identify text purpose (e.g. statement, request, question)
- predict or infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- recognise the roles and relationships of participants
- recognise intonation.

Text types
- short phrases and sentences (e.g. questions, statements, classroom instructions, announcements)
- several linked utterances (e.g. short conversations, poems, songs)
- longer texts with repetitive or well-rehearsed language and contextual support (e.g. simple stories, procedures).

Task types
- complete a chart or graph; select from options; match information (e.g. vocabulary and pictures); fill in gaps; labelling; produce simple, formulaic responses
- respond non-verbally, for example, using actions (e.g. Simon says), sequencing pictures, following simple instructions (e.g. colouring).

Level of support
- speed and delivery may be modified
- the listening text may be repeated a number of times
- difficult vocabulary may be pre-taught.

Speaking
Skills
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures).

Task types
- interaction: greet and introduce; exchange personal information; request information; respond to simple, predictable yes/no or factual questions; ask prepared questions
- monologue: name and describe objects; present information; recount events, actions, or stories; give directions; leave simple messages; make an announcement.
Level of support
- language required has been well rehearsed
- access to models or scaffolds (e.g. concept maps, planning charts)
- permitted to supplement their Japanese with English
- access to notes, cue cards, prompting.

Reading
Skills
- understand gist, keywords, main ideas, single items of information
- recognise features of common text types
- identify text purpose (e.g. statement, request, question)
- infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- recognise roles and relationships of participants.

Text types
- short texts comprising single words or phrases (e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines, name tags, signs)
- longer texts containing simple structures and contextual support (e.g. simple illustrated stories and poem (Haiku), postcard, SMS, email messages, note, dialogues, cartoons with words, in print or multimedia format.

Task types
- complete a chart or graph, enter personal details on a form, select the best title for a story, follow simple instructions, select or draw a picture to illustrate a text.

Level of support
- access to dictionaries, word banks, charts, and other environmental print
- access to visual cues (e.g. photos, illustrations)
- difficult vocabulary may be glossed or pre-taught
- highly contextualised.

Writing
Skills
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures).

Task types
- copy
- write single words or phrases (e.g. write a list or complete a card, name tag, label)
- substitute language items in a model to produce original text (e.g. a simple recount or report, letter, personal opinion, description, diary entry, email, simple message).

Level of support
- language required has been well rehearsed
- access to models or scaffolds (e.g. concept maps, planning charts)
- permitted to supplement their Japanese with English.
Appendix 4

Knowledge of language as a system

Simple, well-rehearsed, formulaic language, including:

- basic sentences (e.g. Watashi wa Yumiko desu.)
- basic word order (verb final) (e.g. Mainichi shichi-ji ni okimasu).
- simple questions (e.g. Tanaka-san desu ka? Nani o tabemasu ka?)
- particles (e.g. wa, ga, o, ni, e, no, to, ya)
- structural nouns (e.g. suki, kirai)
- adjectives (e.g. ookii, chiisai, kirei)
- negatives (e.g. … masen, nai, janai)
- pronouns (e.g. watashi, boku, sore, are)
- determiners (e.g. kono, sono, ano, dono)
- counters (e.g. hitori, futari, hitotsu, futatsu).

Knowledge of characters and scripts

- recognise and write all hiragana
- recognise and copy some familiar loanwords in katakana (e.g. スポーツ、アイスクリーム、オーストラリア、テニス) from models
- recognise and copy some simple characters (e.g. 一、二、日本、山、川) from models.

Sociocultural knowledge

Awareness of explicitly taught aspects of cultural values and practices, for example —

- body language, gestures, intonation, and other cues (e.g. bowing)
- greetings and forms of address (e.g. hajimemashite, itadakimasu, okaerinasai, –san, –sensei)
- aspects of lifestyle
- other important conventions (e.g. taking off shoes inside the house).  

Year 10

Contexts

A range of contexts relating to the interests, needs, or experience of adolescent learners (e.g. personal and community life, leisure and recreation, lifestyles, and the environment).

Listening

Skills

- identify gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- recognise features of different text types,
- identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- evaluate the impact of linguistic choices
- detect shades of meaning
• recognise the roles and relationships of participants
• recognise intonation.

Text types
• short simple utterances (e.g. a statement, a request, a question, an announcement)
• straightforward familiar conversations
• longer passages containing repetitive language and some unfamiliar language (e.g. simple recount, narrative, description (of events, people, places, and things), stories, poems, procedures.

Task types
• complete a chart, diagram or graph; fill in missing words; select from options (e.g. a title or heading); label diagrams; follow instructions; answer comprehension questions; describe and comment on themes, characters and events
• respond non-verbally, for example, using actions (e.g. mime), sequence a set of pictures, follow instructions (e.g. to complete a puzzle).

Level of support
• speed and delivery may be modified
• the listening text may be repeated
• highly contextualised
• highly predictable.

Speaking
Skills
• formulate and respond to factual questions
• cope with some unpredictability in an interaction
• create mood and feeling
• create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
• summarise information or combine information from a range of sources
• organise ideas in a logical sequence
• link ideas
• use simple strategies to sustain an interaction (e.g. sumimasen, mooichido onegaishimasu)
• use non-verbal language
• use correct pronunciation, stress patterns, intonation, and phrasing
• monitor own language and attempt self-correction.

Task types
• monologues: give simple messages, directions, short sequences of instructions, short prepared talk on a familiar topic, descriptions (of people, places, and things), give an explanation, express an opinion or try to persuade others, recount (actions, stories, past events), talk about future aspirations
• interaction: solve information gap activities (e.g. making arrangements), participate in rehearsed dialogues and role plays.

Level of support
• language required has typically been well rehearsed
• access to bilingual dictionaries, word banks, charts, and other environmental print.
• access to models or scaffolds (e.g. concept maps, planning charts)
• access to notes, cue cards, prompting.
Appendix 4

Reading

Skills
- identify gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- make judgments about the relevance of detail
- infer the meaning of some unknown words from context
- recognise features of different text types
- identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- evaluate the impact of linguistic choices
- detect shades of meaning
- recognise roles and relationships of participants.

Text types
- straightforward, mainly authentic texts, for example, simple written instructions (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements
- longer texts containing some unfamiliar language (e.g. stories and folk tales).

Task types
- complete a chart, diagram or graph; sequence a set of pictures or segments of text; fill in missing words; match captions to pictures; match information to text (e.g. a plan of a house); select from options (e.g. a title or heading); follow instructions; interpret simple data (e.g. a chart, diagram, or graph); answer comprehension questions; describe and comment on themes, characters, and events.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print.
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- difficult vocabulary may be glossed or pre-taught
- highly contextualised.

Writing

Skills
- write for different purposes
- present ideas in a logical sequence
- link ideas
- create mood and feeling
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- observe the relevant text conventions (e.g. appropriate format, paragraphs, and topic sentences)
- use correct punctuation (e.g. full stops, commas)
- plan and edit own work.
Task types
- write single words or phrases (e.g. a list, greeting card, name tag, label, poster, advertisement)
- write simple cohesive texts (e.g. a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (of people, places, events, and things)
- write longer texts of several paragraphs, for example, present information or ideas, express a point of view, provide an explanation, present information in another format (e.g. rewrite an article in the form of a letter).

Level of support
- language required has typically been well rehearsed
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to assistance with new vocabulary and structure.

Knowledge of language as a system
Comprehend or produce well-rehearsed language patterns and structures, including:
- a range of sentence structures, for example, requests (–teku dasai), question forms (–ka)
- negatives (e.g. masen, -ku nai, ja nai)
- pronouns (e.g. kore, are, sore, koko, soko, asoko)
- determiners (e.g. kono, sono, ano, dono)
- particles (e.g. ni, ga, wa, o, de, e, mo, to)
- i- adjectives (e.g. shape and size, colour – akai, kuroi, weather – atsui/samui, appearance – takai/hikui)
- na-adjectives (e.g. kirei, shizuka)
- adverbs (e.g. hayaku)
- tense markers (e.g. –ta/da, teiru)
- verb morphemes (e.g. –mashoo, –teku dasai)
- auxiliary (e.g. –tai)
- use cohesive devices such as sequence markers and coordinating conjunctions, (e.g. –te, ... shimasu)
- some idiomatic and colloquial language
- counters (e.g. ippon, nihon, issatsu, nisatsu, ichidai, nidai).

Sociocultural knowledge
Demonstrate awareness of aspects of culture, for example —
- body language, gestures, intonation, and other cues (e.g. bowing)
- greetings (e.g. hajimemashite, doozo yoroshiku), and forms of address (e.g. –san, sensei)
- lifestyle (e.g. food, festival)
- important conventions (e.g. taking off shoes).

Knowledge of characters and scripts
- Recognise and write all hiragana
- Recognise and write katakana (occasionally referring to a chart) and high-frequency characters (approximately 40–70 characters).
- Recognise and understand familiar kanji in new compounds (e.g. 毎週、毎月、毎日、火山、花火、火事).
Year 12

Listening

Skills
- identify gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- recognise features of different text types
- identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- evaluate the impact of linguistic choices
- detect shades of meaning
- recognise the roles and relationships of participants
- recognise intonation
- organise information from spoken language (e.g. into order categories)
- identify some cultural values and beliefs in oral texts
- interpret and follow register changes.

Text types
- short simple utterances (e.g. a statement, a request, a question, an announcement)
- straightforward familiar conversations, interviews
- longer passages containing repetitive language and some unfamiliar language (e.g. simple recount, narrative, description (of events, people, places, and things), stories, poems, procedures, speeches or talks (scripted)).

Task types
- complete a chart, diagram, or graph; fill in missing words; select from options (e.g. a title or heading); label diagrams; follow instructions; answer comprehension questions; describe and comment on themes, characters, and events
- respond non-verbally, for example, using actions (e.g. mime), sequence a set of pictures, follow instructions (e.g. to complete a puzzle).

Level of support
- speed and delivery may be modified
- the listening text may be repeated
- highly contextualised
- highly predictable.

Speaking

Skills
- formulate and respond to factual questions
- cope with some unpredictability in an interaction
- create mood and feeling
- create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- organise ideas in a logical sequence
- present an extended prepared talk, handling questions appropriately
- express arguments to support a point of view
- link ideas
- use simple strategies to sustain an interaction (e.g. *sumimasen, mooichido onegaishimasu*)
- use non-verbal language
- use correct pronunciation, stress patterns, intonation, and phrasing
- monitor own language and attempt self-correction
- consider and participate in culturally diverse settings, matching communication with intention and audience.

**Task types**
- monologues: simple messages; give directions or short sequences of instructions; short prepared talk on a familiar topic; descriptions (of people, places and things); give an explanation; express an opinion or try to persuade others; recount actions, stories, past events; talk about future aspirations
- interaction: solve information gap activities (e.g. making arrangements), participate in rehearsed dialogues and role plays.

**Level of support**
- language required has typically been well rehearsed
- access to bilingual dictionaries, word banks, charts, and other environmental print.
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to notes, cue cards, prompting.

**Reading**

**Skills**
- identify gist, main ideas, keywords, specific information
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- make judgments about the relevance of detail
- infer the meaning of some unknown words from context
- recognise features of different text types
- identify relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- evaluate the impact of linguistic choices
- detect shades of meaning
- recognise the roles and relationships of participants
- critique information from the given texts read/viewed, with reference to validity and quality (e.g. critical features of arguments, newspapers, magazines, advertising material, Internet)
- use the text to support a point of view
- identify an author’s world view or describe aspects of an author’s stance
- reproduce subtleties of humour, idioms, and metaphors
- identify assumptions, contradictions, and issues in texts
- explain how a reader’s cultural background may lead to misinterpretations of a text read/viewed.

**Text types**
- straightforward, mainly authentic texts, for example, simple written instructions (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements
- longer texts containing some unfamiliar language (e.g. stories and folk tales, articles, descriptions, journal entries, letters, narrative accounts, personal profiles, recounts, reports, reviews).
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Task types
- complete a chart, diagram, or graph; sequence a set of pictures or segments of text; fill in missing words; match captions to pictures; match information to text (e.g. a plan of a house); select from options (e.g. a title or heading); follow instructions; interpret simple data (e.g. a chart, diagram, or graph); answer comprehension questions; describe and comment on themes, characters, and events.

Level of support
- access to bilingual dictionaries, word banks, charts, and other environmental print
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- difficult vocabulary may be glossed or pre-taught
- highly contextualised.

Writing
Skills
- write for different purposes
- present ideas in a logical sequence
- link ideas
- create mood and feeling
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- observe the relevant text conventions (e.g. appropriate format, paragraphs, and topic sentences)
- use correct punctuation (e.g. full stops, commas)
- plan and edit own work
- write extended texts on a range of topics.

Task types
- write single words or phrases (e.g. a list, greeting card, name tag, label, poster, advertisement)
- write simple cohesive texts (e.g. a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (of people, places, events, and things)
- write longer texts of several paragraphs, for example, present information or ideas, express a point of view, provide an explanation, present information in another format (e.g. rewrite an article in the form of a letter).

Level of support
- language required has typically been well rehearsed
- access to bilingual dictionaries, word banks, charts, and other environmental print.
- access to models or scaffolds (e.g. concept maps, planning charts)
- access to assistance with new vocabulary and structure.

Knowledge of language as a system
The grammar that students are expected to recognise and use is described in the various state and territory curriculum documents.

A representative list is in the Locally Assessed Languages Continuers Level 2011 Subject Outline — Stage 1 and Stage 2, SACE Board of South Australia, Adelaide, 2010, pp. 67–73 (www.saceboard.sa.edu.au).
Sociocultural knowledge

Demonstrate awareness of aspects of culture, for example —

- body language, gestures, intonation, and other cues (e.g. bowing)
- greetings (e.g. *hajimemashite*, *doozo yoroshiku*), and forms of address (e.g. –*san*, *sensei*)
- lifestyle (e.g. food, festivals)
- important conventions (e.g. taking off shoes).
Appendix 4d: Korean

Year 6/7

Contexts
Familiar or predictable contexts relating to young learners’ immediate interests, needs, or experience and life in other parts of the world (e.g. personal and community life, leisure and recreation, local and near environments).

Listening
Skills
- understand gist, sentences, keywords, main ideas, single items of information
- recognise features of common text types
- identify text purpose, context, and audience (e.g. statement, request, question, message, advertisement)
- infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- recognise the roles and relationships of participants
- recognise intonation
- discriminate sounds
- interpret gestures and facial expressions.

Text types (in live, taped, or multimedia format)
- short phrases and sentences (e.g. questions, statements, classroom instructions, announcements)
- several linked utterances (e.g. short conversations, songs)
- longer texts with repetitive or well-rehearsed language and contextual support (e.g. simple stories, procedures).

Task types
- respond appropriately to simple and familiar questions or conversation leads to demonstrate understanding
- respond non-verbally to requests, for example, follow simple instructions (e.g. colouring, games, craft activities, drawing a picture, and classroom procedures)
- complete a chart or graph, fill in details (e.g. simple forms, label a diagram, complete a picture).

Level of support
- speed and delivery may be modified
- the listening text may be repeated a number of times
- difficult vocabulary may be pre-taught
- access to visual cues (e.g. pictures, realia, concept maps, gestures, and facial expressions)
- highly contextualised
- subtitles may be provided for movies/documentaries.
Speaking
Skills
- use correct pronunciation
- ask for clarification
- use modelled language and formulaic expressions
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures)
- use appropriate verbal and non-verbal language for a variety of purposes, contexts, and audiences.

Task types
- interaction: greet and introduce, exchange personal information and opinions, request information, respond to simple predictable yes/no or factual questions, ask prepared questions as part of a simple dialogue, structured role-plays, games
- monologue: name and describe objects, present information (e.g. simple reports), describe simple events or actions, give directions, leave simple messages, make a simple announcement.

Level of support
- language required has been well rehearsed
- access to models or scaffolds (e.g. concept maps, charts)
- access to notes, cue cards, photos, multimedia
- prompting.

Reading
Skills
- understand gist, keywords, main ideas, single items of information
- recognise features of common text types
- identify text purpose, context, and audience (e.g. statement, request, question, recipe, message, advertisement)
- infer meaning from context
- deal with some minimal unpredictability
- recognise basic text organisation (e.g. sequence of events)
- identify factual information in texts.

Text types (in print or multimedia format)
- short and simple texts on familiar topics comprising single words or phrases (e.g. captions, labels, packets, tickets, advertisements, posters)
- texts containing simple structures and contextual support (e.g. simple illustrated stories, simplified modified folk tales, letters, simple procedures, email messages, email chat, recipes).

Task types
- provide details or make choices (e.g. complete simple forms, select preferred objects/items, follow simple instructions, draw a picture to illustrate a text, complete a chart, fill in gaps, match items, match captions to images).

Level of support
- access to dictionaries, electronic resources, multimedia
- access to word lists, glossaries
- access to visual cues (e.g. photos, illustrations, concept maps)
- highly contextualised.
Writing

Skills
- use modelled language to write simple sentences
- begin to experiment (e.g. use new vocabulary in well-rehearsed structures)
- use correct punctuation (e.g. full stops, commas)
- plan and edit own work
- write in Hangeul (Korean script).

Task types
- trace
- copy/write single words or phrases (e.g. lists, labels, cartoons and captions, complete cards and invitations, posters)
- use simple, familiar sentence patterns to write short personal letters, email messages, messages, diary entries and descriptions
- substitute language items in a familiar model to produce original text (e.g. narratives).

Level of support
- language required has been well rehearsed
- access to models or scaffolds (e.g. concept maps, sample sentence patterns)
- access to resources (e.g. word lists, charts, dictionaries, glossaries)
- access to multimedia and information and communication technologies (e.g. word processing, digital imaging, websites).

Knowledge of language as a system
Comprehend or produce simple, well-rehearsed, mostly formulaic language, including:
- basic sentences (statements, questions, commands) ending with, for example, -이/가, -이/아/어요, -아/-어요, -세요
- simple questions ending with -니 (e.g. 맞습니까?)
- basic word order (verb final)
- particles (e.g. 음/는, 이/가, 음/는, 와/과)
- adjectives (e.g. 크다, 작다)
- negatives (e.g. 안)
- pronouns (e.g. 나, 이것)
- counters (e.g. 살, 개, 시)
- question words (e.g. 무엇/무엇, 몇, 무엇, 누구, 어디, 언제)
- adverbs (e.g. 오늘, 오후, 오전).

Sociocultural knowledge
Awareness of explicitly taught aspects of cultural values and practices, for example —
- body language, gestures, intonation, and other cues (e.g. bowing)
- formulaic expressions in social interaction (e.g. 안녕하세요, 잘 먹겠습니다, 감사합니다)
- forms of address (e.g. -씨, 선생님)
- aspects of lifestyle (e.g. food, music, festivals, family, clothing).
Use culturally appropriate speech and polite social behaviour (e.g. features of register, formality, and politeness).
Year 10

Contexts
The classroom teacher chooses a range of formal/informal contexts, themes, and topics to take account of the needs, resources, and facilities of the school and community, for example, leisure, relationships, study, careers and the media, and issues of concern to young people (environmental issues, the impact of technology, and globalisation).

Listening
Skills
- understand gist, main ideas, keywords, specific information
- identify the overall purpose, audience, and context (e.g. to inform, entertain, persuade)
- recognise relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- make judgments about the relevance of detail
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- recognise features of different text types
- recognise the roles and relationships of participants
- recognise intonation
- interpret gestures and facial expressions.

Text types
- short simple utterances (e.g. a statement, a request, a question, an announcement)
- authentic or modified texts on known topics
- text with realistic but familiar language
- interviews, announcements, message, advertisements, conversations, news bulletins, media commentaries and stories
- songs, television programs in live, taped, or multimedia format.

Task types
- supervised or unsupervised
- individual or group
- formal or informal
- short answers, writing or completing a summary, retelling stories, or re-presenting or reorganising information.

Level of support
- speed and delivery may be modified
- contextualised
- visual prompts such as gestures and facial expressions or realia may be provided.

Speaking
Skills
- initiate and maintain interactions on familiar topics
- formulate and respond to factual questions
Appendix 4

• respond to some unpredictability in an interaction
• ask for clarification
• use simple strategies to sustain an interaction
• create mood and feeling (e.g. through the use of adjectives)
• create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
• summarise information or combine information from a range of sources
• organise ideas in a logical sequence
• link ideas
• discriminate and use pronunciation and intonation
• monitor own language and attempt self-correction
• use non-verbal language.

Task types
• supervised or unsupervised
• individual or group
• formal or informal
• prepared or impromptu
• realistic conversations between peers and others, where topics are presented appropriately to an audience and sequenced logically
• response to taped interviews, television programs, songs
• spontaneous dialogues
• interviews, conversations, small-group discussions, debates, class talks, response to stimuli, and role plays
• oral presentations on known topics and unprepared answers to questions.

Level of support
• visual aids (e.g. data show)
• stimuli (e.g. pictures, cartoons, maps, brochures)
• language required has typically been well rehearsed
• access to print and electronic resources
• dictionaries and reference materials
• word lists.

Reading

Skills
• understand gist, main ideas, keywords, specific information
• recognise features of different text types
• identify the overall purpose, audience, and context (e.g. to inform, entertain, persuade)
• identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship)
• understand how text content is structured in relation to the development of ideas and information in the text (e.g. headings, paragraphing, introductory sentences, topic shifts)
• distinguish facts and opinions
• make judgments about the relevance of detail
• infer the meaning of some unknown words from context
• evaluate the impact of different linguistic choices (e.g. formal/informal styles, registers, metaphors, similes)
• use information from the text to hypothesise about, for example, author, ideas, events, characters.
Text Types
- straightforward, mainly authentic texts (e.g. simple written instructions, a procedure, a sequence of events, a letter, emails, labels, packets, tickets, advertisements, travel brochures, cartoons)
- longer texts containing some unfamiliar language (e.g. stories and modified magazine and newspaper articles, in print or multimedia format).

Task types
- supervised or unsupervised
- individual or group
- formal or informal
- short answers, writing or completing a summary, retelling stories, or re-presenting or reorganising information.

Level of support
- access to print and electronic resources
- dictionaries and reference materials
- access to visual cues (e.g. photos, illustrations, diagrams, maps)
- contextualised and predictable.

Writing
Skills
- write for different purposes
- present ideas in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- use correct punctuation (e.g. full stops, question marks, commas)
- use a variety of writing techniques and tools to present information in a range of text types
- plan and edit own work.

Task types
- supervised or unsupervised
- individual or group
- formal or informal
- producing and editing
- set in an authentic or realistic social context, with a specific audience nominated and a realistic purpose
- poster presentations
- personal letters and emails, blogs, websites, invitations, personal journal entries, school magazine articles, brochures, postcards, and imaginative response to stimulus material
- students are expected to write in Korean.

Level of support
- access to print and electronic resources
- dictionaries and reference materials
- word lists
- language required has typically been well rehearsed.
Knowledge of language as a system

Comprehend or produce well-rehearsed and formulaic language using a range of:
- sentence structures (e.g. -재요 (requests/question), -고 싶다 (want to))
- particles and suffixes (e.g. -은/는, -(이)가, -(을/를, -(예, -(에게, -(께, -(에게서, -(도, -(들)
- connectives/links (e.g. -하고, -(와(과), -(는 ... 보다, 하지만, 그런데, 그래서, 그리고, -(지만, -(고, -(서)
- postpositions (e.g. 앞에, 뒤에, 옆에, 사이에, 밑에, 아래에, 위에, 건너편에, 안에)
- classifiers (e.g. 개, 명, 병, 마리, 본, 년, 월)
- verb morphemes (e.g. -(다, -(아/어요, -(여)
- tense markers (e.g. -(있/있, -(을/을)
- honorific markers (e.g. -(시)
- descriptive verbs as adjectives (e.g. 좋은)
- negatives (e.g. 안, 못)
- irregular conjugation (e.g. 들다)
- superlative/comparative (e.g. 제일/더)
- demonstratives (e.g. 이/이/이)
- question words(e.g. 언제, 누가, ...)
- adverbs (e.g. 언제, 오늘, 내일...)
- ellipses.

Sociocultural knowledge

Explore the interdependence of language and culture, for example —
- identify and analyse ways in which culture is reflected in language use in diverse contexts
- discuss and compare the values and beliefs of diverse cultures
- reflect on attitudes and practices that differ from their own
- recognise appropriate intercultural behaviour in diverse settings.
- identify and explain aspects of the culture of Korean-speaking communities in texts
- identify and discuss cultural influences in specific texts (e.g. newspapers, magazines, advertisements, video clips, films)
- explain cultural references in texts (e.g. 한복)
- analyse the use of words or expressions with particular cultural significance in Korean texts (e.g. 소).

Year 12

Contexts

A range of formal/informal contexts related to the interest of young people. Similar themes and topics are prescribed in all Year 12 Korean curriculum documents. The common themes and topics include those related to:
- their personal life, for example, self and family, education and aspirations, everyday life and activities (school, home, and leisure), personal identity
- the community, including the Korean-speaking community, for example, special celebrations and festivals, daily life, past and present lifestyles, places in Korea, migrant experiences, arts and entertainment, services, and facilities
- the wider society and the changing world, for example, family life, social issues, youth culture, tourism, the world of work, information technology.
Curriculums for First Language learners/Background Speakers include additional themes and topics that require more specific knowledge on issues related to Korea or issues in the wider context including:

- cultural identity (e.g. Australian and Korean perspectives on lifestyle and culture)
- historical/significant events or issues in Korea (e.g. the Korean War)
- global issues (e.g. human rights, environmental concerns).

**Listening**

**Skills**

- understand the gist, main ideas, keywords, specific information
- identify the tone, purpose, audience, and context
- recognise relationships between ideas (e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship)
- summarise the main ideas and identify specific information
- make judgments about the relevance of detail
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- recognise features of different text types
- infer points of view, opinions, and ideas from context and/or choice of language and intonation
- summarise, interpret, analyse, and evaluate information
- appreciate cultural aspects critical to understanding the text
- recognise the roles and relationships of participants
- recognise intonation
- interpret gestures and facial expressions
- identify keywords, main points, and supporting ideas.

**Text types** *(in live, taped, or multimedia format)*

- a wide range of texts, including authentic texts, for example, film, TV advertisement, short story, song, or documentary
- the language that students use to respond to a text may be either Korean or English, as appropriate.

**Task types**

- short answers, write or complete a summary, retell stories, or re-present or reorganise information
- respond non-verbally (e.g. label, mime).

**Level of support**

- speed and delivery may be modified
- the listening text may be repeated two or three times
- task instructions and questions in English
- student responses in English
- judicious pauses in longer texts are allowed
- access to visual cues, stimuli.

**Speaking**

**Skills**

- initiate and maintain interactions on familiar topics
- use a range of question and answer forms
- respond to some unpredictability in an interaction
- use strategies to sustain an interaction (e.g. fillers, request for clarification)
Appendix 4

- describe experiences, opinions, ideas, and feelings
- create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- organise ideas in a logical sequence
- link ideas
- monitor own language and self-correct/rephrase
- use an appropriate non-verbal form of communication
- convey information appropriate to context, purpose, and audience
- use appropriate intonation, stress, and pitch
- use language appropriate to different social contexts
- use simple stylistic techniques such as repetition, questions, exclamations, or changes in tone and speed of delivery.

**Task types**
- conversations, discussions, role plays, interviews, oral presentations.

**Level of support**
- language required has been well rehearsed
- access to visual aids (e.g. data show)
- access to notes, cue cards
- preparation time.

**Reading**

**Skills**
- understand and convey gist, identify main ideas, keywords, specific information
- recognise features of different text types
- identify the tone, overall purpose, audience, and context
- identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship, main and supporting ideas)
- order, classify, and link items from various parts of the text
- summarise main ideas and extract and use information
- distinguish facts and opinions
- infer the meaning of some unknown words from context
- infer points of view, opinions, and ideas
- evaluate the impact of different linguistic choices (e.g. formal/informal styles, registers, metaphors, similes)
- use textual information from the text to infer meaning
- summarise, interpret, analyse, and evaluate information
- appreciate cultural aspects critical to understanding the text
- identify similarities and differences between texts, and find evidence to support particular views.

**Text types (in print or multimedia format)**
- a wide range of texts, including authentic texts, for example, short story, newspaper article, or documentary
- the language that students use to respond to a text may be either Korean or English, as appropriate.


**Task types**

- read written texts and respond by giving short answers, writing or completing a summary, retelling a story, re-presenting and reorganising information, comparing different reports of the same event, or making and justifying judgments
- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts, or tables
- respond critically to written texts, which reflect aspects of the language and culture of Korean-speaking communities
- complete a questionnaire.

**Level of support**

- access to dictionaries, electronic resources, multimedia (dictionaries are not allowed in assessment)
- access to teacher support and feedback
- access to print and electronic resources
- task instructions and questions in English
- student responses may be in English.

**Writing Skills**

- write texts appropriate to context, purpose, and audience
- present ideas/events in a logical sequence
- link ideas (i.e. using cohesive devices)
- create mood and feeling (e.g. through the use of adjectives)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- summarise information or combine information from a range of sources
- use correct spelling, spacing, and punctuation (e.g. full stops, question marks, commas)
- use a variety of writing techniques and tools to present information in a range of text types
- plan and edit own work
- use and change style and register appropriately
- write in *Hangeul*.

**Task types**

- write single words or phrases
- use simple, familiar sentence patterns to write short texts
- substitute language items in a familiar model to produce original text
- write texts for a specific audience in an authentic social context and with a realistic purpose using the appropriate style (e.g. informative, descriptive, reflective, persuasive, evaluative, personal, imaginative, expository, argumentative) in a variety of text types
- text types: article; journal/diary entry; informal/formal letter; message/note; report; postcard; recount/story/ commentary; email; script of an interview; script of a speech or talk; advertisement; leaflet/brochure; personal profile; résumé; summary.

**Level of support**

- access to print and electronic resources
- access to dictionary
- word processing skills in *Hangeul*
- task instructions in English.

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Knowledge of language as a system

Grammatical structures

The curriculums of three states — New South Wales (Continuers), Victoria (Second Language), Queensland (Senior) — provide lists of linguistic items that students are expected to recognise and use. The curriculums for Background Speakers (New South Wales and South Australia) and First Language (Victoria) provide additional items.

In the list below, unmarked items are those in common in these curriculums. The items marked * are either those that are recommended only for recognition in a curriculum/certain curriculums at the Continuers/Second Language/Senior level or those that are included in common only in the curriculums for Background Speakers and First Language.

Particles and Suffixes

<table>
<thead>
<tr>
<th>subject/topic particles</th>
<th>음/는, -이/가, -께서*</th>
</tr>
</thead>
<tbody>
<tr>
<td>object particles (after nouns, pronouns)</td>
<td>을/를</td>
</tr>
<tr>
<td>locatives (directional)</td>
<td>-에, -에 게/한테 -께 -에 게서/한테서</td>
</tr>
<tr>
<td>locatives (positional)</td>
<td>-에서</td>
</tr>
<tr>
<td>locatives (establishing direction)</td>
<td>-(으)로</td>
</tr>
<tr>
<td>implement</td>
<td>-(으)로</td>
</tr>
<tr>
<td>possessives</td>
<td>-의 (when combined with 지 becomes 제)</td>
</tr>
<tr>
<td>delimiters</td>
<td>-만 -마다 -부터 ...까지 -에서 ...까지</td>
</tr>
<tr>
<td>emphasise suffixes</td>
<td>-다 -도 -도 -도...도</td>
</tr>
<tr>
<td>emphasisers—combined particles</td>
<td>-에도, ...에는</td>
</tr>
<tr>
<td>plural marker</td>
<td>-들</td>
</tr>
</tbody>
</table>

- 학생의 책 = the student’s book
- 사람들 = people
### Connectives/Links

<table>
<thead>
<tr>
<th>Connectives</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjunctions between nouns</td>
<td>-와/과, -하고</td>
<td>and</td>
</tr>
<tr>
<td>conjunctives – comparing</td>
<td>-이나/나, -ㅂ니다, -는...-ㅂ니다</td>
<td>or rather than compared with</td>
</tr>
<tr>
<td>complex sentences: conjunctions to link phrases/clauses and sentences</td>
<td>그림지만, 하지만, 그런데그리나, VST지만그례시/그러니까/그리므로그럼그리고</td>
<td>but, however, yetthereforein that caseand</td>
</tr>
<tr>
<td>reasons: noun / VST기 + because</td>
<td>NOUN / VST기 때문에</td>
<td>because of</td>
</tr>
<tr>
<td>conjunctive verb endings</td>
<td>-(으)여서, -(으)면, -(으)니까, -는/이/는데, -(으)나*, -(으)요*, -(으)로지연결*, -(으)러니와*</td>
<td>various meanings</td>
</tr>
</tbody>
</table>

### Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>following a noun</td>
<td>앞에, 뒤에, 옆에, 사이에, 밑에, 아래에, 위에, 건너편에, 안에, 밖에, 속에, 가운데, 외에, 폐대기, 오른쪽, 왼쪽</td>
</tr>
</tbody>
</table>

### Classifiers/Counter particles

<table>
<thead>
<tr>
<th>Classifiers/Counter particles</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>some are used with pure Korean numerals</td>
<td>개, 명, 병, 마리...</td>
</tr>
<tr>
<td>two apples = 사과 두 개</td>
<td>two students = 학생 두 명</td>
</tr>
<tr>
<td>three bottles of milk = 우유 두 병</td>
<td>three ducks = 오리 세 마리</td>
</tr>
<tr>
<td>some with Sino-Korean</td>
<td>분(minutes), 년, 월</td>
</tr>
<tr>
<td>15 minutes = 십오 분</td>
<td>numerals 1900 = 천구백 년</td>
</tr>
<tr>
<td>March = 삼 월</td>
<td></td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>active voice</td>
<td>all tenses</td>
</tr>
<tr>
<td>infinitive</td>
<td>VST다가다 = to go</td>
</tr>
<tr>
<td>conjugation – three registers: present tense</td>
<td>VST더(습)니다감니다(polite formal)</td>
</tr>
<tr>
<td>VST야어요가요! go (polite informal)</td>
<td></td>
</tr>
<tr>
<td>VST야/이야가 (informal casual)</td>
<td></td>
</tr>
<tr>
<td>irregular conjugation*</td>
<td>든다 (ㄷ - 린) 들어요: 들었습니다</td>
</tr>
<tr>
<td>past tense</td>
<td>VST았/있었습니다</td>
</tr>
<tr>
<td>past tense</td>
<td>VST있/있어요</td>
</tr>
<tr>
<td>past tense</td>
<td>VST있/있어요</td>
</tr>
</tbody>
</table>

| future tense – intent to perform the action | VST겠습니다 | 가겠습니다 = I will go |
| future tense – intent to perform the action | VST갔어요 | 가겠습니다 |
| future tense – intent to perform the action | VST갔어요 | 가겠습니다 |

| future | VST리/을/을 것입니다 | 내일은 공부할 거예요 = Tomorrow I’m going to study. |
| future | VST리/을/을 것예요 | 내일은 공부할 거예요 = Tomorrow I’m going to study. |
| future | VST리/을/을 것예요 | 내일은 공부할 거예요 = Tomorrow I’m going to study. |

| continuous action | VST하고 있어요 | She is doing her homework. = 숙제를 하고 있어요. |
| continuous action | VST하고 있어요 | She is doing her homework. = 숙제를 하고 있어요. |
| continuous action | VST하고 있어요 | She is doing her homework. = 숙제를 하고 있어요. |

| interrogative | VST니가? | 감니까? |
| interrogative | VST니가? | 감니까? |
| interrogative | VST니가? | 감니까? |

| ‘tag’ questions | -지? | … isn’t it?/aren’t you? |
| ‘tag’ questions | -지? | … isn’t it?/aren’t you? |
| ‘tag’ questions | -지? | … isn’t it?/aren’t you? |

| propositions, asking for an opinion (oral) | VST(으)르가요? | Shall we …? Shall we eat? = |
| propositions, asking for an opinion (oral) | VST(으)르가요? | Shall we …? Shall we eat? = |
| propositions, asking for an opinion (oral) | VST(으)르가요? | Shall we …? Shall we eat? = |

| propositions – response | VST(으)르시다 | Let’s … (e.g. Let’s eat! = 먹으시다! 먹자!) |
| propositions – response | VST(으)르시다 | Let’s … (e.g. Let’s eat! = 먹으시다! 먹자!) |
| propositions – response | VST(으)르시다 | Let’s … (e.g. Let’s eat! = 먹으시다! 먹자!) |

| casual – informal | NOUN(이)어* | That is a cow. = 저것은 소야 |
| casual – informal | NOUN(이)어* | That is a cow. = 저것은 소야 |
| casual – informal | NOUN(이)어* | That is a cow. = 저것은 소야 |

| exclamatory sentences ending – oral* | VST군요 | Korean is interesting! = |
| exclamatory sentences ending – oral* | VST군요 | Korean is interesting! = |
| exclamatory sentences ending – oral* | VST군요 | Korean is interesting! = |

| negative commands | VST지 말아요* | don’t … |
| negative commands | VST지 말아요* | don’t … |
| negative commands | VST지 말아요* | don’t … |

| time clauses* | VST리 때* | when (e.g. 시간이 있을 때... = when you have time |
| time clauses* | VST리 때마다* | whenever (e.g. 골프를 할 때마다... = whenever I play golf... |
| time clauses* | VST번째* | While (e.g. 책을 읽으면서 읽으에도 들어요. = While reading a book I listen to music. |

| adjectival phrases and clauses – verbs as adjectives | -은/는 | The book I read = 읽은 책 |
| adjectival phrases and clauses – verbs as adjectives | -은/는 | The book I read = 읽은 책 |
| adjectival phrases and clauses – verbs as adjectives | -은/는 | The book I read = 읽은 책 |

| descriptive verbs as adjectives | -은/는 | short hair = 짧은 머리 |
| descriptive verbs as adjectives | -은/는 | long hair = 긴 머리 |
| descriptive verbs as adjectives | -은/는 | long hair = 긴 머리 |

| verbs as adverbs | VST게 | easily = 쉽게 |
| verbs as adverbs | VST게 | easily = 쉽게 |
| verbs as adverbs | VST게 | easily = 쉽게 |
| **verbs as nouns (gerunds): suffix** | **VST기** | **VST는 것 (the fact of ... the acting of ...ing)** | **VST음*** | **dancing = 춤추기** |
| | | | | **studying = 공부하는 것** |
| | | | | **singing = 노래부름** |
| **compound verbs** | **VST어/어 보다: try to** | **어/어 가다: to go** | **to try to read = 어/어 가다** |
| | | | **to go up = 올라 가다** |
| **obligation or necessity** | **VST어/어야 하다/되다** | **I must/should go. = 가야 해요/돼요** |
| **vocabulary items** | **to be -이다** | **He is Japanese. = 일본 사람이에요.** |
| | **to exist/be located 있다** | **There is a book in the bag. = 가방에 책이 있어요.** |
| | **to not exist 없다** | **There is no milk. = 우유가 없어요.** |
| **negatives: before a verb** | **안...** | **not** |
| | | | **I do not go, I am not going. = 안 가요.** |
| | | | **can not** |
| | | | **I can’t do it. = 못 해요.** |
| **negatives: after verb system** | **VST지 않다** | **He is not studying. = 공부하지 않아요.** |
| **double negative** | **아무 것도 + negative verb** | **아무 것도 안 했어요. = I didn’t do anything.** |
| **to want to (do something)** | **VST고 싶다** |  **공부하고 싶어요. = I want to study** |
| **ability** | **VST(으)르 수 있다** | **to be able to** |
| | | **I can do it. = 할 수 있어요.** |
| **indicating intention** | **VST(으)르 하다** | **I intend to go. = 가려고 해요.** |
| **intention** | **VST (으)르 계획이다** | **I plan to go. = 갈 계획이에요.** |
| **it seems, it looks like** | **VST것 같아요** | **It seems cold. = 추운 것 같아요.** |
| **have you ever...?** | **VST어/어 본 적(이) 있어요?** | **Have you ever eaten Kimchi? = 김치를 먹여 본 적이 있어요?** |
| **how long has it been since...?** | **VST은/는 지 얼마나 됐어요?** | **How long have you been in Korea? = 한국에 오신 지 얼마나 됐어요?** |
| **purpose/intention** | **VST(으)러 + verb of motion** | **I went to the library (in order) to study. = 도서관에 공부하기 갔어요.** |
| **descriptive verb + rather** | **DVST는 편이에요** | **그는 나이에 비해 키가 큰 편이에요. = He is rather tall for his age.** |
| **direct speech** | “…라고 (말)했어요** | **Sumi said ‘Let’s go to Melbourne’. = 수미는 ‘벨몬에 갈시다’라고 말했어요.** |
| **reported/indirect speech** | **VST라고 했어요** | **John said that Michael has gone home. = 존은 마이클이 집에 갔다고 했어요.** |
Appendix 4

<table>
<thead>
<tr>
<th>adverb following a noun</th>
<th>... 대신에</th>
<th>... instead of ... (e.g. I’ll learn German instead of English. = 영어 대신에 독일어를 배우겠어요.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>adverbs of time</td>
<td>자주, 가끔, 때때로, 주로, 보통, 언제나, 늘게, 일찍, 날마다, -동안, 요즘</td>
<td>often, occasionally, sometimes, mainly, generally, usually, always, late, early, every day during, recently/these days</td>
</tr>
</tbody>
</table>

Honorific expressions

| honorific: polite request/ suggestion or command | -{(으)시 | 시 + 어요: -세요 | Please sit down! = 앉으세요 |
| honorific vocabulary*                        | 말씀*, 연세*, 진지* | Please give me. = 주세요 |
| humble forms of personal pronouns (self-effacing) | 자*, 저희* |

Sociocultural knowledge

- identify and comment on values, attitudes, and beliefs of cultural significance
- reflect upon significant aspects of language and culture
- compare and contrast aspects of life in Korean-speaking communities with those in Australia
- present an opinion on an aspect of the culture associated with the language
- show an awareness that different social contexts require different types of language.
Appendix 5: Test Specifications

5a: Year 6/7 Test Specifications

5b: Year 10 Test Specifications
Appendix 5a: Year 6/7 Test Specifications

Listening and Speaking (Integrated)

Overall time allowance: 30 minutes

Format: Listening and speaking will be elicited in an integrated manner in two parts. Part A will take place in the regular language classroom, and will focus on interactions between the language teacher and the whole class, with two visiting teachers present. Part B will involve two small groups of students interacting with the visiting teachers.

Part A: Whole-class interaction

The 15–20 minute assessment through classroom interaction will be digitally recorded.

The assessment should be scheduled at a culminating point in working on a particular theme, that is, towards the end of a sequence of teaching and learning such that (1) students will be assessed on language and experiences that they have recently encountered and (2) the assessment is closely aligned with the regular teaching and learning process. No particular themes/topics are specified for this assessment. The process should include the two segments as follows:

Interaction with the class teacher (whole class)

(1) Oral interaction – regular class routines (5 minutes)
   Social exchanges — greetings, names, family, friends
   Classroom routines — getting organised, days, times, weather, introducing a visitor, activities

Responding to teacher’s questions to activate previously learnt language, for example, using pictures/sentences to prompt recall of language related to the theme.

(2) Oral interaction focused on theme/topic being learnt (10–15 minutes)
   Possible interaction includes:
   - responding to teacher’s directions
   - describing a picture, photo, image, event
   - suggesting questions to ask a visitor
   - listening to and understanding teacher talk (e.g. questions, descriptions)
   - responding to teacher’s questions recalling facts
   - responding to teacher’s questions inviting noticing of particular features of language/culture
   - asking each other questions (student to student; student to teacher)
   - finding out (from charts, tables, maps)
   - responding to a story (completing, changing/reconstructing a sequence)
   - participating in information gap/opinion gap/affective gap (e.g. how was Teresa feeling?)
   - presenting information/suggestions
   - collaborating in planning (e.g. preparing for an event)
   - giving an opinion
   - others.

The interactions outlined above provide some suggestions only. They are intended to cover a range of themes that teachers and students are engaged in. In preparing for the assessment session, the teacher should plan to elicit different kinds of interactions. The three types of interaction shown in bold above should be included, as appropriate to the theme being learnt. Other types of interaction should be selected from the remaining types listed above, or others that are appropriate to the theme/topic and the usual styles of interaction in the classroom.

The interaction should include some well-known, rehearsed language as well as some questions that require the students to use the known language in a new context.
A range of resources (charts, images, worksheets, diagrams) should be used to stimulate interaction and thinking. To maximise interaction, the teacher should chain questions in a way that extends the interaction to a range of students, for example, Teresa, what's in your bag? Tom, what's in Teresa's bag? And what's in yours? What do you think is in my bag?

It is important that teachers:
- give students time to respond
- stretch students’ performance beyond rehearsal wherever possible
- provide scaffolds/supports to assist students in responding.

The interactions should be predominantly whole class, with the teacher interacting at times with individuals, pairs, or small groups across the whole class. The questioning should be personalised such that the teacher, who knows the students well, draws upon their own interests and experiences.

A student–student interaction may be included as appropriate (but not as a rehearsed activity).

**Part B: Interaction with visiting teacher (two small groups of 5 to 6 students)**

Two small groups of 5 to 6 students are selected. Students are selected based on prior experience of the target language (both in terms of home background and prior learning experience). The composition of these groups will depend on the profile of students at each particular school (e.g. one group may comprise students with and the other without home background, as appropriate). Each group interacts with one of the two visiting teachers. The interaction will be digitally recorded.

*Interaction with the visiting teacher (10 minutes)*

In each of the small groups the visiting teacher asks students questions about themselves followed by questions based on a visual stimulus, for example, picture, photo, image, depicting a situation or event relevant to the experience of students. Students are also invited to ask the visiting teacher a question.

**Administration**
- The visiting teachers for Listening and Speaking will be the panel chairs and/or members of the language-specific panel who are experienced in working with young learners.
- The visiting teachers will be responsible for the digital recording.

**Reading and Writing**

**Writing**

**Overall time allowance: 20 minutes**

*Format:* Pen and paper

*Presentation:* Booklets are prepared for each student. Test to be conducted by classroom teacher according to prescribed protocol.

*Content:* Two writing tasks

**Task 1:**


Students complete 6 items.

Sample items:
- matching words and pictures
- filling in a gap in a sentence
- completing a sentence: e.g. At school, I am learning …
- filling in speech bubbles between two characters
- copying text (in alphabetic languages).

**Task 2:**

Self-description: *Me, my family and my friends*
Students are asked to write as much as they can in the target language.

Write about yourself, for example:

- your name, age, personal information
- your family (members, brothers and sisters, pets, home)
- things you like to do (sports, hobbies, routines)
- where you like to go (to the park, zoo)
- your friends (names, description)
- your weekend.

The prompt is provided in both the target language and in English.

[Students can use romanised script if they don't know the characters.]

**Reading (15 minutes)**

**Overall time allowance: 20 minutes (2 x 10 minutes)**

**Format:** Pen and paper

**Presentation:** Booklets are prepared for each student. Test to be conducted by classroom teacher according to prescribed protocol.

**Content:** Two reading tasks

**Task 1: Reading and answering questions**

Two signs/ads/images are provided (e.g. school signs, shop signs, street signs, advertisements for particular products, images from daily life for children) and students respond to questions about the particular message, purpose, meanings, keywords. 5–6 comprehension questions are asked and answered in English.

Response format: short answer

Sample questions:

- What does this sign tell us?
- What product is being advertised? Choose one word that is used to describe the product.

**Task 2: Matching sentences to picture**

A picture is provided and students match sentences to activities depicted in the picture.

**Input text:**

The picture depicts a scene from likely daily life experiences of students, for example, at the beach, a visit to the market/zoo, a shopping trip, a school activity. Four sentences describing different aspects of the scene surround the picture. Students match sentences in the target language to the relevant part of the picture.

Six sentences are provided describing different aspects of the picture. In Chinese/Japanese three sentences are provided in characters and three different sentences are provided in romanised script.

Sample questions:

- The children are playing in the water.
- The dog has the ball.
- Mother is reading.

**NOTE:** For the Chinese reading tasks, some have characters and pinyin provided, others have pinyin only and others characters only.
Appendix 5b: Year 10 Test Specification

Listening and Speaking (Integrated)

**Overall Time Allowance:** 10–15 minutes plus setting up time = circa 20 minutes per person

**Format:** One-on-one interaction between researcher interviewer and student.

**Presentation:** Test materials are stored on a DVD. Prompts can be presented to student on screen (laptop) or in print form. Interaction to be digitally recorded.

**Content:** Two tasks, one independent, one integrated (i.e. with short reading prompt).

**Task 1: Answering questions (Listening and Speaking)**

**Time allowance:** 3–5 minutes (depending on student ability)

**Sample topics**
- self
- school life
- friends and relationships
- personal preferences
- leisure, future plans, holiday
- countries and cultures.

**Sample questions**

**Self**
- Where do you live?
- How many people in your family?
- What is your house like?

**School life**
- What year are you in at school?
- How do you get to school?
- What subjects are you studying?
- What do you like studying?

**Leisure time**
- What do you like to do on the weekend?
- What is your hobby?
- What did you do during your last school holidays?
- Do you have a pet? If not, would you like to have a pet?

**Administration**
- Interviewer switches on MP3 player.
- Asks student’s name and writes it on mark sheet.
- S/he then poses 3–4 questions per topic, encouraging elaboration and maintaining interaction through follow-up questions (e.g. asking for an explanation, further information or reasons).

**Skills covered** (based on Year 10 KPMs for each language – examples for Japanese provided below):
- initiate interactions on familiar topics
- formulate and respond to factual questions
- respond to some unpredictability in an interaction
- ask for clarification
• use simple strategies to sustain an interaction (e.g. sumimasen, mooichido onegaishimasu)
• create mood and feeling (e.g. through use of adjectives)
• create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts
• link ideas (i.e. using –te verb, or common connectors e.g. soshite, demo)
• approximate correct intonation patterns
• monitor own language and attempt self correction
• use non-verbal language.

**Task Two: Making a choice (Reading and Speaking)**

Students asked to make a choice based on TWO to THREE alternatives. (Three alternatives are for more able students). They are encouraged to give reasons for their choice.

_Time allowance:_ (2–3 minutes) with an interlocutor

**Possible topics**
• hosting an overseas exchange student — choose the most suitable guest
• going out — choose the most suitable event

_Prompts:_ (3 sets of 3 prompts to be developed for each language)
• Profile of each student with name, gender, age, and favourite food (3 cards)
• Profile of each event (e.g. film, sports match, music festival) with title, time, place, costs (3 cards)

**Sample prompt cards**

(Translation from Japanese)

<table>
<thead>
<tr>
<th><strong>Student 1</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Masaki Yamamoto</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Age</td>
<td>15 years old</td>
</tr>
<tr>
<td>Hobby</td>
<td>Kendo, reading</td>
</tr>
<tr>
<td>Favourite food</td>
<td>Fish</td>
</tr>
<tr>
<td>I can’t drink milk and eat cheese.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student 2</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Megumi Takano</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>14 years old</td>
</tr>
<tr>
<td>Hobby</td>
<td>Cooking, Cycling, camping,</td>
</tr>
<tr>
<td>Favourite food</td>
<td>Pizza, ice-cream</td>
</tr>
<tr>
<td>I enjoy babysitting and spending time with young children.</td>
<td></td>
</tr>
</tbody>
</table>
Administration:
- Student is given up to 1 minute of preparation time to look at the prompt cards. More able students may (at interviewer’s discretion) be given three rather than two cards to choose from.
- Before speaking student is encouraged to ask for any extra information she needs to make her choice (e.g. Does Masaki eat meat? Does Megumi have brothers and sisters? Is the movie long? Who are the stars of the movie? Who is playing in the team?).
- Interviewer then asks: Which person do you prefer? Which film/match do you want to see? Interviewer can scaffold the response, as required asking questions: Why do you like Masaki? Do you like reading too?)

Skills:
- Initiate interaction
- Asking for clarification
- Use simple strategies to sustain an interaction
- Formulate questions
- Respond to some unpredictability in an interaction
- Summarise information or combine information from a range of sources
- Use correct pronunciation, stress patterns, and phrasing
- Monitor own language and attempt self-correction

Assessment criteria
Common criteria across languages based on KPMs, with language-specific descriptors based on benchmark samples

Suggested criteria (may vary according to task):
- Comprehension
- Resources of vocabulary and grammar
- Pronunciation/intelligibility
- Accuracy/self-monitoring
- Fluency
- Task fulfilment
- Overall communicative effectiveness (across whole test).

Assessment procedures
Each student is assessed on the spot by researcher interviewer with answers recorded on a score sheet and comments noted. Performances will be recorded on MP3 player. A sample of performances will be assessed retrospectively by a panel member.

Reading and Writing (Integrated)

Overall Time Allowance: 45 minutes

Format: Pen and paper

Presentation: Booklets prepared for each student. Test to be conducted by classroom teacher according to prescribed protocol. No dictionaries allowed.

Content: Three tasks, two independent (one writing and one reading) and one integrated (reading and writing combined)
Task 1: Self-introduction (Writing)

Time allowance: 20 minutes

Students write between 8 and 10 lines of text in the relevant target language providing personal information; name, birth date, and some relevant bio data (e.g. likes, dislikes, hobbies, sports, music).

Some target language prompts suggesting topics are provided.

Task 2: Participating in Facebook interaction (Reading and Writing)

Time allowance: 20 minutes.

Part A. Reading and answering questions

Input text:

100 word/200 character contribution to a blog by a Chinese/Indonesian/Japanese/Korean student planning to travel to Australia. Contribution contains simple information about student's age and location as well as time and reason for planned visit. It also contains questions about life in Australia, for example:

- season/climate, clothing requirements
- school routines/rules/subjects and timetable
- weekend/after-hours leisure activities

Questions: 5–6 comprehension questions in target language

Response format: Short answer

Sample questions

- How old is x?
- Where does he live?
- How does he like to spend his time?
- Why has he decided to travel to Australia?

Scoring: dichotomous (0/1) or partial credit (0-2) based on marking key

Part B. Responding to a blog contribution

Student writes response to the message including answers to the questions posed by the Chinese/Indonesian/Japanese/Korean student.

Expected length: 6–8 lines

Skills

- present ideas in a logical sequence
- link ideas (i.e. using cohesive devices)
- create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts
- adapt information from written source
- observe the relevant text conventions (e.g. appropriate format, paragraphs, and topic sentences)
- use correct punctuation (e.g. full stops, capitals, question marks, commas)
- write legibly/correct character formation, etc.

(Specifics may need to be added for particular languages)
Assessment criteria for Tasks 1 and 2
To be adapted from KPMs. Common to all languages with language specific descriptors based on benchmark samples.
Each task to be assessed independently as well as global assessment of overall communicative effectiveness.

Task 3 Reading comprehension

Time allowance: 15 minutes
Input materials: Notice or series of short public notices or advertisements with images and text. Text/s should be authentic or quasi authentic.
Response: 8 to 10 short-answer comprehension questions ranging in difficulty

Scoring: dichotomous (0/1) or partial credit (0–2) using a marking key

Skills:
- understand gist, main ideas, keywords, specific information
- recognise features of different text types
- identify the overall purpose (e.g. to inform, entertain, persuade)
- distinguish facts and opinions
- make judgments about the relevance of detail
- infer the meaning of some unknown words from context
- identify relationships between ideas (e.g. sequence of events, cause and effect, changes in time or relationship)
### Appendix 6: Assessment Instruments

| 6(a) Chinese       | Year 6/7 | Reading and Writing Assessment |
|                   |          | Listening and Speaking Assessment |
|                   | Year 10  | Reading and Writing Assessment |
|                   |          | Listening/Reading and Speaking Assessment |

| 6(b) Indonesian    | Year 6/7 | Reading and Writing Assessment |
|                    |          | Listening and Speaking Assessment |
|                    | Year 10  | Reading and Writing Assessment |
|                    |          | Listening/Reading and Speaking Assessment |

| 6(c) Japanese      | Year 6/7 | Reading and Writing Assessment |
|                   |          | Listening and Speaking Assessment |
|                   | Year 10  | Reading and Writing Assessment |
|                   |          | Listening/Reading and Speaking Assessment |

| 6(d) Korean        | Year 6/7 | Reading and Writing Assessment |
|                   |          | Listening and Speaking Assessment |
|                   | Year 10  | Reading and Writing Assessment |
|                   |          | Listening/Reading and Speaking Assessment |

| 6(e) Year 12 Assessment Instruments |
Appendix 6a: Chinese Assessment Instruments

Student Achievement in Asian Languages Education (SAALE) Project

CHINESE YEAR 6/7 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).
2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.
3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Chinese.
4. There are some tasks in pinyin and some tasks in characters in order to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.
5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour.
No dictionaries are allowed.

There are four sections:

- Learner Background Questionnaire: 10 minutes
- Reading and Writing Tasks (7): 20 minutes
- Extended Writing Task (1): 20 minutes
- Learning Experience Questionnaire: 10 minutes

Total: 60 minutes
Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

LEARNER BACKGROUND QUESTIONNAIRE
YEAR 6/7 CHINESE

The student must complete this part (Questions 1–17).

1. Family name ................................................................. First name .........................................................
2. Gender (please circle) Male Female
3. Current year level at school ...........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / China / Taiwan / Hong Kong / other (name of country) .................................
5. Country of birth of your mother/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) .................................
6. Country of birth of your father/guardian
   Australia / China / Taiwan / Hong Kong / other (name of country) .................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Chinese is spoken?
   (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) ..............................
   Country (2) ................................................................. Time spent (in months) ..............................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .........................
9. How old were you when you arrived in Australia? ...........
10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7
    (name of country) ....................................................
11. What was your language of education overseas?
    (circle or name the languages) Chinese (Putonghua/Cantonese) / English / other ......................
12. Did you study Chinese language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

NOW GO TO QUESTION 13
13a. Circle all the year levels in which you have studied Chinese at school in Australia.
Grade/Year:  1  2  3  4  5  6  7

13b. Circle all the years in which you have studied Chinese at Chinese Saturday/after-hours/community school.
Years attended:  2003  2004  2005  2006  2007  2008  2009
Highest year level reached ..............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Chinese?
(please circle) Yes No
If Yes, year levels taught ................................................. Name of school .................................................................

15. Have you ever learnt any other language at school (apart from Chinese and English)?
(please circle) Yes No
If Yes, name other language (1) ........................................ year levels studied .................................................
name other language (2) ........................................ year levels studied ..................................................

LANGUAGES USED AT HOME
16. What was the first language(s) you used before going to school?
Name language (1) .................................................. Name language (2) (if relevant) .................................

17. What language(s) do you regularly use at home?
(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (if relevant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading and Writing Tasks (20 minutes)

Answer each question in the space provided.

Task 1

(a) Write down what this sentence means in English.

我的朋友看书  wǒ de péngyǒu kàn shū

(b) Now make the sentence negative by adding ^ in the correct position for 不 in the character or pinyin sentence.

我的朋友看书  wǒ de péngyǒu kàn shū

Task 2

Complete the following two sentences with your own preferred answer in characters or pinyin.

(a) 我不喜欢。 wǒ bù xǐhuān

(b) 我的汉语老师。 wǒ de hànyǔ láoshī

Task 3

Write an appropriate response to each phrase in pinyin or characters.

(a) 你好吗？ nǐ hǎo ma?

Response

(b) 谢谢！ xiè xiè!

Response

(c) 对不起。 duì bù qǐ

Response
Task 4
Select and write in an appropriate word or phrase from any of the four options provided to complete the sentences.

Example

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的妈妈。。。</td>
<td>我的妈妈很高</td>
</tr>
<tr>
<td>wǒde māmā。。。</td>
<td>wǒde māmā…hěngāo</td>
</tr>
<tr>
<td>(either)很高 or 苹果</td>
<td>hěngāo or píngguǒ</td>
</tr>
</tbody>
</table>

Sentences in Chinese characters

<table>
<thead>
<tr>
<th>Sentences in Chinese characters</th>
<th>Sentences in pinyin</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) 我中午吃。。。。。。。。。。</td>
<td></td>
</tr>
<tr>
<td>(b) 我爸爸喜欢打。。。。。。。。。</td>
<td></td>
</tr>
<tr>
<td>1 电视 2 水果</td>
<td></td>
</tr>
<tr>
<td>3 牛奶 4 篮球</td>
<td></td>
</tr>
<tr>
<td>(c) wǒ měitiān wǎnshāng 。。。。</td>
<td></td>
</tr>
<tr>
<td>(d) jīntiān tiānqì 。。。。。。。。</td>
<td></td>
</tr>
<tr>
<td>1 hěn hǎokàn 2 kàn diànnǐ</td>
<td></td>
</tr>
<tr>
<td>3 shàng kè 4 hěn rè</td>
<td></td>
</tr>
</tbody>
</table>

Task 5
(a) How well can you write characters?
Copy the sentence in characters into the squares below.

我 喜 欢 学 习 汉 语

(b) Write down what the sentence means in English.

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................
Task 6
Match each sentence to one of the activities shown in the picture. Write the number from the picture beside the correct sentence.

☐ yǒu sīgè xuéshēng zài huāhuà.
☐ yǒu sān gè xuéshēng zài kànshū
☐ yǒu yī gè xuéshēng pāzài zhuōzhīshàng shuǐjiào。
☐ yǒu yī gè xuéshēng zài kàn tāmen de shū
Task 7 (to be completed if you have time)

(a) Look at the text below and select ANY FOUR characters or parts of characters (radicals or components) that you recognise. Write each one in the squares below and give the sound and meaning if you can.

澳洲的朋友們，你們好。我是一名來自上海一中的高一學生，今年十六歲。今年十月的時候，要去澳大利亞的一個高中學習兩個月。

1

Sound: .......................................................... meaning: ..........................................................

2

Sound: .......................................................... meaning: ..........................................................

3

Sound: .......................................................... meaning: ..........................................................

4

Sound: .......................................................... meaning: ..........................................................

(b) There is something different about some of the characters in this text. Explain the difference if you can, with an example.

..................................................................................................................................................
Appendix 6

Extended Writing Task (15 minutes)

Write a description of yourself under the following title:

‘Me, my family and my friends’

我, 我的家庭 和 我的朋友

Write as much as you can about yourself and your family and friends.

Try to write in characters, but you may write in pinyin if necessary.

The texts below might help you to plan and organise your answer.

Include, for example:

1. personal information: your name and age

你叫什么名字？你几岁？nǐ jiào shénme mínɡzì ？nǐ jǐ suì ？

2. your family members: brothers and sisters, pets

你的家有什么人？有兄弟姐妹吗？有什么宠物？

nǐ de jiā yǒu shénme rén？yǒu xiōnɡ dì jiě mèi ma？yǒu shénme chǒngwù？

3. your friends: names, appearance

你的朋友叫什么名字？你为什么喜欢他们？

nǐ de péngyǒu jiào shénme mínɡzì？nǐ wéishénme xīhuān tāmen？

4. your home: features of your house

你家的房子怎么样？nǐ jiā de fánɡzǐ zěnmeyàng？

5. your weekend: things you like to do (sports, hobbies, routines)

你周末喜欢做什么？你喜欢什么体育运动？

你有什么爱好？

nǐ zhōumò xīhuān zuò shénme？nǐ xīhuān shénme tǐyù yǒndònɡ？

nǐ yǒu shénme àihào？
Write your description here.
Appendix 6
Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Chinese.
Write your answers in English or Chinese — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Chinese language? Think about words or sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.

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2. How is Chinese different from English?
Explain some ways in which the Chinese language is different from English.

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3. What would you tell a new student who does not know anything about the Chinese language about learning Chinese?
For example, in order to learn Chinese you need to know that .................................................................
...........................................................................................................................................................................................................................................................................................................................................................................................................................................................
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**Interaction with visiting teacher** (10 minutes)

_Ni hao. Welcome to the interview. During this interview I will ask you a few questions to see what you know/how much you have learnt in Chinese this year. We will start when you are ready._

**Teacher asks students questions about themselves**

_Now we are going to speak in Chinese. I will ask each of you a few questions. Don’t worry if you cannot answer, I’ll ask you another question._

1. nǐ jiào shénme? nǐ xìng shénme? (name)
2. nǐ jī suǐ?/ nǐ shǔ shén me? (age/zodiac)
3. nǐ jiā yǒu jī kǒu rén? /nǐ jiā yǒu shéi? (family)
4. nǐshì nà guó rén? (nationality)
5. nǐ shàng jī niánpí? (year level)
6. nǐ xīhuān shénme dōngwǔ?/ nǐ yǒu gǒu/māo ma?/nǐ xīhuān gǒu/māo ma? (pets)
7. nǐ yǒu hǎo péngyǒu ma? nǐ de hǎo péngyōu shì shéi? (friends)
8. nǐ de lǎo shī shì shéi? (teacher)
9. nǐ xīhuān nǐ de xuéxiào ma? (school)
10. nǐ xīhuān shén me yundong / huodong? (activities)
Choose one of the (pinyin/character) sentences on the table and read it aloud to me. Please try your best to pronounce the tones. Can you tell me what the sentence means in English?

1. 这是我的爸爸，他四十七岁
   zhè shì wǒ de bàbà, tā sìshíqī suì

2. 我很喜欢看电视
   wǒ hěn xǐhuān kàn diànnǐ

3. 我的老师是中国人
   wǒ de lǎoshī shì zhōngguórén

4. 我的衣服是红色的
   wǒ de yīfú shì hóngsè de

5. 我星期六去打球
   wǒ xīngqī liù qù dǎ wǎngqiú

6. 我的朋友很高
   wǒ de péngyǒu hěn gāo

7. 我家有一只猫
   wǒ jiā yǒu yī zhī māo
Choose a question (in characters/pinyin).
You have some time to think about the answer.
Tell me when you are ready to answer your question.

1. 今天几月几号？
   jiàntiān jǐyuè jǐhào?

2. 你喜欢吃中国饭吗？
   nǐ xǐhuān chī zhōngguófàn ma?

3. 我是哪国人？
   wǒ shì nǎguórén?

4. 你喜欢你的学校吗？
   nǐ xǐhuān nǐ de xuéxiào ma?

5. 你喜欢打篮球吗？
   nǐ xǐhuān dǎ lánqiú ma?

6. 你家有什么动物？
   nǐ jiā yǒu shénme dōngwù?

7. 你的汉语老师是谁？
   nǐ de hàn yǔ lǎoshī shì shéi?
Appendix 6

Choose a character from the list and tell me the sound (name) and meaning of the character.

List A: basic characters

<table>
<thead>
<tr>
<th>帆</th>
<th>惷</th>
<th>风</th>
</tr>
</thead>
<tbody>
<tr>
<td>日</td>
<td>来</td>
<td>月</td>
</tr>
<tr>
<td>不</td>
<td>木</td>
<td>衣</td>
</tr>
<tr>
<td>木</td>
<td>心</td>
<td>大</td>
</tr>
</tbody>
</table>

List B: compound characters

<table>
<thead>
<tr>
<th>嘿</th>
<th>故</th>
<th>非</th>
</tr>
</thead>
<tbody>
<tr>
<td>家</td>
<td>非</td>
<td>家</td>
</tr>
<tr>
<td>玩</td>
<td>春</td>
<td>国</td>
</tr>
<tr>
<td>想</td>
<td>星</td>
<td>动</td>
</tr>
</tbody>
</table>

Well done! Now you have finished the interview.
Questions based on a visual stimulus

Look at the picture and tell me what you can see.

1. What are the students doing?
2. How many students are doing this activity?
3. Which activities do you like?
4. What are some of the objects in the room? Where are they?
5. What is the teacher doing?

Asking the visiting teacher a question

Now, before we finish, you have the chance to ask me a question or two.
Feel free to ask any question you can — in Chinese.
Student Achievement in Asian Languages Education (SAALE) Project

CHINESE YEAR 10 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Chinese.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour and 20 minutes, which is divided into two lessons. No dictionaries are allowed during the lessons.

Lesson 1

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Writing: Self-introduction</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35 minutes</strong></td>
</tr>
</tbody>
</table>

Lesson 2

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding (Questions 1–2)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Reading Comprehension (Questions 3–4)</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45 minutes</strong></td>
</tr>
</tbody>
</table>

You will be asked to move on to the text task when the allocated time is up. You can return to the earlier task in the remaining few minutes to check and review your work (if you have time). Do not worry if you cannot finish everything. Feel free to write your thoughts about the tasks after you have completed the Reading Comprehension tasks in Lesson 2.
# Learner Background Questionnaire

## Year 10 Chinese

The student must complete this part (Questions 1–17).

1. Family name .......................................................... First name ..................................................
2. Gender *(please circle)* Male Female
3. Current year level at school ........................................

### Country of Birth *(please circle, or name country if not mentioned below)*

4. Your country of birth  
   Australia / China / Taiwan / Hong Kong / other *(name of country)* ........................................

5. Country of birth of your mother/guardian  
   Australia / China / Taiwan / Hong Kong / other *(name of country)* ........................................

6. Country of birth of your father/guardian  
   Australia / China / Taiwan / Hong Kong / other *(name of country)* ........................................

### If You Were Born in Australia, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Chinese is spoken? *(please circle)*  
   Yes  
   No

   If Yes, please say how long (altogether) you have spent there.
   - Country (1) ........................................................ Time spent *(in months)* ..........................  
   - Country (2) ........................................................ Time spent *(in months)* ..........................

### If You Were Born Overseas, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ...............  

9. How old were you when you arrived in Australia? ........

10. Which years of education did you complete at school *overseas*? *(circle all relevant years)*  
    Grade/Year:  1  2  3  4  5  6  7  8  9  10  
    *(name of country)* ........................................................

11. What was your language of education overseas?  
    *(circle or name the languages)* Chinese (Putonghua/Cantonese) / English / other .....................

12. Did you study Chinese language at school *overseas*? *(please circle)*  
    Yes  
    No

   If Yes, in what years?  
    *(circle all relevant years)*  
    Grade/Year:  1  2  3  4  5  6  7  8  9  10

NOW GO TO QUESTION 13
Appendix 6

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Chinese at school in Australia.
   Grade/Year:  1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Chinese at Chinese Saturday/after-hours/community school.
   Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009
   Highest year level reached ..............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Chinese?
   (please circle) Yes No
   If Yes, year levels taught .................................................. Name of school ..........................................

15. Have you ever learnt any other language at school (apart from Chinese and English)?
   (please circle) Yes No
   If Yes, name other language (1) ........................................... year levels studied ......................................
   name other language (2) ................................................... year levels studied ......................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
   Name language (1) .............................................. Name language (2) (if relevant) ..........................

17. What language(s) do you regularly use at home?
   (please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th></th>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (if relevant)</td>
<td></td>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Self-introduction (20 minutes)

As part of an application to study in China you are required to write a text introducing yourself. Provide some personal information, for example, your name, birth date, and some interests or activities (e.g. likes, dislikes, hobbies, sports, music).

Write your response in characters as best you can, but use pinyin if necessary to express your ideas clearly.

Here are some ideas to help you:

你叫什么名字？你几岁？你上几年级？
nǐ jiào shénme míngzi ？nǐ jǐ suì ？nǐ shàng jǐ niánjí ？

你有什么兴趣和爱好？你喜欢做什么活动？
nǐ yǒu shénme xìngqù hé àihào ？nǐ xǐhuān zuò shénme huódòng ？

你有什么业余爱好，喜欢什么体育运动，喜欢什么音乐？
nǐ yǒu shénme yèyù àihào ，xǐhuān shénme tǐyù yǒudòng ，xǐhuān shénme yīnyuè ？
Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 10 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(5 minutes)

Respond to the following questions in English or Chinese.

1. What have you enjoyed most in learning Chinese?

2. What are some of the challenges you have experienced in learning Chinese?

3. How has your learning of Chinese changed the way you think about language and communication?

4. What would you tell a friend who has never studied Chinese about learning Chinese?

End of Lesson 1.
Reading and Responding (Questions 1–2) (25 minutes)

Read the blog by a Chinese student planning to travel to Australia, then answer:

- Question 1 in English (10 minutes) and
- Question 2 in Chinese (15 minutes).

澳洲的朋友们，你们好。我是一名来自上海一中的高一学生，今年 16 岁。我参加了学校的“交换生项目”，今年 10 月的时候，要去澳大利亚的一个高中学习两个月。国的十月，是金色的秋天，天气 凉爽宜人。

你的城市的十月天气是怎样的呢？我应该带些什么样的衣服，才能够适合那时的天气呢？

中国的高中生，每天要上 8 节课，从早上 8 点，到下午 5 点。在同-间教室，等着不同科目的老师来上课。澳洲的学校也是这样么？如果不是，和我们有哪些不同呢？我最喜欢的就是化学课和中文课了，你呢？

除了上课学习文化知识，你们下课和周末都做些什么呢？我到了澳洲的时候，有什么好玩的地方呀？

告诉我，到时候我们就可以一起去玩吧！

高雅
Appendix 6

Question 1

(a) What is the name of the writer? .................................................................

(b) How old is she? ................................................................................................

(c) Where does she live? ......................................................................................

(d) Why has she decided to travel to Australia? ..................................................
..........................................................................................................................

(e) What is meant by the phrase 交换生项目？..................................................
..........................................................................................................................

(f) What is meant by the phrase 凉爽宜人？.........................................................
..........................................................................................................................

(g) What is her typical school day in China? .........................................................
..........................................................................................................................

(h) What subjects does she like? .........................................................................
Question 2

Write a personal response to the message, including answers to the questions asked by the Chinese student (provided below).

(a) 你的城市的十月天气是怎样的呢？我应该带些什么样的衣服，

(b) 澳洲的学校也是这样么？如果不是，和我们有哪些不同呢？我最喜欢的就是化学课和中文课了，你呢？你们下课和周末都做些什么呢？

(c) 我到了澳洲的时候，有什么好玩的地方呀？
This page is intentionally blank.
Reading Comprehension (Questions 3–4) (20 minutes)

Please note that these are authentic texts and extend beyond the characters/vocabulary normally covered by Year 10. Try to answer the questions as best you can, based on your knowledge and experience.

3. Read the advertisement below and answer the questions in English. (10 minutes)

(a) (i) What is the name of the shop 家乐福, in pinyin? .................................................................
(Refer to No. 1 above)
(ii) What is the meaning of these three characters? .................................................................
....................................................................................................................................................

(b) What is the meaning of the four-character heading 每日超值? ...................................................
(Refer to No. 2)
....................................................................................................................................................

(c) What is the meaning of the five-character heading 让你省更多? ............................................
(Refer to No. 3)
....................................................................................................................................................

(d) What is the meaning of the character 折 (e.g. 7 折 and 8 折) on some items?
(Refer to No. 4)
....................................................................................................................................................
4. Read the public notice below and then answer the questions in English. (10 minutes)

(a) What is the title of the text? (Refer to No. 1 above)

(b) Explain the meaning of the following phrases from the top part of the text. (Refer to No. 2)

(i) 热爱祖国，热爱家乡。 .................................................................

(ii) 礼貌待人，助人为乐。 .................................................................

(iii) 植树绿化，美化环境。 .................................................................

(c) What is the significance of the 4 + 4 character format in these phrases? (Refer to No. 3)

(d) Write down in characters which of the six phrases in the lower part of the text corresponds best to the meanings below.

(i) Don’t speak coarse language (swear) .................................................................

(ii) Don’t litter ...........................................................................................................

(iii) Don’t damage the greenery ..................................................................................

End of Lesson 2.

PLEASE TURN OVER.
Please provide any comments or feedback about the tasks here.
Task 1: Answering questions (Listening and Speaking)

Introduction/warm up — self (1 minute)
简介；请介绍你自己（姓名，年龄，出生地）

Friends and relationships (1½ minutes)
朋友关系：你的好朋友是谁？他/她是哪国人？他（们）是怎样的人？
你喜欢他/她的什么？… 你和你的朋友平时喜欢做什么？

Personal preferences (1½ minutes)
个人兴趣：你有空喜欢做什么，什么时候，在哪儿，跟谁？
你也喜欢看书，玩电脑游戏，参加运动吗（那种运动？为什么？）

Advanced level
你喜欢吃什么，你喜欢吃快餐吗？喜欢什么地方的菜？
你喜欢做饭吗？为什么？自己会做饭重要吗？为什么？
你会弹乐器吗？你喜欢听音乐吗？
你喜欢那种类型的音乐？为什么？

Future plans (1½ minutes)
你放假打算去哪儿？
你明年还打算学习汉语吗？为什么

Advanced level
你中学毕业以后有什么计划？
想上大学学习什么？为什么？

Countries and cultures (1½ minutes)
你喜欢旅行吗？
你去过什么国家？去过中国吗？

Advanced level
中国的文化和生活方式跟澳大利亚有什么不同？
如果一个中国朋友来澳大利亚，你会带这个朋友去哪些地方？为什么？
如果你去中国，你会去哪些地方？为什么？

Money — income (1½ minutes) Advanced level only
你有工作收入或零花钱嘛？你一个星期能花多少钱？你用这些钱买什么？
想象一下如果你很有钱，比如说你有一万块钱，你会做什么？

Youth and global issues (1½ minutes) Advanced level only
你最关心的问题是什么？ 你对现在的环境问题有什么看法？
我们应该做什么来解决这个问题？
Task 2: Reading and Speaking
Students have 1 minute of preparation time to look at the prompt cards.

Which of these three events would you like to attend? Why?

Prompting questions (if required)

(1) What is the name of the movie? Where is it on? How much is a ticket?
   Which session suits you best?

(2) What is the sporting activity? Which teams are playing? When is it being held? Where?
   Why are there two ticket prices?

(3) When is the music festival being held? Where is it being held?
   What are some (promotional) phrases used in the ad?
   What are the three ticket prices for?

这三个活动你想参加哪一个？为什么？

(1) 电影叫什么名字？在哪里放映？一张票多少钱？那一场最适合你？

(2) 这是什么体育活动？哪些队参加比赛？比赛什么时候进行？在哪儿？为什么有两种票价？

(3) 音乐节什么时候举行？在哪儿举行？哪些是这则广告所用的推广语？为什么有三种票价？
隆重上映：喜羊羊与灰太狼

2009年首部国产动画喜剧大片

1月26日起 大华影院每日六场
下午  2：00，  4：00；晚 7：00，  8.30
片长：  80分钟
票价：下昼场和晚场 28元  （学生优惠价15元）
全市各大华影院售票点1月15起售票
全国篮球联赛分组赛

江苏队主场迎战广州队

11月23日晚六点半南京江宁体育馆
票价： 普通票 20元  贵宾区80元
CBA各售票点均有销售
详情请见CBA官网: http://cbachina.163.com/
占地面积最大，草原最广、最有机、最有氧，空气最好、星星最多、野趣最多、美味最丰富、最Natural High的音乐节！

全情期待 2009年 8月7日 到8月9日
历时两天 在张北草原上放飞音乐梦想

演出时间：2009年8月7、8、9日
地点：张家口张北县境内 中都草原度假村旁边的草场
线上订票：http://bj.228.com.cn/product/010detail-1126.html
电话预定：400-810-3721 400-810-3722
票价： 一日通：80元 两日通：150元
家庭两日团票（两个成人，1个儿童）320元
Appendix 6b: Indonesian Assessment Instruments

Student Achievement in Asian Languages Education (SAALE) Project

INDONESIAN YEAR 6/7 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Indonesian.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour.

No dictionaries are allowed.

There are four sections:

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Reading and Writing Tasks (6)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Extended Writing Task (1)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Total 60 minutes
LEARNER BACKGROUND QUESTIONNAIRE
YEAR 6/7 INDONESIAN

The student must complete this part (Questions 1–17).

1. Family name ............................................................. First name ..................................................

2. Gender (please circle) Male Female

3. Current year level at school ........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
Australia / Indonesia / other (name of country) .................................................................

5. Country of birth of your mother/guardian
Australia / Indonesia / other (name of country) .................................................................

6. Country of birth of your father/guardian
Australia / Indonesia / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Indonesian is spoken?
(please circle) Yes No

If Yes, please say how long (altogether) you have spent there.
Country (1) ................................................................. Time spent (in months) .........................

Country (2) ................................................................. Time spent (in months) .........................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .................

9. How old were you when you arrived in Australia? .........

10. Which years of education did you complete at school overseas?
(circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

(name of country) .................................................................

11. What was your language of education overseas?
(circle or name the languages) Indonesian / English / other .................................................................

12. Did you study Indonesian language at school overseas?
(please circle) Yes No

If Yes, in what years?
(circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

NOW GO TO QUESTION 13
Appendix 6

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Indonesian at school in Australia.
Grade/Year: 1 2 3 4 5 6 7

13b. Circle all the years in which you have studied Indonesian at Indonesian Saturday/after-hours/community school.
Years attended: 2003 2004 2005 2006 2007 2008 2009
Highest year level reached ........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Indonesian? (please circle) Yes No
If Yes, year levels taught ........................................... Name of school ........................................

15. Have you ever learnt any other language at school (apart from Indonesian and English)? (please circle) Yes No
If Yes, name other language (1) ........................................ year levels studied ..............................
name other language (2) ........................................ year levels studied ..............................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
Name language (1) ........................................ Name language (2) (if relevant) .........................

17. What language(s) do you regularly use at home? (please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th>Listen (music, video, DVD, etc.)</th>
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<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
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<tr>
<td>English</td>
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</tbody>
</table>
Reading and Writing Tasks (20 minutes)

Task 1
Complete the following sentences with a suitable word or phrase.

(a) Saya suka makan ................................................................. ................................................................. .........................

(b) Saya bangun pada ................................................................. ................................................................. .........................

(c) Saya bermain........................................................................... ................................................................. .........................

Task 2
Choose the best word from those in brackets to complete these sentences. Write the word in the space provided.

(a) Di sekolah saya belajar.............................. Indonesia. (bermain, bahasa, berasal)

(b) Bapak saya .............................................. di kolam renang. (berenang, bercakap, bernyanyi)

(c) Teman saya ..............................................di Jalan Bunga. (tidur, tinggal, tidur)

Task 3
Explain what these question words mean.

(a) Siapa ................................................................. ................................................................. .........................

(b) Berapa ................................................................. ................................................................. .........................

(c) Di mana ................................................................. ................................................................. .........................
Appendix 6

Task 4

Tini and Markus are having a conversation. Complete the speech bubbles so that their conversation makes sense.

Selamat pagi, Tini.

Selamat pagi Markus.

Apa _ _ _ _?

Kamu ke mana Tini?

Saya _ _ _ _ ke Mall.

Mau ikut?

Ya, mau.

_ _ _ _ apa ke Mall?

Naik bis. Mari.
Task 5
Look closely at the picture and match the sentence to the activity. Write the number in the box next to the correct sentence. (Number 1 has been done for you.)

Example:
1. Ada kapur dan penghapus di papan tulis.
2. Jenny tidur di meja.
3. Sandra dan temannya duduk dan bergambar.
5. Agus dan John membaca buku.
7. Thomas memakai kaca mata hitam.
Taman Rekreasi

Harga Tiket

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senin-Jumat</td>
<td>Rp 90,000</td>
</tr>
<tr>
<td>Sabtu-Minggu/Hari Libur</td>
<td>Rp 110,000</td>
</tr>
</tbody>
</table>

Diskon

| Tiket Keluarga (2 anak, 2 dewasa) | Rp 350,000 |

(a) What does the title mean?

(b) How much does it cost to go from Monday to Friday?

(c) On what days are the tickets more expensive?

(d) What is the ‘diskon’ for?
Extended Writing Task (20 minutes)

Write as much as you can in Indonesian about yourself, for example:
- personal information: your name, age
- your family members: brothers and sisters, pets
- your home: features of your house, rooms
- your friends: names, appearance
- your weekend: things you like to do (sports, hobbies, routines) and places you like to go (the park, the zoo, a friend’s house)

Here are some words that might help:
- Nama Anda, umur Anda
- Keluarga Anda (kakak/adik, binatang piaraan)
- Rumah Anda (fasilitas, kamar)
- Teman Anda (namanya, rupanya)
- Akhir minggu (kegiatan misalnya olahraga, hobi, aktivitas sehari-hari), tempat favorit Anda (taman, kebun binatang, rumah teman)
Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Indonesian.
Write your answers in English or Indonesian — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Indonesian language? Think about words or sounds, writing, talking, things you have learnt.
Write down why you think these things are interesting or important.

2. How is Indonesian different from English?
Explain some ways in which the Indonesian language is different from English.

3. What would you tell a new student who does not know anything about the Indonesian language about learning Indonesian?
For example, in order to learn Indonesian you need to know that
**Interaction with visiting teacher (10 minutes)**

Selamat… Welcome to the interview. During this interview I will ask you a few questions to see what you know in Indonesian. We will start when you are ready.

**Teacher asks students questions about themselves**

Now we are going to speak in Indonesian. I will ask each of you a few questions. Don’t worry if you cannot answer.

**Sample questions**

Siapa nama Anda?
Berapa umur Anda?
Anda (berasal) dari mana?
Anda ada kakak/adik?
Anda naik apa ke sekolah?
Apa hobi Anda?
Ada anjing/kucing di rumah?

*Note: Visiting teacher either uses Anda or kamu, depending on students’ ability to recognise either.*
Discussing a picture

Possible questions

*Ini tempat apa?*

*Di mana anak ini?*

*Orang-orang ini di mana?*

*Mereka sedang apa?*

*Orang ini melakukan apa?*

*Mereka memakai apa?*

*Apakah Anda suka pergi ke pantai?*

*Anda pergi ke pantai dengan siapa?*

*Anda suka bermain di pantai? Bermain apa? (berenang, bermain bola voli)*
Student Achievement in Asian Languages Education (SAALE) Project

INDONESIAN YEAR 10 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Indonesian.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour and 20 minutes, which is divided into two lessons. No dictionaries are allowed during the lessons.

Lesson 1

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Writing: Self-introduction</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35 minutes</strong></td>
</tr>
</tbody>
</table>

Lesson 2

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding (Questions 1–2)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Reading Comprehension (Questions 3–4)</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45 minutes</strong></td>
</tr>
</tbody>
</table>

You will be asked to move on to the text task when the allocated time is up. You can return to the earlier task in the remaining few minutes to check and review your work (if you have time). Do not worry if you cannot finish everything.

Feel free to write your thoughts about the tasks after you have completed the Reading Comprehension tasks in Lesson 2.
Student Achievement in Asian Languages Education (SAALE) Project

LEARNER BACKGROUND QUESTIONNAIRE
YEAR 10 INDONESIAN

The student must complete this part (Questions 1–17).

1. Family name .............................................. First name ..............................................
2. Gender (please circle) Male Female
3. Current year level at school ..............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Indonesia / other (name of country) ..............................................
5. Country of birth of your mother/guardian
   Australia / Indonesia / other (name of country) ..............................................
6. Country of birth of your father/guardian
   Australia / Indonesia / other (name of country) ..............................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Indonesian is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) .............................................. Time spent (in months) ..............................................
   Country (2) .............................................. Time spent (in months) ..............................................

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ..................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
   (name of country) ..............................................
11. What was your language of education overseas? (circle or name the languages) Indonesian / English / other ..............................................
12. Did you study Indonesian language at school overseas? (please circle) Yes No
   If Yes, in what years? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13

NOW GO TO QUESTION 13

159
LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Indonesian at school in Australia.
   Grade/Year:  1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Indonesian at Indonesian Saturday/after-hours/ community school.
   Years attended:  2001  2002  2003  2004  2005  2006  2007  2008  2009
   Highest year level reached ..................................................

14. Have you ever been taught other subjects (such as maths or social studies) in Indonesian?
   (please circle)    Yes    No
   If Yes, year levels taught ............................................... Name of school .............................................

15. Have you ever learnt any other language at school (apart from Indonesian and English)?
   (please circle)    Yes    No
   If Yes, name other language (1) ..................................... year levels studied ........................................
   name other language (2) .............................................. year levels studied ........................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
   Name language (1) ............................................. Name language (2) (if relevant) ..............................

17. What language(s) do you regularly use at home?
   (please tick the boxes in the table that are true for your situation)

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<tr>
<td>other (if relevant)</td>
<td>..................................</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Self-introduction (20 minutes)

As part of an application to become an exchange student in Indonesia you are required to write a text introducing yourself.

Write a description of yourself, including your name, age or birth date, family details, likes or dislikes, pastimes, e.g. hobbies, sports, and music. Include information about work and your views on issues.

Here is some language you may find useful:

Dalam keluarga saya ada… In my family there is/are…
Pada waktu luang… In my spare time…
Pada liburan… In the holidays…
…yang paling favorit… …which is my favourite…
Student Achievement in Asian Languages Education (SAALE) Project

YEAR 10 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(5 minutes)

Respond to the following questions in English or Indonesian.

1. What have you enjoyed most in learning Indonesian?

2. What are some of the challenges you have experienced in learning Indonesian?

3. How has your learning of Indonesian changed the way you think about language and communication?

4. What would you tell a friend who has never studied Indonesian about learning Indonesian?

End of Lesson 1.
Reading and Responding (Questions 1–2) (25 minutes)

Read the following blog by an Indonesian student, then answer:

- Question 1 in English (10 minutes) and
- Question 2 in Indonesian (15 minutes).

---

**Teman-teman Australia, bisa bantu saya?**
Tahun depan keluarga saya akan pindah ke Australia supaya bapak bisa belajar. Bisa beritahu informasi tentang negeri itu?
Misalnya bagaimana cuaca di sana?(perlu pakaian apa?)
Kegiatan apa yang dilakukan orang-orang pada akhir minggu? Saya sendiri suka bermain sepak bola dan adik senang berenang.
Penting juga, bagaimana sekolah di Australia? Saya di SMP. Pelajaran apa yang dipelajari? Bagaimana fasilitas di sekolah?
Bagaimana makanan juga?
Kasih banyak ya kalau bisa beri nasehat!
Rudi

---

**Question 1**

(a) What is the text about?

(b) Who is travelling and why?

(c) What activities do Rudi and his sibling like to do?

(d) List three things that Rudi wants to know about.
Question 2

In 80 to 100 words in Indonesian, write a response to the message from Rudi. Be sure to answer the questions he has asked.
Reading Comprehension (Questions 3–4) (20 minutes)

3. Read the following text and answer the questions below in English. (10 minutes)

Lokasi! Lokasi! Lokasi!

Kualitas superior dengan keanggunan, kelas, selera, gaya dan karakter. Lokasi yang paling dicari. Sepuluh menit saja dari pusat kota dan letaknya di jalan yang sepi.


Ada kamar mandi besar, dan dua kamar kecil, satu di tingkat atas. Alat pendingin udara (a/c) dan garasi tertutup untuk dua mobil.

Lantainya dari ubin Itali dan semua isinya berkualitas terbaik.

Informasi lebih lanjut hubungi:
Pak Herman hp: 0439 777 102

(a) Why are the words in the first line of this text repeated?

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(b) State the location of the house.

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(c) List five other features in addition to the following: six bedrooms, a study/office, air-conditioning, two toilets.

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4. Read the text and answer the questions below in *English*. (10 minutes)

**Peraturan peserta EduCamp**

**Dilarang:**
1. Menyalakan api dan rokok di dalam tenda.
4. Memasuki tenda peserta yang berlainan jenis.
5. Meninggalkan area camping tanpa ijin kepala grup.
6. Masuk ke dalam tenda pakai sepatu.
7. Membawa senjata tajam, senjata api, dan obat-obatan terlarang.

**Diwajibkan:**
1. Menjaga kebersihan di dalam dan di luar tenda.
2. Meletakkan barang berharga di loker yang sudah disediakan.

---

*a Kosa kata*

peraturan — guidelines/rules
peserta — participants
menyalakan — to light
wajib — responsible
jenis — sex

(a) What type of text is this? .................................................................
(b) Who is the text for? .................................................................
(c) What do all the words beginning with ‘me-’ have in common? .................................................................
(d) Name two things that participants are not allowed to do. .................................................................
(e) Name two things that participants are responsible for. .................................................................

*End of Lesson 2.*
Appendix 6

Please provide any comments or feedback about the tasks here.

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Task 1: Answering questions (*Listening and Speaking*)

Sample questions

<table>
<thead>
<tr>
<th>Topics (basic level)</th>
<th>Advanced level</th>
</tr>
</thead>
</table>
| **Introduction/warm up — self** (1 minute)  
Coba ceritakan sedikit tentang Anda.  
Siapa nama Anda? Berapa umur Anda?  
Anda berasal dari mana?  
Anda kelas berapa? |                   |
| **Friends and relationships** (1½ minutes)  
Siapa teman akrab Anda? Bagaimana dia?  
Rupanya, sifatnya.  
Apa yang Anda sukai tentang dia?  
Pada waktu luang, Anda dan teman Anda suka melakukan apa? |                   |
| **Personal preferences** (1½ minutes)  
Anda suka melakukan apa pada waktu luang?  
Kapan? Di mana? Dengan siapa?  
Apakah Anda suka membaca buku, main computer, bermain olahraga? Yang mana?  
Mengapa?  
Apa makanan favorit Anda?  
Apakah Anda suka memasak? Suka memasak apa?  
Apakah Anda bermain alat musik?  
Apakah Anda suka mendengarkan musik?  
Gaya musik apa? Mengapa? |                   |
| **Future plans/holidays** (1½ minutes)  
Anda suka melakukan apa waktu liburan?  
Sudah ada rencana untuk liburan depan?  
Apakah Anda berencana belajar bahasa Indonesia tahun depan?  
Mengapa?  
Mengapa tidak?  
Apa cita-cita Anda sesudah tamat sekolah?  
Mau masuk universitas? Bekerja?  
Apa rencana Anda waktu selesai/tamat universitas? Mau bekerja di mana? |                   |
### Countries and cultures (1½ minutes)
Apakah Anda suka mengadakan perjalanan?/Apakah Anda suka bepergian?
Pernah pergi ke mana? Di Australia? Di luar negeri?
Apakah Anda pernah ke Indonesia?
Ke mana? Apa kesan Anda?/Bagaimana Indonesia menurut Anda?

Apa bedanya antara Australia dan Indonesia?
Kalau teman dari Indonesia tiba di Australia, Anda mengajaknya ke mana? Mengapa tempat itu?
Kalau Anda ke Indonesia, mau ke mana? Mengapa?

### Money — income sources (1½ minutes)
Pocket money, employment, expenditure, prices
Apakah Anda bekerja? Menerima uang saku? Berapa uang saku Anda setiap minggu?
Anda memakai uang itu untuk apa?
Kalau Anda kaya…Kalau menerima/menang lotto $10,000. Anda mau melakukan apa?

### Youth and global issues (1½ minutes)
Apa isu sosial atau isu lingkungan yang paling penting menurut Anda? Mengapa?
Bagaimana memperbaiki keadaan itu?
**Task 2: Reading and Speaking: Making a choice**

Students have 1 minute of preparation time to look at the prompt cards.

Read the information about the three events and then discuss which event you would prefer to attend and why.

**Possible questions (if required)**

_Pada pendapat Anda, peristiwa yang mana yang paling baik?_

_Mengapa?_

_Apakah Anda suka menonton film aksi seperti ini?_

_Kalau ke peristiwa ini – apakah Anda membawa orang lain? Siapa?_

_Apakah Anda suka bermain olah raga? Ikut tim … yang mana?_

_Yang mana lebih mahal?_

(A) Movie poster

Film cinta terbaru
Mulai hari Senin 11 Desember
Karcis Rp25.000
Appendix 6

(B) Sports event poster
Urbanfest 2009 All U Can Act

Nama: UrbanFest 2009

Waktu: Berlangsung selama 2 hari - 24 & 25 December 2009

Pukul: 12.00 – selesai

Tempat: Pasar Seni, Jakarta
Appendix 6c: Japanese Assessment Instruments

Student Achievement in Asian Languages Education (SAALE) Project

JAPANESE YEAR 6/7 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Japanese.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour.

No dictionaries are allowed.

There are four sections:

- Learner Background Questionnaire 10 minutes
- Reading and Writing Tasks (6) 20 minutes
- Extended Writing Task (1) 20 minutes
- Learning Experience Questionnaire 10 minutes
- Total 60 minutes
LEARNER BACKGROUND QUESTIONNAIRE
YEAR 6/7 JAPANESE

The student must complete this part (Questions 1–17).

1. Family name .......................................................... First name ..................................................

2. Gender (please circle) Male Female

3. Current year level at school ...........................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Japan / other (name of country) .................................................................

5. Country of birth of your mother/guardian
   Australia / Japan / other (name of country) .................................................................

6. Country of birth of your father/guardian
   Australia / Japan / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Japanese is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) .................
   Country (2) ................................................................. Time spent (in months) .................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ..............

9. How old were you when you arrived in Australia? ....

10. Which years of education did you complete at school overseas? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7
    (name of country) .................................................................

11. What was your language of education overseas? (circle or name the languages) Japanese / English / other .................................................................

12. Did you study Japanese language at school overseas? (please circle) Yes No
    If Yes, in what years? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

NOW GO TO QUESTION 13
LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
    Name language (1) ........................................  Name language (2) (if relevant) ............................

17. What language(s) do you regularly use at home?
    (please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th></th>
<th>Listen (music, video, DVD, etc.)</th>
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</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
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<tr>
<td>other (if relevant)</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Reading and Writing Tasks (20 minutes)

Task 1
Label the picture of the frog.
Select the correct word and write it next to the body part.

め くち あし おなか はな
Appendix 6

Task 2
Write a word in *Japanese* in the gap then write what your sentence means in *English* below.

これは__________です。

________________________________________

Task 3
Choose the correct word to match the picture and write it in the empty box.

<table>
<thead>
<tr>
<th>[![Picture of strawberry]]</th>
<th>なし</th>
<th>いちご</th>
<th>ぶどう</th>
</tr>
</thead>
<tbody>
<tr>
<td>[![Picture of apple]]</td>
<td>りんご</td>
<td>すいか</td>
<td>みかん</td>
</tr>
<tr>
<td>[![Picture of dog]]</td>
<td>いぬ</td>
<td>ねずみ</td>
<td>うま</td>
</tr>
<tr>
<td>[![Picture of cat]]</td>
<td>くま</td>
<td>ねこ</td>
<td>りんご</td>
</tr>
</tbody>
</table>
Task 4
Match each sentence to one of the activities shown in the picture.
Write the number from the picture beside the correct sentence.
Some sentences are in hiragana, some are in roomaji.

☐ せんせい です。
☐ Mado desu.
☐ ほん です。
☐ Hon o yomimasu.
☐ えを かきます。
☐ Nemasu.
(a) What does this card say in English?

........................................................................................................................................................................................
........................................................................................................................................................................................

(b) When might this card be used?

........................................................................................................................................................................................
........................................................................................................................................................................................
Task 6

(a) What are the three different writing systems used in Japanese?

(b) Find an example of each of these writing systems in the picture above and copy an example next to the correct name in the table below.

<table>
<thead>
<tr>
<th>Name of Writing System</th>
<th>Example from picture above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

(c) Find this same word in the picture above and circle it.

(d) What does this word mean in English?

........................................................................................................
........................................................................................................

(e) Why do these characters look different to the same characters in the text above?

........................................................................................................
........................................................................................................
This page is intentionally blank.
Extended Writing Task (20 minutes)

Write a text introducing yourself in Japanese. There are some sentences to get you started on the next page. If you are unsure of any characters, you can write some things in roomaji.

にほんごで じこしようかいを かいてください。

Include information such as:

- Your name, age, birthday
- Your family (father, mother, brothers, sisters, grandfather, grandmother, pets)
- Your friends (names, description)
- Things you like to do (sports, hobbies)
- Where you like to go (park, zoo, beach)
- Your weekend.

たとえば：

- なまえ、さい、たんじょうび
- かぞく（おとうさん、おかあさん、おにいさん、おねえさん、おとうと、いもうと、おじいさん、おばあさん）
- ともだち
- スポーツ、しゅみ
- すきなところ （こうえん、どうぶつえん、うみ）
- しゅううまつ
じこしようかい

わたしの なまえは________________です。

____________ さいです。

たんじょうびは____がつ____にちです。
Tell us about your experience in learning Japanese.
Write your answers in English or Japanese — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Japanese language? Think about words or sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.

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2. How is Japanese different from English? Explain some ways in which the Japanese language is different from English.

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..............................................................
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..............................................................

3. What would you tell a new student who does not know anything about the Japanese language about learning Japanese?

For example, in order to learn Japanese you need to know that ..........................................

..............................................................
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..............................................................
Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

JAPANESE YEAR 6/7 LISTENING AND SPEAKING ASSESSMENT

Interaction with visiting teacher (10 minutes)
Visiting teacher asks questions based on selected photographs from the Japan Foundation Photo Panel Bank.

For example:
- これはなんですか。
- しゃしんななにがありますか。
- どこですか。
- オーストラリア？/にほん？
- すきですか。
- だれですか。
- 。。。はなにいろですか。
- おおきい/ちいさいですか。

For more advanced students:
- すきですか。どうして？
- どうですか。
Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Japanese.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour and 20 minutes, which is divided into two lessons. No dictionaries are allowed during the lessons.

Lesson 1

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Writing: Self-introduction</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Total</td>
<td>35 minutes</td>
</tr>
</tbody>
</table>

Lesson 2

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding (Questions 1–2)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Reading Comprehension (Questions 3–4)</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Total</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

You will be asked to move on to the text task when the allocated time is up. You can return to the earlier task in the remaining few minutes to check and review your work (if you have time).

Do not worry if you cannot finish everything.

Feel free to write your thoughts about the tasks after you have completed the Reading Comprehension tasks in Lesson 2.
Student Achievement in Asian Languages Education (SAALE) Project

LEARNER BACKGROUND QUESTIONNAIRE
YEAR 10 JAPANESE

The student must complete this part (Questions 1–17).

1. Family name .......................................................... First name ..................................................
2. Gender (please circle) Male Female
3. Current year level at school .................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Japan / other (name of country) .................................................................

5. Country of birth of your mother/guardian
   Australia / Japan / other (name of country) .................................................................

6. Country of birth of your father/guardian
   Australia / Japan / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Japanese is spoken?
   (please circle) Yes No

   If Yes, please say how long (altogether) you have spent there.

   Country (1) .......................................................... Time spent (in months) .........................
   Country (2) .......................................................... Time spent (in months) .........................

   NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? ........

9. How old were you when you arrived in Australia? ........

10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
    (name of country) .................................................................

11. What was your language of education overseas?
    (circle or name the languages) Japanese / English / other ..............................................

12. Did you study Japanese language at school overseas?
    (please circle) Yes No

    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

    NOW GO TO QUESTION 13
LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Japanese at school in Australia.
Grade/Year: 1 2 3 4 5 6 7 8 9 10

13b. Circle all the years in which you have studied Japanese at Japanese Saturday/after-hours/community school.
Years attended: 2001 2002 2003 2004 2005 2006 2007 2008 2009
Highest year level reached ............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Japanese?
(please circle) Yes  No
If Yes, year levels taught ........................................ Name of school ........................................

15. Have you ever learnt any other language at school (apart from Japanese and English)?
(please circle) Yes  No
If Yes, name other language (1) ......................... year levels studied ................
name other language (2) ......................... year levels studied ................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
Name language (1) ........................................ Name language (2) (if relevant) ................

17. What language(s) do you regularly use at home?
(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (if relevant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Self-introduction (20 minutes)

You are applying for a scholarship for an exchange program in Japan. In your application you have to send a description of yourself. This may include your name, age or birth date, family details, likes or dislikes, pastimes, e.g. hobbies, sports, and music. Include information about work and your views on issues. Use as many kanji as you know in your description.

Here is some language you may find useful:

- たん生日は…です。 My birthday is...
- 好きな…は…です。 My favourite … is ...
- しゅみは…です。 My hobby is ...

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Respond to the following questions in English or Japanese.

1. What have you enjoyed most in learning Japanese?

2. What are some of the challenges you have experienced in learning Japanese?

3. How has your learning of Japanese changed the way you think about language and communication?

4. What would you tell a friend who has never studied Japanese about learning Japanese?

*End of Lesson 1.*
Appendix 6

Reading and Responding (Questions 1–2) (30 minutes)

Read the blog from a Japanese student who is coming to your school on exchange, then answer:

- Question 1 in English (10 minutes) and
- Question 2 in Japanese (20 minutes).

こんにちは！まなかひろです。15才で、高校2年生です。東京のしんじゅくに住んでいます。6月にクラスとオーストラリアに行きます。6月は、日本はなつで、とてもあついます。オーストラリアはふゆですね。メルボルンはさむいですか？学校に行くことを楽しみにしています。よろしくね！学校は何時からですか？わたしの学校は8時にはじまります。学校に自転車と電車で行きますから、7時にうちを出ます。あなたは何で学校に行きますか？英語とフランス語とれきしと数学と音楽とかがくととりと国語をべんきょうしています。一番好きなかなかは英語です。数学がきらいです。むずかしいです。何のかもくをべんきょうして見ますか？好きなかなかは？けんどうクラブにはいっています。毎日学校のあとで、れんしゅうします。あまり上手じゃないです。スポーツをしますか？一番好きな食べ物はくだものとやさいです。ベジタリアンで、肉を食べません。オーストラリアでは肉をたくさん食べますか？とにかく、しゅくだいをしなければならなりません。じゃあね！

Question 1

(a) What is the writer’s first name? .................................................. family name? ..................................................

(b) How old is the writer? ........................................................................................................................................

(c) What other information does the writer supply about herself? .............................................................

(d) Why does the writer have to leave home at 7 a.m.? ..............................................................................

(e) What subjects does the writer study? ........................................................................................................

(f) What is the writer’s favourite subject and her least favourite subject? ..................................................

(g) What are the writer’s favourite foods? ........................................................................................................

(h) What type of person do you think the writer is? ........................................................................................
Question 2

Write a response to this person’s blog, including information about yourself and answers to the questions asked. Use as many kanji as you know.
3. Read the advertisement below for a new type of obentoo (lunch box) and then answer the questions in English.

世界のしあわせごはん

(a) How much does the box sell for? ...........................................................................................................

(b) What is special about this obentoo? ........................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

(c) What are the dates and days the offer is valid for? ..............................................................................
..............................................................................................................................................................
4. Read the Tokyo Disneyland ticket prices webpage below and then answer the questions in English.

(a) What are the names of the ticket types?

(b) Match the three different age groups below with their English equivalent.

(c) What ages are junior tickets available for?

(d) How much is a ticket for a primary school student?

(e) How much discount is there for people more than 60 years old?

(f) Where can you find information about booking tickets and places to eat in the theme park? Circle the correct icons on the webpage above.

(g) How long is the ticket valid for? Where can you go with the ticket?
Appendix 6

Please provide any comments or feedback about the tasks here.

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
家族  Family

- どこに住んでいますか。
- 何人家族ですか。
- 家族に誰がいますか。
- お父さん（お母さん/兄弟）は何をしていますか。
- お父さん（お母さん/兄弟）はどんな人ですか。
- ペットはいますか。

- はい
  - 何を飼っていますか。
- いいえ
  - どんなペットを飼いたいですか。

日常生活  Daily life

- 昨日の晩何時に寝ましたか。
- 今日何時に起きましたか。
- 朝起きてから学校に来るまで何をしましたか。
- 朝御飯に何を食べましたか。
- 昼御飯はどこで食べますか。
- 晩御飯は誰と食べますか。
- 晩御飯は誰が作りますか。

外食  Eating out

- よく家族とレストランに行きますか。
- どんなレストランに行きますか。
- 日本のレストランに行きますか。
- 日本の食べ物は好きですか。
- 家で日本の食べ物を作りますか。
- 箸を使うことができますか。

学校  School

- （名前）さんは何年生ですか。
- 毎日どうやって学校に来ますか。
- 誰と学校に来ますか。
- 好きな科目は何ですか。
- 一番得意な科目は何ですか。
- 学校の後で何をしますか。
趣味/暇な時/週末 Leisure time and hobbies

〈スポーツ〉 sport
- よくスポーツをしますか。
- 誰と（スポーツの名前）をしますか。
- どこで（スポーツの名前）をしますか。
- いつ（スポーツの名前）をしますか。

〈音楽〉 music
- よく音楽を聞きますか。
- どんな音楽が好きですか。
- 好きな歌手やグループはいますか。
- よくCDを買いますか。
- コンサートに行きますか。

はい
- 誰のコンサートに行きましたか。
- どうやってコンサートに行きましたか。
- コンサートはどうでしたか。

いいえ
- コンサートに行きたいですか。
- 誰のコンサートに行きたいですか。

〈テレビ〉 TV
- 毎日テレビを見ますか。
- 一番好きなテレビ番組は何ですか。
- いつ（上の質問の答え）を見ますか。
- 毎日どのぐらいテレビを見ますか。

〈映画〉 DVD
- よく映画（DVD）を観ますか。
- 誰と映画に行きますか。（誰とDVDを観ますか。）
- 一番好きな映画（DVD）は何ですか。

〈読書〉 reading
- よく本を読みますか。
- 一番好きな本は何ですか。
- よく本を買いますか。
- どこで本を読みますか。
- 学校の図書館によく行きますか。

〈買い物〉 shopping
- よく買い物に行きますか。
- 誰と買い物に行きますか。
- どこに買い物に行きますか。
- どうやって（上の質問の答え）に行きますか。
〈コンピューター/インターネット〉 computer/internet

- よくコンピューターを使いますか。
- コンピューターで何をしますか。
- よくインターネットを使いますか。
- インターネットで何をしますか。

アルバイト Part-time job

- アルバイトをしていますか
  はい
    - 何をしていますか。
    - どこでアルバイトをしていますか。
    - いつアルバイトをしていますか。
  いいえ
    - アルバイトをしたいですか。
    - どんなアルバイトをしたいですか。
Appendix 6

Task 2: Reading and Speaking

Students have 1 minute of preparation time to look at the prompt cards.

1. You are hosting a Japanese exchange student. Read the profile of each student and select the most suitable student. You must explain the reasons for your choice.

<table>
<thead>
<tr>
<th>なまえ</th>
<th>むらかみ まさき</th>
</tr>
</thead>
<tbody>
<tr>
<td>せいべつ</td>
<td>男</td>
</tr>
<tr>
<td>ねんれい</td>
<td>16さい</td>
</tr>
<tr>
<td>しゅみ</td>
<td>サッカー/バスケットボール</td>
</tr>
<tr>
<td>すきな食べもの</td>
<td>てんぷら/すし</td>
</tr>
<tr>
<td>ぼくはいぬを三ひきかっています。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>なまえ</th>
<th>たかの めぐみ</th>
</tr>
</thead>
<tbody>
<tr>
<td>せいべつ</td>
<td>女</td>
</tr>
<tr>
<td>ねんれい</td>
<td>15さい</td>
</tr>
<tr>
<td>しゅみ</td>
<td>えいか/りょうり</td>
</tr>
<tr>
<td>すきな食べもの</td>
<td>ピザ/ハンバーガー</td>
</tr>
<tr>
<td>わたしはしゅうまつばんごはんをつくります。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>なまえ</th>
<th>やました ゆみ</th>
</tr>
</thead>
<tbody>
<tr>
<td>せいべつ</td>
<td>女</td>
</tr>
<tr>
<td>ねんれい</td>
<td>16さい</td>
</tr>
<tr>
<td>しゅみ</td>
<td>かいもの/おんがく</td>
</tr>
<tr>
<td>すきな食べもの</td>
<td>ケーキ/チョコレート</td>
</tr>
<tr>
<td>わたしのとくいなかもくはえいごです。</td>
<td></td>
</tr>
</tbody>
</table>
2. You are planning to go out with a friend on the weekend. Three possible plans are presented. Select one activity you want to do and explain the reasons for your choice.

<table>
<thead>
<tr>
<th>えいが</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ハリーポッター</td>
<td></td>
</tr>
<tr>
<td>じかん</td>
<td>3時45分から5時まで</td>
</tr>
<tr>
<td>ばしょ</td>
<td>グレーターユニオン</td>
</tr>
<tr>
<td>チケットのねだん</td>
<td>16ドル</td>
</tr>
<tr>
<td>うちからバスで30分です。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>コンサート</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ジャスティン・ティンバーレイク</td>
<td></td>
</tr>
<tr>
<td>じかん</td>
<td>6時から9時まで</td>
</tr>
<tr>
<td>ばしょ</td>
<td>エンターテーマットセンター</td>
</tr>
<tr>
<td>チケットのねだん</td>
<td>250ドル</td>
</tr>
<tr>
<td>うちからくるまで15分です。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>フットボール</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>セントキルダとコリンウッド</td>
<td></td>
</tr>
<tr>
<td>じかん</td>
<td>2時半から</td>
</tr>
<tr>
<td>ばしょ</td>
<td>エム・シー・ジー</td>
</tr>
<tr>
<td>チケットのねだん</td>
<td>28ドル</td>
</tr>
<tr>
<td>うちからトラムで20分です。</td>
<td></td>
</tr>
</tbody>
</table>
3. Your family is planning an overseas trip. Three possible options are proposed. Select one place you want to visit and explain the reasons for your choice.

<table>
<thead>
<tr>
<th>国</th>
<th>いつ</th>
<th>月代</th>
<th>食べもの</th>
<th>ことば</th>
</tr>
</thead>
<tbody>
<tr>
<td>日本</td>
<td>4月</td>
<td>1200ドル</td>
<td>てんぷら/すし</td>
<td>日本語</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>東京ディズニーランドに行くことができます。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>国</th>
<th>いつ</th>
<th>月代</th>
<th>食べもの</th>
<th>ことば</th>
</tr>
</thead>
<tbody>
<tr>
<td>イタリア</td>
<td>8月</td>
<td>1400ドル</td>
<td>ピザ/パスタ</td>
<td>イタリア語</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>おいしいレストランに行くことができます。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>国</th>
<th>いつ</th>
<th>月代</th>
<th>食べもの</th>
<th>ことば</th>
</tr>
</thead>
<tbody>
<tr>
<td>カナダ</td>
<td>12月</td>
<td>1900ドル</td>
<td>ハンバーガー/すし</td>
<td>えい語</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>スキーをすることができます。</td>
</tr>
</tbody>
</table>
4. You are an exchange student in Japan. You are thinking about joining a club at school. You have shortlisted three clubs. Select one and give reasons for your choice.

<table>
<thead>
<tr>
<th>テニスぶ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>よう日</td>
<td>月よう日から金よう日まで</td>
</tr>
<tr>
<td>時間</td>
<td>4時から7時まで</td>
</tr>
<tr>
<td>人ずう</td>
<td>35人</td>
</tr>
<tr>
<td>ばしょ</td>
<td>こうてい</td>
</tr>
<tr>
<td>テニスぶの先生はやさしいです。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>りょうりぶ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>よう日</td>
<td>水よう日</td>
</tr>
<tr>
<td>時間</td>
<td>4時から6時はんまで</td>
</tr>
<tr>
<td>人ずう</td>
<td>20人</td>
</tr>
<tr>
<td>ばしょ</td>
<td>かていかしつ</td>
</tr>
<tr>
<td>りょうりぶの先生はケーキをつくることがじょうずです。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>えい語ぶ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>よう日</td>
<td>火よう日/木よう日</td>
</tr>
<tr>
<td>時間</td>
<td>4時から6時まで</td>
</tr>
<tr>
<td>人ずう</td>
<td>13人</td>
</tr>
<tr>
<td>ばしょ</td>
<td>えいごのきょうしつ</td>
</tr>
<tr>
<td>えい語ぶの先生はオーストラリア人です。</td>
<td></td>
</tr>
</tbody>
</table>
5. You are an exchange student in Japan staying with a host family. Your host brother/sister is looking for a part-time job. Help him/her to choose the most suitable job. Give reasons for your choice.

<table>
<thead>
<tr>
<th>ピザや</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ぼしょ</td>
<td>うちからじてんしゃで１０分</td>
<td></td>
</tr>
<tr>
<td>よう日</td>
<td>月よう日/水よう日/金よう日</td>
<td></td>
</tr>
<tr>
<td>時間</td>
<td>ごご6時から10時まで</td>
<td></td>
</tr>
<tr>
<td>じきゅう</td>
<td>950円</td>
<td></td>
</tr>
<tr>
<td>ジュースをのむことができます。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ほんや</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ぼしょ</td>
<td>うちからあるいて5分</td>
<td></td>
</tr>
<tr>
<td>よう日</td>
<td>火よう日/木よう日</td>
<td></td>
</tr>
<tr>
<td>時間</td>
<td>ごご4時から7時まで</td>
<td></td>
</tr>
<tr>
<td>じきゅう</td>
<td>900円</td>
<td></td>
</tr>
<tr>
<td>ざっしをよむことができます。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>パンや</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ぼしょ</td>
<td>うちからバスで30分</td>
<td></td>
</tr>
<tr>
<td>よう日</td>
<td>しゅうまつ</td>
<td></td>
</tr>
<tr>
<td>時間</td>
<td>ごぜん8時からごご4時まで</td>
<td></td>
</tr>
<tr>
<td>じきゅう</td>
<td>1000円</td>
<td></td>
</tr>
<tr>
<td>ひるごはんにパンを食べることができます。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6d: Korean Assessment Instruments

Student Achievement in Asian Languages Education (SAALE) Project

KOREAN YEAR 6/7 READING AND WRITING ASSESSMENT

Notes to students

1. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

2. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

3. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Korean.

4. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

5. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour.

No dictionaries are allowed.

There are four sections:

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Reading and Writing Tasks (6)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Extended Writing Task (1)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 minutes</strong></td>
</tr>
</tbody>
</table>
The student must complete this part (Questions 1–17).

1. Family name ................................................................. First name .................................................................
2. Gender (please circle) Male Female
3. Current year level at school ..............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)

4. Your country of birth
   Australia / Korea / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia / Korea / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia / Korea / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.

7. Have you ever spent time living or going to school in a country where Korean is spoken? (please circle)
   Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) .............................
   Country (2) ................................................................. Time spent (in months) .............................

NOW GO TO QUESTION 13

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.

8. In what year did you arrive in Australia? .........................
9. How old were you when you arrived in Australia? ...........
10. Which years of education did you complete at school overseas? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7
    (name of country) .................................................................
11. What was your language of education overseas? (circle or name the languages) Korean / English / other .................................................................
12. Did you study Korean language at school overseas? (please circle)
    Yes No
    If Yes, in what years? (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7

NOW GO TO QUESTION 13
Appendix 6

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Korean at school in Australia.

Grade/Year:  1  2  3  4  5  6  7

13b. Circle all the years in which you have studied Korean at Korean Saturday/after-hours/community school.

Years attended:  2003  2004  2005  2006  2007  2008  2009

Highest year level reached ............................................

14. Have you ever been taught other subjects (such as maths or social studies) in Korean?

(please circle)  Yes  No

If Yes, year levels taught ............................................  Name of school ............................................

15. Have you ever learnt any other language at school (apart from Korean and English)?

(please circle)  Yes  No

If Yes, name other language (1) ............................................  year levels studied ............................................

name other language (2) ............................................  year levels studied ............................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?

Name language (1) ............................................  Name language (2) (if relevant) ............................................

17. What language(s) do you regularly use at home?

(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th>Language</th>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (if relevant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>..........</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 1

Label the picture of the frog.

Select the correct word and write it in the box next to the body part.

눈  입  다리  배  코
Appendix 6

Task 2

Write a word in Korean to fill in the gaps in the sentences below.

안녕______?
저는 한국 사람이에요.

안녕하세요?
저는 _____ 사람이에요.
Task 3

Choose the correct word to match the picture and write it in the empty box.

<table>
<thead>
<tr>
<th></th>
<th>연필</th>
<th>시계</th>
<th>의사</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Pencil" /></td>
<td>지우개</td>
<td>자</td>
<td>가위</td>
</tr>
<tr>
<td><img src="image2" alt="Scissors" /></td>
<td>책</td>
<td>안경</td>
<td>가방</td>
</tr>
<tr>
<td><img src="image3" alt="Cat" /></td>
<td>개</td>
<td>고양이</td>
<td>토끼</td>
</tr>
<tr>
<td><img src="image4" alt="Tree" /></td>
<td>배</td>
<td>나무</td>
<td>사과</td>
</tr>
</tbody>
</table>
Task 4
Match each sentence to one of the pictures.
Write the number from the picture beside the correct sentence.

1. 브라운 선생님이 진화를 하세요.
2. 수잔하고 리사가 조깅을 해요.
3. 소라가 음악을 들어요.
4. 톰이 공원에서 자전거를 타요.
5. 아이들이 교실에서 공부해요.
6. 할머니께서 책을 읽으세요.
Task 5
Look at the picture and answer the questions below in English (or romanised script).

(a) Where would you find this picture?
........................................................................................................................................

(b) What would you call this picture in English?
........................................................................................................................................

(c) Give the name of the cheapest item.
........................................................................................................................................

(d) How much is Naengmyun?
........................................................................................................................................

(e) Which item is different from the others. How is it different?
........................................................................................................................................
........................................................................................................................................
Task 6

Imagine you are travelling with your family in Korea and sitting beside your father who is driving. You have seen the following sign ahead. What would you say to your father?
Extended Writing Task (20 minutes)

Write a text introducing yourself in Korean. There are some sentences to get you started on the next page. If you are unsure of any characters, you can write some things using romanisation.

Include information such as:

- your name, age, birthday
  이름, 나이, 생일
- your family (parents, older brothers, older sisters, younger brothers/sisters, grandfather/grandmother, pets)
  가족 (부모님, 오빠/형, 언니/누나, 남동생/여동생, 할아버지/할머니, 애완동물)
- your friends (names, description)
  친구 (이름, 생김새)
- things you like to do (sports, hobbies)
  좋아하는 것 (운동, 취미)
- where you like to go (park, zoo)
  가고 싶은 곳 (공원, 동물원)
- your weekend
  주말
제 이름은  ___________요.

_______살이에요.
생일이 _____월 _____일이에요.

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________
Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Korean.
Write your answers in English or Korean — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Korean language? Think about words or sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

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   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

2. How is Korean different from English? Explain some ways in which the Korean language is different from English.

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

   ........................................................................................................................................................................

3. What would you tell a new student who does not know anything about the Korean language about learning Korean? For example, in order to learn Korean you need to know that .................................................................
Interaction with visiting teacher (10 minutes)
Visiting teacher asks questions based on visual stimuli.

For example:
- 안녕하세요?
- 저는 김 선생님이에요.
- 만나서 반갑워요.
- 이름이 뭐예요?
- 몇 살이에요?
- 한국말이 재미 있어요?
- 이게 뭐예요? (pictures/photos of objects)
- ______이/가 몇 개 있어요? (pictures/photos of objects — apples, balls, eraser)
Appendix 6

Questions for more advanced students

- 이계 무슨 색이에요?
- 몇 시에요?
- 뭐 해요?

10:00 05:00
03:30 12:10
Note. Pictures have been selected from clipart collections included in the Microsoft Office Word 2003 program.
Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

KOREAN YEAR 10 READING AND WRITING ASSESSMENT

Notes to students

6. Thank you for agreeing to take part in this national project to find out what students of different languages know and can do as a result of their language learning (or other language experience).

7. The information obtained will not be used in any way towards your school grades or reporting to your parents or guardians.

8. Before you begin the first task we would like you to spend 10 minutes completing a questionnaire about your background in Korean.

9. The tasks have been written to get information about a wide range of students from different types of schools, including students with a background in the language. You may find some sections easy and other sections more difficult. The main thing is to try to complete as much as you can.

10. Please complete the student learning experience questionnaire to help us to understand your performance. Please provide as much detail as you can.

The overall time allowed is 1 hour and 20 minutes, which is divided into two lessons.

No dictionaries are allowed during the lessons.

Lesson 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Background Questionnaire</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Writing: Self-introduction</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Experience Questionnaire</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35 minutes</strong></td>
</tr>
</tbody>
</table>

Lesson 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding (Questions 1–2)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Reading Comprehension (Questions 3–4)</td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45 minutes</strong></td>
</tr>
</tbody>
</table>

You will be asked to move on to the text task when the allocated time is up. You can return to the earlier task in the remaining few minutes to check and review your work (if you have time). Do not worry if you cannot finish everything. Feel free to write your thoughts about the tasks after you have completed the Reading Comprehension tasks in Lesson 2.
The student must complete this part (Questions 1–17).

1. Family name .............................................................. First name ......................................................
2. Gender (please circle) Male Female
3. Current year level at school ..............................................

COUNTRY OF BIRTH (please circle, or name country if not mentioned below)
4. Your country of birth
   Australia / Korea / other (name of country) .................................................................
5. Country of birth of your mother/guardian
   Australia / Korea / other (name of country) .................................................................
6. Country of birth of your father/guardian
   Australia / Korea / other (name of country) .................................................................

IF YOU WERE BORN IN AUSTRALIA, answer Question 7, otherwise go to Question 8.
7. Have you ever spent time living or going to school in a country where Korean is spoken? (please circle) Yes No
   If Yes, please say how long (altogether) you have spent there.
   Country (1) ................................................................. Time spent (in months) .........................
   Country (2) ................................................................. Time spent (in months) .........................

IF YOU WERE BORN OVERSEAS, answer Questions 8–12 below.
8. In what year did you arrive in Australia? .................
9. How old were you when you arrived in Australia? ........
10. Which years of education did you complete at school overseas?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10
    (name of country) .................................................................
11. What was your language of education overseas?
    (circle or name the languages) Korean / English / other .................................................................
12. Did you study Korean language at school overseas?
    (please circle) Yes No
    If Yes, in what years?
    (circle all relevant years) Grade/Year: 1 2 3 4 5 6 7 8 9 10

NOW GO TO QUESTION 13
Appendix 6

LANGUAGE LEARNING AT SCHOOL IN AUSTRALIA

13a. Circle all the year levels in which you have studied Korean at school in Australia.
Grade/Year:  1  2  3  4  5  6  7  8  9  10

13b. Circle all the years in which you have studied Korean at Korean Saturday/after-hours/community school.
Years attended: 2001 2002 2003 2004 2005 2006 2007 2008 2009
Highest year level reached ...........................................

14. Have you ever been taught other subjects (such as maths or social studies) in Korean?
(please circle)    Yes     No
If Yes, year levels taught ............................................. Name of school ..........................................

15. Have you ever learnt any other language at school (apart from Korean and English)?
(please circle)    Yes     No
If Yes, name other language (1) ........................................ year levels studied ........................................
name other language (2) ........................................ year levels studied ........................................

LANGUAGES USED AT HOME

16. What was the first language(s) you used before going to school?
Name language (1) ........................................ Name language (2) (if relevant) ........................................

17. What language(s) do you regularly use at home?
(please tick the boxes in the table that are true for your situation)

<table>
<thead>
<tr>
<th></th>
<th>Listen (music, video, DVD, etc.)</th>
<th>Speak (to parents, family members, etc.)</th>
<th>Read (emails, novels, magazines, etc.)</th>
<th>Write (texting, emails, etc.)</th>
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<td>English</td>
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</tr>
<tr>
<td>Korean</td>
<td></td>
<td></td>
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<tr>
<td>other (if relevant)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Writing: Self-introduction (20 minutes)

You are applying to join a Korean culture club. Write about yourself based on some or all of the topics in the speech bubbles below. You may add information about yourself on other topics (e.g. your likes or dislikes, music, favourite movie stars).

Write what you can in Hangeul (Korean script) but use romanised script if necessary to express your ideas clearly.
Respond to the following questions in English or Korean.

1. What have you enjoyed most in learning Korean?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

2. What are some of the challenges you have experienced in learning Korean?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

3. How has your learning of Korean changed the way you think about language and communication?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

4. What would you tell a friend who has never studied Korean about learning Korean?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
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End of Lesson 1.
Reading and Responding (Questions 1–2) (30 minutes)

Read the blog by a Korean student planning to travel to Australia, then answer:

- Question 1 in English (10 minutes) and
- Question 2 in Korean (20 minutes).

안녕하세요?
저는 김지안이에요. 저는 한국 사람이고 부산에서 살아요. 15살이에요. 이번 12월에 호주에 여행 가요. 홈스테이 친구하고 호주 학교도 다니고 여행도 할 거예요. 저는 동물을 아주 좋아해요. 캥거루와 코알라를 보고 싶어요. 그런데 한국에 캥거루와 코알라가 없어요. 그래서 호주에 가려고 해요. 한국은 12월에 겨울이에요. 아주 추워요. 12월에 시드니 날씨가 어때요? 저는 영어하고 수학이 아주 재미있어요. 호주 학생들은 10학년에 무슨 과목을 공부해요? 몇 시에 학교가 시작해요? 그리고 학생들은 주말에 보통 뭐해요?

Question 1

(a) What is the name of the writer? ..........................................................
(b) How old is she? ..................................................................................
(c) Where does she live? ........................................................................
(d) Why has she decided to travel to Australia? .....................................
(e) What is she planning to do in Australia? .......................................... 
(f) What subjects does she like? .............................................................
(g) What is the weather like in December in Korea? ............................
(h) What is meant by the phrase 홈스테이 친구? ...............................
Appendix 6

Question 2

Write your response to the message, including answers to her questions.
Write what you can in Hangeul (Korean script), but use romanised script if necessary to express your ideas clearly.

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229
3. Read the text below and then answer the questions in *English*.

<table>
<thead>
<tr>
<th>기숙사 시설 안내 및 주의 사항:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 화장실과 사워장은 각 층 복도의 양쪽 끝에 있습니다.</td>
</tr>
<tr>
<td>2. 식당은 1층에 있습니다.</td>
</tr>
<tr>
<td>3. 쓰레기 버리는 곳은 건물 뒤에 있습니다.</td>
</tr>
<tr>
<td>4. 방 청소는 개인이 합니다.</td>
</tr>
<tr>
<td>5. 실내에서 담배를 피울 수 없습니다.</td>
</tr>
<tr>
<td>6. 복도에서 큰 소리로 이야기 하거나 뛰어 다니지 마십시오.</td>
</tr>
<tr>
<td>7. 불편한 점이 있으면 9999-8888 로 전화하십시오.</td>
</tr>
</tbody>
</table>

(a) Who is the intended audience of this text?

(b) What are the two main purposes of this text?

- .................................................................
- .................................................................

(c) What actions are not allowed in this place?

- .................................................................
- .................................................................
- .................................................................

(d) Why is the telephone number provided in point 7?

- .................................................................
4. The text below is information about a performance. Answer part (a) in Korean and parts (b) to (g) in English.

한국어 자선의 밤 공연안내
우리 한국어 학교 오케스트라는 봉사 이웃을 돕기 위한 자선 공연을 다음과 같이 합니다. 여러분의 많은 참여를 바랍니다.

1. 날짜 및 시간
   11월 13일 (금요일) 오후 7시부터 오후 9시까지 (공연 시작 10분전까지 와 주십시오.)
2. 장소
   한국어 학교 강당
3. 입장권
   10 원 (학생)
   15 원 (일반)
   35 원 (가족)
4. 기타 주의 사항
   5 살 이하 어린이는 입장할 수 없습니다.
   음식이나 음료수는 가지고 들어갈 수 없습니다.
5. 입장권 구입 및 문의: 9888-7771

(a) What is the Korean word for performance? Write in Korean script (Hangeul).
.......................................................... ..........................................................

(b) What is the performance for? ..........................................................

(c) Who are the performers? ..........................................................

(d) By what time will you have to have arrived to be admitted?
..........................................................

(e) Where and on which day will the performance take place?
..........................................................

(f) How long will the performance last?
..........................................................

(g) What is the meaning of 입장권 in points 3 and 5? ..........................................................

End of Lesson 2. 

PLEASE TURN OVER.
Please provide any comments or feedback about the tasks here.

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Appendix 6

Student Achievement in Asian Languages Education (SAALE) Project

KOREAN YEAR 10 LISTENING/READING AND SPEAKING ASSESSMENT

Time allowance: 20 minutes for each student, including setting up time

Task 1: Answering questions (Listening and Speaking)

Self

몇 살이에요?
어디에서 살아요?
가족이 몇 명이에요?
  동생이 있어요?
  동생이 몇 명이에요?
  남자/여자에요?
  무슨 학교에 다녀요?
  동생이 어때게 생겼어요?
어떤 집에 살아요?
  지붕이 무슨 색이에요?
  이층집이에요?
  아파트에요?

School life/Daily routine

몇 학년이에요?
  학교 이름이 뭐에요?
  학교에 어떻게 왔어요?
  학교에서 무슨 과목을 공부해요?
  무슨 과목을 좋아해요?
    왜 _______이/가 좋아요?
몇 시간 잠시를 먹어요?
  누구하고 같이 잠시를 먹어요?
    _______하고 친해요?
    왜 _______가 좋아요?
언제 집에 가요?
  집에 가기 전에 뭐 해요?
  집에 가시 뭐 해요?
Leisure time
취미가 무엇이에요?
운동을 해요?
무슨 운동을 해요?
언제 ____을 해요?
주말에 뭐해요?
지난 주말에 뭐 했어요?
방학 때 뭐 했어요?

Pets
애완 동물이 있어요?
무슨 동물이에요?
고양이/개/토끼...를 좋아해요?
이름이 뭐예요?
몇 살이에요?
무슨 색이에요?
_____이/가 착해요?
다른 애완 동물을 가지고 싶어요?
무슨 동물을 가지고 싶어요?
왜 고양이/개/토끼...를 가지고 싶어요?
Task 2: Reading and Speaking
Students have 1 minute of preparation time to look at the prompt cards.

1. You are hosting a Korean exchange student. Read the profile of each student and select the most suitable student. You must explain the reasons for your choice.

<table>
<thead>
<tr>
<th>이름</th>
<th>아이메경</th>
</tr>
</thead>
<tbody>
<tr>
<td>남/여</td>
<td>여자</td>
</tr>
<tr>
<td>나이</td>
<td>14 살</td>
</tr>
<tr>
<td>취미</td>
<td>독서</td>
</tr>
<tr>
<td>좋아하는 음식</td>
<td>과일</td>
</tr>
<tr>
<td>동물을 싫어해야.</td>
<td></td>
</tr>
</tbody>
</table>

학생 2

<table>
<thead>
<tr>
<th>이름</th>
<th>김진수</th>
</tr>
</thead>
<tbody>
<tr>
<td>남/여</td>
<td>남자</td>
</tr>
<tr>
<td>나이</td>
<td>16 살</td>
</tr>
<tr>
<td>취미</td>
<td>축구</td>
</tr>
<tr>
<td>좋아하는 음식</td>
<td>피자</td>
</tr>
<tr>
<td>운동을 아주 좋아해야.</td>
<td></td>
</tr>
</tbody>
</table>

학생 3

<table>
<thead>
<tr>
<th>이름</th>
<th>박현준</th>
</tr>
</thead>
<tbody>
<tr>
<td>남/여</td>
<td>남자</td>
</tr>
<tr>
<td>나이</td>
<td>15 살</td>
</tr>
<tr>
<td>취미</td>
<td>요리</td>
</tr>
<tr>
<td>좋아하는 음식</td>
<td>생선</td>
</tr>
<tr>
<td>개와 고양이를 좋아해야.</td>
<td></td>
</tr>
</tbody>
</table>
2. Three friends have invited you to go out with them on the weekend. They have different plans that they have presented to you. Select one person you want to go out with and explain the reasons for your choice.

<table>
<thead>
<tr>
<th>소라</th>
<th>무엇을 해요?</th>
<th>수영을 해요.</th>
</tr>
</thead>
<tbody>
<tr>
<td>언제 만나요?</td>
<td>오전 10 시</td>
<td></td>
</tr>
<tr>
<td>어디에서 만나요?</td>
<td>수영장</td>
<td></td>
</tr>
<tr>
<td>어디에서 해요?</td>
<td>수영장</td>
<td></td>
</tr>
<tr>
<td>무엇이 필요해요?</td>
<td>수영복하고 돈</td>
<td></td>
</tr>
<tr>
<td>소라 동생도 같이 가요.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>민수</th>
<th>무엇을 해요?</th>
<th>량비 게임을 TV로 보어요.</th>
</tr>
</thead>
<tbody>
<tr>
<td>언제 만나요?</td>
<td>오후 7 시 30 분</td>
<td></td>
</tr>
<tr>
<td>어디에서 만나요?</td>
<td>민수 집</td>
<td></td>
</tr>
<tr>
<td>어디에서 왜요?</td>
<td>민수 집</td>
<td></td>
</tr>
<tr>
<td>무엇이 필요해요?</td>
<td>음료수와 간식</td>
<td></td>
</tr>
<tr>
<td>다른 친구들도 왜요.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>유나</th>
<th>무엇을 해요?</th>
<th>영화를 보어요.</th>
</tr>
</thead>
<tbody>
<tr>
<td>언제 만나요?</td>
<td>오후 4 시 30 분</td>
<td></td>
</tr>
<tr>
<td>어디에서 만나요?</td>
<td>우리 집</td>
<td></td>
</tr>
<tr>
<td>어디에서 왜요?</td>
<td>극장</td>
<td></td>
</tr>
<tr>
<td>무엇이 필요해요?</td>
<td>돈</td>
<td></td>
</tr>
<tr>
<td>다른 사람은 안 왜요.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6e: Year 12 Assessment Instruments

Student Achievement in Asian Languages Education (SAALE) Project

At Year 12 level, the 2009 examination scripts and oral recordings from New South Wales, South Australia, Tasmania, and Victoria were used for the project. Links to the examination papers are provided below:

**New South Wales**

**Chinese**

Chinese Background Speakers

Chinese Beginners

Chinese Continuers

Chinese Extension

**Indonesian**

Indonesian Background Speakers

Indonesian Beginners

Indonesian Continuers

Indonesian Extension

**Japanese**

Japanese Background Speakers
Japanese Beginners

Japanese Continuers

Japanese Extension

Korean
Korean Background Speakers

South Australia

Chinese
Chinese Continuers

Indonesian
Indonesian Continuers

Japanese
Japanese Continuers

Victoria

Chinese
Chinese First Language

Chinese Second Language
Appendix 6

**Indonesian**

Indonesian First Language  

Indonesian Second Language  

**Japanese**

Japanese First Language  

Japanese Second Language  

**Korean**

Korean First Language  

Korean Second Language  

**Tasmania**

**Chinese**  

**Indonesian**  

**Japanese**  
## Appendix 7: Learner experience questionnaires

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>Chinese</td>
<td>Year 6/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>7(b)</td>
<td>Indonesian</td>
<td>Year 6/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>7(c)</td>
<td>Japanese</td>
<td>Year 6/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>7(d)</td>
<td>Korean</td>
<td>Year 6/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 10</td>
</tr>
</tbody>
</table>
Appendix 7a: Chinese learner experience questionnaires

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Chinese.
Write your answers in English or Chinese — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Chinese language? Think about words or sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.

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2. How is Chinese different from English?
Explain some ways in which the Chinese language is different from English.

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3. What would you tell a new student who does not know anything about the Chinese language about learning Chinese?
For example, in order to learn Chinese you need to know that

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Student Achievement in Asian Languages Education (SAALE) Project

YEAR 10 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(5 minutes)

Respond to the following questions in English or Chinese.

1. What have you enjoyed most in learning Chinese?

2. What are some of the challenges you have experienced in learning Chinese?

3. How has your learning of Chinese changed the way you think about language and communication?

4. What would you tell a friend who has never studied Chinese about learning Chinese?

End of Lesson 1.
Appendix 7b: Indonesian learner experience questionnaires

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Indonesian.
Write your answers in English or Indonesian — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Indonesian language? Think about words or sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.

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2. How is Indonesian different from English? Explain some ways in which the Indonesian language is different from English.

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3. What would you tell a new student who does not know anything about the Indonesian language about learning Indonesian?

For example, in order to learn Indonesian you need to know that .................................................

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Respond to the following questions in English or Indonesian.

5. What have you enjoyed most in learning Indonesian?

6. What are some of the challenges you have experienced in learning Indonesian?

7. How has your learning of Indonesian changed the way you think about language and communication?

8. What would you tell a friend who has never studied Indonesian about learning Indonesian?

End of Lesson 1.
Appendix 7c: Japanese learner experience questionnaires

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(10 minutes)

My learning experience

Tell us about your experience in learning Japanese.
Write your answers in English or Japanese — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Japanese language? Think about words or sounds, writing, talking, things you have learnt.
Write down why you think these things are interesting or important.

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2. How is Japanese different from English?
Explain some ways in which the Japanese language is different from English.

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3. What would you tell a new student who does not know anything about the Japanese language about learning Japanese?
For example, in order to learn Japanese you need to know that ..........................................
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Year 10 Student Learning Experience Questionnaire (5 minutes)

Respond to the following questions in English or Japanese.

9. What have you enjoyed most in learning Japanese?

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10. What are some of the challenges you have experienced in learning Japanese?

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11. How has your learning of Japanese changed the way you think about language and communication?

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12. What would you tell a friend who has never studied Japanese about learning Japanese?

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End of Lesson 1.
Appendix 7

Appendix 7d: Korean learner experience questionnaires

Student Achievement in Asian Languages Education (SAALE) Project

YEAR 6/7 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE (10 minutes)

My learning experience

Tell us about your experience in learning Korean.
Write your answers in English or Korean — you can use dot points or write in sentences.

1. What are some of the most interesting or important things that you have learnt about the Korean language? Think about words or sounds, writing, talking, things you have learnt.
Write down why you think these things are interesting or important.

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2. How is Korean different from English?
Explain some ways in which the Korean language is different from English.

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3. What would you tell a new student who does not know anything about the Korean language about learning Korean?
For example, in order to learn Korean you need to know that ..................................................................
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..........................................................................................................................
Student Achievement in Asian Languages Education (SAALE) Project

YEAR 10 STUDENT LEARNING EXPERIENCE QUESTIONNAIRE
(5 minutes)

Respond to the following questions in English or Korean.

13. What have you enjoyed most in learning Korean?

14. What are some of the challenges you have experienced in learning Korean?

15. How has your learning of Korean changed the way you think about language and communication?

16. What would you tell a friend who has never studied Korean about learning Korean?

End of Lesson 1.
## Appendix 8: Marking guides and score sheets

<table>
<thead>
<tr>
<th>Language</th>
<th>Year</th>
<th>Writing Assessment</th>
<th>Reading Assessment</th>
<th>Oral (Listening and Speaking) Assessment</th>
<th>Year 10</th>
<th>Writing Assessment</th>
<th>Reading Assessment</th>
<th>Listening and Speaking Assessment</th>
<th>Year 12</th>
<th>Reading and Responding Assessment</th>
<th>Writing Assessment</th>
<th>Listening and Speaking Assessment</th>
</tr>
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<tbody>
<tr>
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<td>6/7</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>12</td>
<td>Reading and Responding</td>
<td>Writing Assessment</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td>Assessment</td>
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<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td>6/7</td>
<td>Reading and Writing Assessment</td>
<td>Reading Assessment</td>
<td>Listening and Speaking Assessment</td>
<td>10</td>
<td>Reading and Writing Assessment</td>
<td>Reading Assessment</td>
<td>Listening and Speaking Assessment</td>
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<td>Reading and Responding and Writing Assessment</td>
<td>Listening and Speaking Assessment</td>
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<tr>
<td>Japanese</td>
<td>6/7</td>
<td>Reading and Writing Assessment</td>
<td>Reading Assessment</td>
<td>Listening and Speaking Assessment</td>
<td>10</td>
<td>Reading and Writing Assessment</td>
<td>Reading Assessment</td>
<td>Listening and Speaking Assessment</td>
<td>12</td>
<td>Reading and Responding and Writing Assessment</td>
<td>Oral Assessment</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>6/7</td>
<td>Reading and Writing Assessment</td>
<td>Oral Assessment</td>
<td></td>
<td>10</td>
<td>Reading and Writing Assessment</td>
<td>Reading Assessment</td>
<td>Listening and Speaking Assessment</td>
<td>12</td>
<td>Reading and Responding and Writing Assessment</td>
<td>Listening and Speaking Assessment</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8a: Chinese marking guides

Student Achievement in Asian Languages Education (SAALE) Project

CHINESE YEAR 6/7 WRITING ASSESSMENT

Marking guide

Character knowledge

5 whole text in well formed, accurate characters
4 text largely in characters, well formed and accurate in detail, with some less frequent items in pinyin
3 characters legible with some obvious errors in detail, and occasional use of pinyin OR
3 extensive use of pinyin for a range of vocabulary, with consistent attempt to include tone marks
2 characters poorly formed or frequently incorrect in detail, with heavy reliance on pinyin or English OR
2 extensive use of pinyin but vocabulary limited, with some attempt to include tone marks
1 text predominantly in pinyin, with many spelling errors and some use of English OR
1 characters poorly constructed and hardly legible
0 insufficient text to make judgment.

Vocabulary

5 a wide range of vocab used to present information and ideas presented on appropriate topics
4 information relevant to topics elaborated using specific terms and expressions
3 some attempt to provide additional information or detail including additional activity and descriptive phrases
2 vocab restricted to high frequency items within limited topic areas
1 uses limited range of high frequency vocabulary items to express basic information
0 insufficient text to make judgment.

Forms/structures

5 uses a range of structures to express/elaborate some complex ideas
4 sound control of range of basic sentence patterns
3 good control of basic SVO/adjective predicate sentence patterns. Some attempt to extend into complex structures (adverbs of scope, time modal verbs)
2 some evidence of Chinese sentence structure in SVO, number and adjective phrases, but with inconsistency in application
1 expression limited to short statements with basic SVO structure. No real evidence of Chinese sentence structure. Basic structures (number and adjective) not used or incorrect
0 insufficient text to make judgment.
Appendix 8

**Discourse**

5 Information is effectively structured and sequenced, with recognition of audience and text type

4 Sentences include linked ideas and information is adequately sequenced across text, with some recognition of audience/purpose

3 Text contains sufficient information for structure and sequencing to become evident, some sentences attempt to contain or sequence information thru use of conjunctions, adverbs of scope, prepositions.

2 Each sentence contains one point of information. Little evidence of sequencing or text structure.

1 No evidence of text format. Text presented as sequence of isolated sentences

0 Insufficient text to make judgment.

**Content**

5 All topics required are addressed in sufficient detail. Length 60–100 cx/9–10 sentences

4 Most topics are touched upon and addressed as appropriate to the task.

   Length 40–60 cx/7–8 sentences

3 Information touches on sufficient topics and includes reasonable level of detail.

   Length 30–40 cx/5–6 sentences

2 Some attempt to provide some detailed information about key topics. Length 20–30 cx/3–4 sentences

1 Simple information about one key topic provided. Length 10–20 cx/2 sentences

0 Insufficient text to make judgment.
### CHINESE YEAR 6/7 WRITING ASSESSMENT

**Score Sheet**

<table>
<thead>
<tr>
<th>Candidate number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Content</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Forms/structures</td>
<td>5</td>
</tr>
<tr>
<td>Discourse</td>
<td>5</td>
</tr>
<tr>
<td>Character knowledge</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>
### Student Achievement in Asian Languages Education (SAALE) Project

**CHINESE YEAR 6/7 READING ASSESSMENT**

#### Score Sheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Cn – e.g. (Cx/pinyin) S-V-O</td>
<td>My friends (is) read(ing) (a) book</td>
<td>1</td>
</tr>
<tr>
<td>1b</td>
<td>Negation (insert adverb) (S-adv-V-O)</td>
<td>我的朋友不看书</td>
<td>1</td>
</tr>
<tr>
<td>2a</td>
<td>Sentence completion S-adv auxV + V-O /O</td>
<td>我不喜欢。。。 eg 吃水果 / 狗</td>
<td>2</td>
</tr>
<tr>
<td>2b</td>
<td>S … + V-O/Adj</td>
<td>我的汉语老师。。。 eg 是李老师 / 很好</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Phrase responses</td>
<td>Either pinyin or characters ok</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>greeting</td>
<td>你好吗 = (我) 很好</td>
<td>1</td>
</tr>
<tr>
<td>3b</td>
<td>Thanks</td>
<td>谢谢 = 不 (用) 谢</td>
<td>1</td>
</tr>
<tr>
<td>3c</td>
<td>Apologies</td>
<td>对不起 = 没关系</td>
<td>1</td>
</tr>
<tr>
<td>4a</td>
<td>Cx; S-T-V +O</td>
<td>我中午吃 水果</td>
<td>1</td>
</tr>
<tr>
<td>4b</td>
<td>S-V + O</td>
<td>我爸爸喜欢打 篮球</td>
<td>1</td>
</tr>
<tr>
<td>4c</td>
<td>Pinyin; S-T +V-O</td>
<td>wǒ měitiān wǎnshǎng kàn diànsì</td>
<td>1</td>
</tr>
<tr>
<td>4d</td>
<td>T-S + adj</td>
<td>jīntiān tiānqì hěn rè</td>
<td>1</td>
</tr>
<tr>
<td>5a</td>
<td>Character; writing</td>
<td>我 喜 欢 学 习 汉 语 4 strokes and stroke relations accurate and well proportioned 3 accurate strokes and stroke relations but character not well proportioned 2 copied, with little control of strokes and proportions 1 legible but poor strokes and proportion 0 illegible/no response</td>
<td>4</td>
</tr>
<tr>
<td>5b</td>
<td>Translation</td>
<td>I like learning Chinese</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Matching image to text</td>
<td>1 mark per response</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pinyin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 3</td>
<td>c) 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) 7</td>
<td>g) 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) 4</td>
<td>d) 6/5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td>Character selection and translation (/4)</td>
<td>1 mark per character/sound and meaning</td>
<td></td>
</tr>
<tr>
<td>7b</td>
<td>Text feature</td>
<td>traditional characters</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
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<td>30</td>
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</tr>
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</table>
Appendix 8

Student Achievement in Asian Languages Education (SAALE) Project

CHINESE YEAR 6/7 CLASS AND GROUP

ORAL (LISTENING AND SPEAKING) ASSESSMENT

Guidelines for Marking and ‘Comments sheet’

Assessor: ........................................... Disc No: ...........................................

Notes:

Given that each student group differs according to the context and given the relatively limited language actually used, ‘marking’ will need to focus on:

a) the small group performance (i.e. rather than the individual or whole class)

b) any observations that can be drawn from students’ performances and the context.

Note anything that you feel contributes to your ‘assessment’ of students’ performances.

The whole class interaction will not be ‘marked/scored’ however we ask that you make observations (as much as possible) in relation to the following aspects of the interaction.

Whole-class interaction

| Setting/context (e.g. nature of interaction, nature of instruction, language use, any aspect of the teaching and learning environment that influences your observations about performance) |
|---|---|
| Year level(s): | Class size: |

Profile of the group

capture any information that you notice of students’ background that may influence your observations about their performance, particularly language background.

Nature of activity

General tone of interaction:

Mode of interaction:

Supports available:

Any comments/observations about students’ performance during interaction (You may refer to the criteria below for small group interaction for aspects for consideration or simply comment on any aspects you feel are important in relation to students’ language learning and use).
**Small-group discussion**

It may not be possible to mark ‘against’ each criterion, however, please keep the following criteria in mind when making your observations and any further comments below.

**Profile of the group**

Capture any information that you notice of students’ background that may influence your observations about their performance, particularly language background.

**General comments about the group**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Aspects of performance</th>
<th>Observations Second language</th>
<th>Background language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (ideas)</td>
<td>Topic range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depth of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (range, complexity)</td>
<td>Concrete nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and structures (range, complexity, accuracy)</td>
<td>SVO construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjective phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>preferences</td>
<td></td>
<td></td>
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<td></td>
<td>Possessive</td>
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<td></td>
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<tr>
<td></td>
<td>number - measure</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Negating simple verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adverbs scope and degree</td>
<td></td>
<td></td>
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<tr>
<td>Fluency (flow of speech)</td>
<td>Single word answers</td>
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<tr>
<td></td>
<td>Simple, formulaic</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td>Clarity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Pronunciation</td>
<td></td>
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<tr>
<td></td>
<td>Intonation/stress</td>
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<td>Comprehension (appropriateness of response)</td>
<td>question words</td>
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<tr>
<td></td>
<td>what, who, which</td>
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</tr>
<tr>
<td></td>
<td>when, where, why, how</td>
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<td>Communication Strategies (sustaining the interaction)</td>
<td>Imitation</td>
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<td></td>
<td>seeks reframing</td>
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<td></td>
<td>Seeks clarification</td>
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<td></td>
<td>Code switches</td>
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<tr>
<td></td>
<td>Willing to take risks/assesses/checks meaning</td>
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</tr>
</tbody>
</table>

*Any other comments:*
Student Achievement in Asian Languages Education (SAALE) Project
CHINESE YEAR 10 WRITING ASSESSMENT
Marking Guide

Character knowledge
5 whole text in well formed, accurate characters
4 text largely in characters well formed and accurate in detail, with some less frequent items in pinyin
3 characters legible with some obvious errors in detail, pinyin use extends to some familiar vocabulary
2 texts largely in characters poorly formed or frequently incorrect in detail, with reliance on pinyin or English to express some familiar vocab items.
1 text predominantly in pinyin, English or poorly constructed characters
0 insufficient text to make judgment.

Vocabulary
5 information and ideas presented with little restriction on vocabulary choice
4 all topic areas developed with a range of information and opinion as appropriate
3 each topic area covered contains additional information or detail including range of activity and descriptive phrases
2 uses restricted range of vocab within limited topic areas
1 uses limited range of high frequency vocabulary items to express basic information
0 insufficient text to make judgment.

Forms/structures
5 uses a broad range of structures to express/elaborate more complex ideas
4 sound control of range of sentence patterns expressed in natural manner, errors reflect spoken language styles with little interference to meaning
3 good control of basic sentence patterns and some awareness of and attempt to extend into more complex structures (prepositions, adverbs, subordination, time sequences, past experiences, modal verbs)
2 some evidence of Chinese sentence structure in SVO, number and adjective phrases, but with inconsistency in application
1 expression limited to short statements with basic SVO structure. No real evidence of Chinese sentence structure. Basic structures (number and adjective) not used or incorrect
0 insufficient text to make judgment.
Discourse

5 text is appropriate to purpose with recognition of audience. Information is effectively structured and sequenced.
4 text displays basic principles of text type and recognition of audience. Sentences include linked ideas and information is adequately sequenced across text.
3 text contains sufficient information for structure and sequencing to become evident, some sentences attempt to contain or sequence information thru use of conjunctions, adverbs of scope, prepositions. Little recognition of audience.
2 Each sentence contains one point of information. Little evidence of sequencing or text structure.
1 no evidence of text format. Text presented as sequence of isolated sentences.
0 insufficient text to make judgment.

Content

5 all topics required are addressed in sufficient detail. Length 60–100 cx/9–10 sentences.
4 most topics are touched upon and addressed as appropriate to the task. Length 40–60 cx/7–8 sentences.
3 information touches on sufficient topics and includes reasonable level of detail. Length 30–40 cx/5–6 sentences.
2 some attempt to provide some detailed information about key topics. Length 20–30 cx/3–4 sentences.
1 simple information about one key topic provided. Length 10–20 cx/2 sentences.
0 insufficient text to make judgment.
### Student Achievement in Asian Languages Education (SAALE) Project

**CHINESE YEAR 10 WRITING ASSESSMENT**

**Score Sheet**

#### Assessor

<table>
<thead>
<tr>
<th>Candidate number</th>
<th>Criteria</th>
<th>Score</th>
<th>MARK</th>
<th>Comment</th>
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</thead>
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<td>Content</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forms/structure</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discourse</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character knowledge</td>
<td>5</td>
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<td><strong>Total</strong></td>
<td><strong>25</strong></td>
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</table>
Student Achievement in Asian Languages Education

Student Achievement in Asian Languages Education (SAALE) Project

CHINESE YEAR 10 READING ASSESSMENT

Score Sheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
</tr>
</thead>
</table>

Task 2: Reading and Writing  Part A. Reading and answering questions

1. name of the writer | GAO Ya | 1 |
2. age | 16 | 1 |
3. Where she lives | Shanghai | 1 |
4. Why travel to Australia | study for 2 months | 1 |
5. Meaning of 交换生项目？ | Student Exchange program | 1 |
6. Meaning of 凉爽宜人？ | Cool and Refreshing | 1 |
7. typical school day in China | 8 lessons/8am–5 pm /all classes one room 2 marks - 2 of 3 responses, 1 mark - 1 of 3 responses | 2 |
8. subjects she likes | Chemistry and Chinese One mark per response | 2 |

Total 10

Task 3  Reading comprehension  text one advertisement

a) name of shop 家乐福 in pinyin (no tone required) | Jia le fu | 1 |

b) meaning of the characters | 2 marks happy and prosperous family 1 mark home - happy - rich/luck |
meaning of 每日超值 | 2 marks Everyday low/cheap prices 1 mark cheap price/lots of discount |
meaning of让你省更多 | 2 marks saving you even more 1 mark save money |
meaning of 折 | Discount (10%) | 1 |

Total 8
### Task 3  Reading comprehension  text two public notice

<table>
<thead>
<tr>
<th>title of text</th>
<th>Rules for Hangzhou city citizens</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>meaning for phrases:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) 热爱祖国，热爱家乡。</td>
<td>2 Love your country, love your family (hometown)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 (1 phrase response only e.g. love country )</td>
<td></td>
</tr>
<tr>
<td>b) 礼貌待人，助人为乐。</td>
<td>2 Be polite to others, happiness lies in helping people</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 (1 phrase response e.g. respect people/help people)</td>
<td></td>
</tr>
<tr>
<td>c) 植树绿化，美化环境。</td>
<td>2 Plant trees and reforest, beautify the environment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 (1 phrase response e.g. plant more green trees/make environment clean)</td>
<td></td>
</tr>
<tr>
<td>significance of format</td>
<td>Poetic, rhythmic language</td>
<td>1</td>
</tr>
<tr>
<td>select phrases for meanings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Don’t swear</td>
<td>不说粗话脏话</td>
<td>1</td>
</tr>
<tr>
<td>b) Don’t litter</td>
<td>不乱扔垃圾</td>
<td>1</td>
</tr>
<tr>
<td>c) Don’t damage greener</td>
<td>不破坏绿化</td>
<td>1</td>
</tr>
<tr>
<td>d) Don’t smoke in public</td>
<td>不在公共场所吸烟</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
# CHINESE YEAR 10 LISTENING AND SPEAKING ASSESSMENT

## CRITERIA AND MARKING GUIDELINES

### Content (ideas)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unable to respond</td>
</tr>
<tr>
<td>1</td>
<td>Expresses some basic, personal information about familiar content areas (self, family)</td>
</tr>
<tr>
<td>2</td>
<td>Conveys factual information about familiar personal topics,</td>
</tr>
<tr>
<td>3</td>
<td>Communicates on range of topics with some flexibility. Attempts to go beyond basic facts and offer relevant additional detail using a range of simple time, place or descriptive phrases.</td>
</tr>
<tr>
<td>4</td>
<td>Elaborates information and opinions about range of topics with reasonable level of detail</td>
</tr>
<tr>
<td>5</td>
<td>Information and ideas presented on wide range of topics in considerable detail</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient response to judge</td>
</tr>
<tr>
<td>1</td>
<td>Uses limited range of high frequency vocabulary items, generally single nouns, numbers or adjectives</td>
</tr>
<tr>
<td>2</td>
<td>Uses a limited range of familiar vocab to present phrase or sentence level responses</td>
</tr>
<tr>
<td>3</td>
<td>Uses a range of vocab with some use of low frequency items to elaborate meanings</td>
</tr>
<tr>
<td>4</td>
<td>Uses a broad range of vocab, (beyond that expected of a school learner) to express some complex meanings</td>
</tr>
<tr>
<td>5</td>
<td>Little restriction on vocabulary choice</td>
</tr>
</tbody>
</table>

### Forms and structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No response</td>
</tr>
<tr>
<td>1</td>
<td>Uses single words or simple statements, repeating part of the question, or confirming rather than responding.</td>
</tr>
<tr>
<td>2</td>
<td>Relies upon routine responses, generally V-O or simple adjective phrases. Number-measure and adverb-adjective phrases often used incorrectly. May list items, or state time, place, action, or description in single phrases.</td>
</tr>
<tr>
<td>3</td>
<td>Sound control of basic sentence patterns and some awareness of and attempt to extend into more complex structures (prepositions, adverbs, subordination, time sequences, past experiences, modal verbs), occasionally lacks precision.</td>
</tr>
<tr>
<td>4</td>
<td>Effective control of range of sentence patterns beyond rehearsed/familiar patterns used to convey some complex or precise meanings, e.g. to qualify or clarify responses.</td>
</tr>
<tr>
<td>5</td>
<td>Uses a broad range of structures to elaborate opinions and express complex or subtle ideas with some precision</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence</td>
</tr>
</tbody>
</table>
Appendix 8

1. Responses hesitant and restricted to short utterances, often uses English to complete utterance or confirm response.

2. Able to communicate on familiar topics, but with hesitations for word searching.

3. Responds to familiar topics with sentences presented with little hesitation, able to consider response/frame sentence without impeding flow of conversation.

4. Communicates readily, responding to sequence of questions without much hesitation.

5. Engages directly with interlocutor, able to sustain a real interaction, with appropriate flow and coherence.

Intelligibility

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence</td>
</tr>
<tr>
<td>1</td>
<td>Errors in pronunciation and tone of key words frequently impede communication. Little evidence of tone discrimination.</td>
</tr>
<tr>
<td>2</td>
<td>Some inconsistencies in tone and occasional pronunciation errors</td>
</tr>
<tr>
<td>3</td>
<td>Occasional inconsistencies in tone and pronunciation do not impede overall intelligibility</td>
</tr>
<tr>
<td>4</td>
<td>Errors in pronunciation and tone are rare</td>
</tr>
<tr>
<td>5</td>
<td>Natural, native-like pronunciation and tone</td>
</tr>
</tbody>
</table>

Comprehension

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence</td>
</tr>
<tr>
<td>1</td>
<td>Comprehension limited to short questions about high frequency items on familiar topics</td>
</tr>
<tr>
<td>2</td>
<td>Able to respond to range of interrogative pronouns used with familiar topics</td>
</tr>
<tr>
<td>3</td>
<td>Able to respond to requests for elaboration or further questioning with some thinking time or clarification.</td>
</tr>
<tr>
<td>4</td>
<td>Able to understand a range of question forms seeking both fact and opinion with little hesitation</td>
</tr>
<tr>
<td>5</td>
<td>Able to respond to all questions with little difficulty or hesitation</td>
</tr>
</tbody>
</table>

Communication strategies

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Predominant use of English in interaction</td>
</tr>
<tr>
<td>1</td>
<td>Unable to deal effectively with interaction, fully reliant on interlocutor to complete interaction, inaccuracies in understanding impede ability to respond, high dependence on English to sustain interaction</td>
</tr>
<tr>
<td>2</td>
<td>Imitates interlocutor’s basic sentence structures or formulaic expressions to express basic information. Reliance on gesture or on interlocutor to assist with communication breakdowns or to assist in establishing meaning, checks for topic by stating key word before responding, or stating unknown word to seek clarification. Some self correction.</td>
</tr>
<tr>
<td>3</td>
<td>Able to use basic linguistic and paralinguistic strategies to maintain conversation using fillers, signalling dis/agreement, to ask for clarification, etc.</td>
</tr>
<tr>
<td>4</td>
<td>Engages directly with interlocutor by clarifying support required, able to deal with topic shifts, and questions with ease and confidence. Able to self correct</td>
</tr>
<tr>
<td>5</td>
<td>Uses a range of strategies to initiate and maintain natural communication</td>
</tr>
</tbody>
</table>
**Student Achievement in Asian Languages Education (SAALE) Project**

**CHINESE YEAR 10 LISTENING AND SPEAKING ASSESSMENT**

**SCORE SHEET**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score/5</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Content (ideas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocab (range and complexity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structure (range complexity and accuracy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (flow of speech)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension (appropriateness of response)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies (sustaining the interaction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Decision making task – comments**

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## Marking guide

### Content and comprehension (information included) for integrated (Reading and Responding) task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>All information relevant to the task is extracted from the input text and is elaborated in detail and depth</td>
</tr>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is extracted from the input text and is elaborated to express some complex and abstract ideas</td>
</tr>
<tr>
<td>4</td>
<td>A wide range of information relevant to the task is extracted from the input text and elaborated in some detail,</td>
</tr>
<tr>
<td>3</td>
<td>Sufficient information relevant to the task is extracted from the input text to achieve the overall purpose of the task, though some information lacks precision or detail.</td>
</tr>
<tr>
<td>1</td>
<td>A range of information relevant to the task is extracted but it tends to be brief and lacking in detail, or is inaccurate or copied directly from the text.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is provided, with little evidence that the content of the input text was fully understood.</td>
</tr>
</tbody>
</table>

### Content (information included) for independent (Writing in Chinese) task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>All information relevant to the task is included and elaborated in detail and depth</td>
</tr>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included and elaborated in detail and depth to express some complex and abstract ideas.</td>
</tr>
<tr>
<td>4</td>
<td>A wide range of information relevant to the task is included, with some abstraction and/or complex ideas included as required by the task.</td>
</tr>
<tr>
<td>3</td>
<td>Detailed, factual information relevant to major ideas are included. Each piece of information is elaborated in sufficient detail, but with few abstract and/or complex ideas evident.</td>
</tr>
<tr>
<td>2</td>
<td>A range of key information relevant to the task is included, but is limited in detail.</td>
</tr>
<tr>
<td>1</td>
<td>A limited range of information relevant to the task is included.</td>
</tr>
<tr>
<td>0</td>
<td>Very limited range of information provided.</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>An extensive range of vocabulary chosen to accurately express abstract and complex ideas.</td>
</tr>
<tr>
<td>5</td>
<td>A wide range of vocabulary chosen to express some abstract and complex ideas with clarity and effectiveness.</td>
</tr>
<tr>
<td>4</td>
<td>A wide range of vocabulary is used with some errors in the choice of words in terms of accuracy or appropriateness for the purpose.</td>
</tr>
<tr>
<td>3</td>
<td>Able to employ a range of vocabulary to express some complex ideas.</td>
</tr>
<tr>
<td>2</td>
<td>Range of vocabulary is limited to high frequency items, which impede ability to express complex ideas.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of vocabulary is evident with some errors in the choice of words.</td>
</tr>
<tr>
<td>0</td>
<td>Very limited range of vocabulary is used.</td>
</tr>
</tbody>
</table>
### Forms/structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Uses complex sentence structures whenever possible to convey detailed ideas.</td>
</tr>
<tr>
<td>5</td>
<td>Uses a wide range of structures to convey some precise meanings with accuracy and effect.</td>
</tr>
<tr>
<td>4</td>
<td>Attempts to use a range of structures to convey some complex ideas.</td>
</tr>
<tr>
<td>3</td>
<td>Uses a limited range of complex structures with accuracy to convey some detailed meanings.</td>
</tr>
<tr>
<td>2</td>
<td>Uses a limited range of structures to convey more than one idea in some sentences.</td>
</tr>
<tr>
<td>1</td>
<td>single item of information conveyed in most sentences.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect use and/or choice of the form is evident and often interferes the comprehensibility of the content.</td>
</tr>
</tbody>
</table>

### Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>presents information effectively in appropriate format /text type to achieve the purpose of the task</td>
</tr>
<tr>
<td>5</td>
<td>uses an extensive range of cohesive devices at the sentence and text levels with accuracy (eg connectives, ellipsis, conjunctives, adverbials, etc).</td>
</tr>
<tr>
<td>4</td>
<td>attempts to use a range of cohesive devices at the sentence and text level (eg connectives, ellipsis, conjunctives, adverbials).</td>
</tr>
<tr>
<td>3</td>
<td>uses connectives to link ideas within the text and shows awareness of an appropriate text type for the task.</td>
</tr>
<tr>
<td>2</td>
<td>limited awareness of an appropriate type of text for the task. Some use of connectives to link ideas is observed.</td>
</tr>
<tr>
<td>1</td>
<td>little use of connectives to link the ideas. Little attempt to use appropriate text type for the task.</td>
</tr>
<tr>
<td>0</td>
<td>no use of connectives to link the ideas. No attempt to use appropriate text type.</td>
</tr>
</tbody>
</table>

### Use of characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>text in well formed, accurate characters</td>
</tr>
<tr>
<td>5</td>
<td>text in well formed and accurate characters, with some inaccuracies in detail</td>
</tr>
<tr>
<td>4</td>
<td>Characters generally fluent/well formed but occasional confusion in stroke components or intelligibility</td>
</tr>
<tr>
<td>3</td>
<td>characters neat and generally legible but with occasional errors in detail, e.g. missing or additional strokes</td>
</tr>
<tr>
<td>2</td>
<td>some low frequency characters poorly formed or incorrect in detail, with some reliance on pinyin or English to express less familiar vocab items.</td>
</tr>
<tr>
<td>1</td>
<td>characters poorly constructed with reliance on pinyin for some high frequency items</td>
</tr>
</tbody>
</table>
## Student Achievement in Asian Languages Education (SAALE) Project

### CHINESE YEAR 12 READING AND RESPONDING AND WRITING

#### Score Sheet

**Candidate ID:**

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>12</td>
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</tbody>
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**Writing 1—Reading and Responding in CHINESE**

(Section 2 for VIC and SA; Section II Part B for NSW)

<table>
<thead>
<tr>
<th></th>
<th>Score (0-6)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of characters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing 2—Writing in CHINESE**

<table>
<thead>
<tr>
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<th>Score (0-6)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of characters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Achievement in Asian Languages Education (SAALE) Project**

**CHINESE YEAR 12 LISTENING AND SPEAKING ASSESSMENT**

**Marking Guidelines**

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Candidate number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral criteria</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Content (ideas) | 6 all topics address in depth (information and opinions fully elaborated)  
5 wide range of topics are addressed in considerable detail  
4 range of topics addressed with reasonable level of detail, (elaborates information and opinions about some topics).  
3 range of common topics addressed with some flexibility, (attempts to offer relevant additional detail, and opinions)  
2 familiar personal topics addressed effectively (largely with factual information)  
1 personal information or familiar content areas addressed in limited detail.  
0 response limited to short utterances, of limited content |
| Vocab (range and complexity) | 6 displays extensive range of vocabulary, used effectively (no restriction evident in vocabulary choice).  
5 displays extensive range of vocabulary, used effectively (some restriction evident in vocabulary choice).  
4 uses a broad range of vocab, (beyond topics/range that expected of a school learner) to express complex meanings  
3 uses a wide range of specialised vocab to elaborate meanings  
2 uses a good range of familiar high frequency vocab to express ideas  
1 vocabulary limited to high frequency items on familiar factual topics  
0 expression constrained by limitations in vocabulary |
| Form and structure (range complexity and accuracy) | 6 elaborates opinions and expresses complex or subtle ideas with great precision.  
5 applies a range of structures to elaborate opinions and express complex or subtle ideas with precision.  
4 displays effective control of some complex structures to convey some detailed or precise meanings.  
3 displays sound control of basic sentence patterns and attempts to extend into more complex structures, occasionally lacking precision.  
2 reliance on basic structures (SVO, S adv-adj, STAO, SPAO), more complex structures (complements etc) often incorrect  
1 simple word order, often presented at phrase level.  
0 inaccuracies in structures impede comprehension |

270
<table>
<thead>
<tr>
<th>Appendix 8</th>
</tr>
</thead>
</table>
| **Fluency** (flow of speech) | 6 able to sustain the interaction with natural flow and coherence.  
5 sustains the interaction with appropriate flow and coherence.  
4 communicates readily, responding to sequence of questions to elaborate with little hesitation  
3 responds to familiar topics with sentences presented with little hesitation, able to consider response/frame sentence without impeding flow of conversation.  
2 able to communicate readily on familiar topics, but with short responses or hesitations for low frequency word searching.  
1 hesitant and restricted responses presented in short utterances  
0 heavy reliance on English to complete utterance or confirm response. |
| **Intelligibility** | 6 natural, native-like pronunciation and tone  
5 natural, native-like pronunciation and tone (some influence of e.g. dialect background)  
4 occasional, minor errors in pronunciation and tone  
3 occasional inconsistencies in tone and pronunciation do not impede overall intelligibility  
2 regular inconsistencies in tone and occasional pronunciation errors impede intelligibility  
1 errors in pronunciation and tone of key words frequently impedes communication. Little evidence of tone discrimination.  
0 pronunciation and tone not well developed |
| **Comprehension** (appropriateness of response) | 6 natural flow, fully comprehending all utterances  
5 able to respond to detailed questions without hesitation.  
4 able to understand a range of question forms seeking both fact and opinion with little hesitation  
3 able to respond to requests for elaboration or further questioning with some thinking time or clarification.  
2 able to respond to range of interrogative pronouns used with familiar topics  
1 comprehension limited to short questions about high frequency items on familiar topics  
0 frequent miscomprehension of questions impedes ability to respond |
| **Communication strategies** (sustaining the interaction) | 6 able to initiate and maintain natural communication  
5 uses a range of strategies to initiate and maintain communication with ease and confidence  
4 able to sustain the interaction and engage directly with interlocutor, e.g. by clarifying or self correcting  
3 able to use range of linguistic and paralinguistic strategies to maintain conversation using fillers, signalling dis/agreement, to ask for clarification, etc.  
2 relies on interlocutor's sentence structures or formulaic expressions to respond. Reliance on interlocutor to assist with communication breakdowns eg, checks for topic by stating key word before responding, or stating unknown word to seek clarification.  
1 heavy reliance on interlocutor to complete interaction  
0 high dependence on English to sustain interaction |
### Oral

<table>
<thead>
<tr>
<th></th>
<th>Score (0-6)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (ideas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
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<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
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<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies</td>
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</table>
## Appendix 8b: Indonesian marking guides

### Student Achievement in Asian Languages Education (SAALE) Project

**CHINESE YEAR 6/7 READING AND WRITING ASSESSMENT**

**Marking guide**

<table>
<thead>
<tr>
<th>Candidate ID:</th>
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Marks</th>
<th>Possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 Complete the sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Saya suka makan</td>
<td>(1)</td>
<td>Pisang, apel, cokelat (any food items); dan minum; dan bermalas-malas (i.e. any other activities)</td>
</tr>
<tr>
<td>b) Saya bangun pada</td>
<td>(1)</td>
<td>Jam/pukul (number) pagi/siang</td>
</tr>
<tr>
<td>c) Saya bermain</td>
<td>(1)</td>
<td>Netbal, sepak bola, kriket (i.e. any sport), komputer/wii/PSP (any games); di...(locations); dengan...(people)</td>
</tr>
<tr>
<td><strong>Task 2 Choose the best word</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Di sekolah saya belajar</td>
<td>(1)</td>
<td>bahasa</td>
</tr>
<tr>
<td>b) Bapak saya...televisi di kamar.</td>
<td>(1)</td>
<td>menonton</td>
</tr>
<tr>
<td>c) Teman saya ...di Jalan Bunga.</td>
<td>(1)</td>
<td>tinggal</td>
</tr>
<tr>
<td><strong>Task 3 Explain the question words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Siapa</td>
<td>(1)</td>
<td>Who- for asking about people</td>
</tr>
<tr>
<td>b) Berapa</td>
<td>(1)</td>
<td>How much/many – for quantities</td>
</tr>
<tr>
<td>c) Di mana</td>
<td>(1)</td>
<td>Where – for places</td>
</tr>
<tr>
<td><strong>Task 4 Complete the conversation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>(1)</td>
<td>kabar?</td>
</tr>
<tr>
<td>2.</td>
<td>(1)</td>
<td>kabar baik/baik-baik saja</td>
</tr>
<tr>
<td>3.</td>
<td>(1)</td>
<td>pergi</td>
</tr>
<tr>
<td>4.</td>
<td>(1)</td>
<td>Naik</td>
</tr>
<tr>
<td><strong>Task 5 Match sentences to pictures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sandra dan temannya duduk dan menggambar.</td>
<td>(1)</td>
<td>2. Sandra dan temannya duduk dan menggambar.</td>
</tr>
<tr>
<td>5. Guru mendengarkan murid membaca buku.</td>
<td>(1)</td>
<td>5. Guru mendengarkan murid membaca buku.</td>
</tr>
</tbody>
</table>
**Task 6 Taman Rekreasi**

1. What does the title mean? (1) Recreation park/theme park  
2. Cost Mon-Fri (1) 90.000  
3. More expensive days (1) Sat/Sun  
   (1) Holidays  
4. Diskon (1) Family ticket  
   (1) Explaining who and cost  
   (e.g. for a family ticket, cost for two children, two adults 350.000,-)  

**TOTAL /25**

**Task 7 Extended Writing /20**

**Content**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Required topic areas addressed in sufficient detail</td>
</tr>
<tr>
<td>4</td>
<td>Most topic areas addressed to some degree</td>
</tr>
<tr>
<td>3</td>
<td>Familiar topics (personal, family) showing some elaboration</td>
</tr>
<tr>
<td>2</td>
<td>Information about self</td>
</tr>
<tr>
<td>1</td>
<td>Simple information about self</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

**Forms and structures**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>SVO, elaborating clauses with yang</td>
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**Vocabulary**

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<tr>
<td>3</td>
<td>Vocabulary related to some topic areas, several ber- verbs, location/places, some spelling inaccuracies</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary items related to each topic area (family/ friends/house), use of basic ber-verbs and simple adjectives, limited spelling accuracy</td>
</tr>
<tr>
<td>1</td>
<td>Small number of high frequency vocabulary items including personal pronouns (saya, dia), high degree of inaccurate spelling</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>
### Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Range of cohesive devices at sentence and text level e.g. <em>sesudah itu, kemudian</em>, connects and elaborates topic areas</td>
</tr>
<tr>
<td>4</td>
<td>Some cohesive devices at sentence and whole text level e.g. <em>untuk, lalu</em>; builds connections across topic areas</td>
</tr>
<tr>
<td>3</td>
<td>Simple cohesive devices at sentence level e.g. conjunctions – <em>dan</em>; follows topic order of task</td>
</tr>
<tr>
<td>2</td>
<td>Discrete sentences containing single idea; minimal sequence of ideas</td>
</tr>
<tr>
<td>1</td>
<td>Phrases/partial sentences</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>
## Student Achievement in Asian Languages Education (SAALE) Project
### INDONESIAN YEAR 6/7 READING AND WRITING ASSESSMENT
### Score Sheet

<table>
<thead>
<tr>
<th>Assessor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Candidate ID:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 Complete the sentences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Saya suka makan</td>
<td>Pisang, apel, cokelat (any food items); dan minum; dan bermalas-malas (i.e. any other activities)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>b) Saya bangun pada</td>
<td>Jam/pukul (number) pagi/siang</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>c) Saya bermain</td>
<td>Netbal, sepak bola, kriket (i.e. any sport), komputer/wii/PSP (any games); di…. (locations); dengan… (people)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>Task 2 Choose the best word</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Di sekolah saya belajar</td>
<td>bahasa</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>b) Bapak saya..televisi di kamar.</td>
<td>menonton</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>c) Teman saya ...di Jalan Bunga.</td>
<td>tinggal</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>Task 3 Explain the question words</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Siapa</td>
<td>Who- for asking about people</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>b) Berapa</td>
<td>How much/many – for quantities</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>c) Di mana</td>
<td>Where – for places</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>Task 4 Complete the conversation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>kabar?</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>kabar baik/baik-baik saja</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>pergi</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Naik</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>Task 5 Match sentences to pictures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Jenny tidur di meja.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Sandra dan temannya duduk dan menggambar.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Anak laki-laki bermain-main.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Agus dan John membaca buku.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Guru mendengarkan murid membaca buku.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Thomas memakai kaca mata hitam.</td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>
## Task 6 Taman Rekreasi

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. What does the title mean?</td>
<td>Recreation park/theme park</td>
<td>(1)</td>
</tr>
<tr>
<td>6. Cost Mon-Fri</td>
<td>90.000-</td>
<td>(1)</td>
</tr>
<tr>
<td>7. More expensive days</td>
<td>Sat/Sun</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Holidays</td>
<td>(1)</td>
</tr>
<tr>
<td>8. Diskon</td>
<td>Family ticket</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Explaining who and cost</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(e.g. for a family ticket, cost for two children, two adults 350.000,-)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>25</td>
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</table>

## Task 7 Extended Writing /20

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse (Coherence and cohesion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* only make a comment if you think it will be useful for the profiling stage
Given that each student group differs according to the context and given the relatively limited language actually used, ‘marking’ will need to focus on:

c) the small group performance (i.e. rather than the individual or whole class)
d) any observations that can be drawn from students’ performances and the context.

Note anything that you feel contributes to your ‘assessment’ of students’ performances.

Setting/context (e.g. nature of interaction, nature of instruction, language use, any aspect of the teaching and learning environment that influences your observations about performance)

Whole Class: Year 6, 7 Indonesian
Orderly, quiet
Small class, 13 students
Attentive, teacher instruction, question/answer style; questions from own teacher only (comprehension, closed questions)
Supports: some students using their workbooks to check numbers

Profile of the group (e.g. year level, background of students, any aspect of who students are individually or as a group that influences your observations about performance)

Class: 13 students, all boys
Small group: Five students, have studied for one and a half semesters.

Small-group discussion:
Keep the following criteria in mind when making your observations. Provide any further comments below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Aspects of performance</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Topic range</td>
<td>Simple description of:</td>
</tr>
<tr>
<td></td>
<td>Depth of ideas</td>
<td>- family members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- house location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- name of pet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- food preferences</td>
</tr>
</tbody>
</table>
## Vocabulary

<table>
<thead>
<tr>
<th>Concrete nouns related to topics</th>
<th>Cardinal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family – keluarga, bapak, ibu, kakak, adik</td>
<td>teens, tens, hundreds, thousands – belas, puluh, ratus, ribu</td>
</tr>
<tr>
<td>Age – umur, tahun</td>
<td></td>
</tr>
<tr>
<td>House – rumah, jalan, nomor</td>
<td></td>
</tr>
<tr>
<td>Pets – kucing, anjing</td>
<td></td>
</tr>
<tr>
<td>Food – nasi goreng, bir, kue, susu, buah-buahan</td>
<td></td>
</tr>
<tr>
<td>Restoran, mobil, sepak bola</td>
<td></td>
</tr>
<tr>
<td>Satu-sepuluh</td>
<td></td>
</tr>
</tbody>
</table>

## Form and structure

<table>
<thead>
<tr>
<th>Personal pronouns</th>
<th>Simple personal preferences</th>
<th>SVO construction</th>
<th>Possessive pronoun form</th>
<th>Cardinal number form</th>
<th>Negating simple verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya, Anda</td>
<td>suka, tidak suka</td>
<td>Saya suka makan…</td>
<td>Nama saya… Binatang saya…</td>
<td>hobi saya… rumah saya…</td>
<td>Number+base – e.g. lima puluh</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saya tidak suka…</td>
</tr>
</tbody>
</table>

## Fluency

<table>
<thead>
<tr>
<th>Single word answers</th>
<th>Simple, formulaic sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly short answers</td>
<td>Coherent</td>
</tr>
<tr>
<td></td>
<td>Occasional use of ‘dan’ to extend discussion/combine ideas</td>
</tr>
</tbody>
</table>

## Intelligibility

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Pronunciation</th>
<th>Intonation/stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>Pronounce ‘a’ (u – sound)</td>
<td>Some stress on second to last syllable e.g. bin-a-tang</td>
</tr>
<tr>
<td></td>
<td>Some aspiration of ‘h’ sound e.g. rumah, puluh</td>
<td>Some rolling of ‘r’ sound e.g. rumah, ratus</td>
</tr>
</tbody>
</table>

## Comprehension

<table>
<thead>
<tr>
<th>Recognition of simple question words for quantity, who</th>
<th>Expresses understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berapa?</td>
<td></td>
</tr>
<tr>
<td>Siapa? (Siapa nama Anda?)</td>
<td></td>
</tr>
<tr>
<td>One response to Kapan? And Bagaimana?</td>
<td></td>
</tr>
<tr>
<td>Nodding when teacher points and describes</td>
<td></td>
</tr>
</tbody>
</table>

## Communication Strategies

<table>
<thead>
<tr>
<th>Imitation</th>
<th>Apologises for misunderstanding in TL and seeks reframing</th>
<th>Seeks clarification in English</th>
<th>Code switches when out of range</th>
<th>Willing to take risks</th>
<th>Assesses/checks meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitate pattern of questioning in response e.g. Umur saya…tahun</td>
<td>maaf</td>
<td>What's the word for…?</td>
<td>Ini…that’s a coconut.</td>
<td>Guesses meaning based on teacher’s statements and gestures</td>
<td>Eye contact with teacher and peers to check meaning</td>
</tr>
</tbody>
</table>
Any other comments:
(e.g. anything of particular importance for Indonesian at this level, teacher’s role)

Small group:
‘Teacher/assessor’ provided support by:
- Repeating questions
- Rephrasing/modifying demand questions – from open ended to single word or yes/no answer, e.g. from Bagaimana? to Apakah?
- Pointing to specific objects in pictures and asking ‘Apa ini?’
- Using gestures esp. with question words e.g. Bagaimana? (open hands)
- Seeking understanding in English, e.g. ‘Tell me anything you can see, anything you can say in Indonesian’
## Appendix 8

**Student Achievement in Asian Languages Education (SAALE) Project**

**INDONESIAN YEAR 10 READING AND WRITING ASSESSMENT**

**Marking guide**

<table>
<thead>
<tr>
<th>Candidate ID:</th>
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### Writing: Self-introduction

#### Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All topics required are addressed in sufficient detail</td>
</tr>
<tr>
<td>4</td>
<td>Majority/all topics are addressed to some degree</td>
</tr>
<tr>
<td>3</td>
<td>Most topics are addressed with more familiar topics (family, personal) showing some elaboration</td>
</tr>
<tr>
<td>2</td>
<td>Information about self and family (numbers/ages/names)</td>
</tr>
<tr>
<td>1</td>
<td>Simple information about self and/or family provided</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

#### Forms and structures

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
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<tr>
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</tr>
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<td>SVO, tense indicators before verb</td>
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<tr>
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#### Vocabulary

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<tr>
<td>2</td>
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<tr>
<td>1</td>
<td>Small number of high frequency vocabulary items including personal pronouns (<em>saya, Anda</em>), high degree of inaccurate spelling</td>
</tr>
<tr>
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<td>Insufficient evidence, no response</td>
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</tbody>
</table>
Discourse

Mark Description
5 Range of cohesive devices at sentence and text level including sequence forms e.g. sesudah itu, pada esok harinya, text type conventions followed, coherence of ideas
4 Range of cohesive devices at sentence and whole text level e.g. supaya, attention to text type using personal register e.g. anjing saya nakal tetapi lucu
3 Simple cohesive devices at sentence level e.g. conjunctions - dan, tetapi, untuk, lalu. Use of text features e.g. greeting, tone
2 Use of greeting, discrete sentences containing single idea
1 Phrases or discrete sentences
0 Insufficient evidence, no response

Online interaction

Part A

Questions Marks Possible answers
1. What is the text about? (1) Someone asking for help with information about moving to Australia
2. Who is travelling and why? (1) Rudi and his family
 (1) So his father can study.
3. What activities do Rudi and his sibling like to do? (1) Rudi likes to play soccer.
 (1) His sibling likes to swim.
4. List three things that he wants to know about. (1) Any three of the following:
 (1) Weather (clothing)
 (1) Activities people do on the weekend
 School – subjects and facilities
 Food

Part B

Content

Mark Description
5 All questions required are addressed in sufficient detail
4 Majority/all questions are addressed to some degree
3 Most questions are addressed with more familiar topics (family, personal) showing some elaboration
2 Information about locations and simple opinion
1 Simple information about locations
0 Insufficient evidence, no response
## Forms and structures

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<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

## Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Range of cohesive devices at sentence and text level including sequence forms e.g. jadi, walaupun, text type conventions followed, coherence of ideas</td>
</tr>
<tr>
<td>4</td>
<td>Range of cohesive devices at sentence and whole text level e.g. supaya, attention to text type using informal register e.g. Salam</td>
</tr>
<tr>
<td>3</td>
<td>Simple cohesive devices at sentence level e.g. conjunctions - dan, tetapi, untuk, lalu. Use of text features e.g. greeting, tone</td>
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<tr>
<td>2</td>
<td>Use of greeting, discrete sentences containing single idea</td>
</tr>
<tr>
<td>1</td>
<td>Phrases or discrete sentences</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>
## Reading comprehension

### Part A

<table>
<thead>
<tr>
<th>Questions</th>
<th>Marks</th>
<th>Possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why are the words in the first line of this text repeated?</td>
<td>(1)</td>
<td>To emphasise location – typical of real estate ad, grab the reader’s attention</td>
</tr>
<tr>
<td>2. State the location of the house.</td>
<td>(1)</td>
<td>10 minutes from the city centre.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On a quiet street or in a sought after location.</td>
</tr>
<tr>
<td>3. List 5 other features in addition to the following:</td>
<td></td>
<td>Any five of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• En-suite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Walk in robe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large living room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large bathroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lock-up garage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Italian floor tiles</td>
</tr>
</tbody>
</table>

### Part B

<table>
<thead>
<tr>
<th>Questions</th>
<th>Marks</th>
<th>Possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What type of text is this?</td>
<td>(1)</td>
<td>A public notice/information sign</td>
</tr>
<tr>
<td>2. Who is it for?</td>
<td>(1)</td>
<td>Participants (in the camp)</td>
</tr>
<tr>
<td>3. What do all the words beginning with ‘me-’ have in common?</td>
<td>(1)</td>
<td>Me- words are verbs/doing words/describing actions</td>
</tr>
<tr>
<td>4. Name two things participants are not allowed to do.</td>
<td>(2)</td>
<td>Light fires/moke</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graffiti on the tent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Move to others’ tents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enter tents of opposite sex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leave the camp area without permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enter tents with shoes on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring in knives, weapons and illicit drugs</td>
</tr>
<tr>
<td>5. Name two things participants are responsible for</td>
<td>(2)</td>
<td>Keeping the tents clean inside and out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Putting valuables in the lockers provided.</td>
</tr>
</tbody>
</table>
### Student Achievement in Asian Languages Education (SAALE) Project

**INDONESIAN YEAR 10 READING AND WRITING ASSESSMENT**

**Score Sheet**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse (Coherence and cohesion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part A: Writing - Self-introduction**

**Part B: Reading and Writing**

1) **Online interaction**

(a) **questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>What is the text about?</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Someone asking for help with information about moving to Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Who is travelling and why?</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Rudi and his family</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>So his father can study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What activities do Rudi and his sibling like to do?</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Rudi likes to play soccer.</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>His sibling likes to swim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>List three things that he wants to know about.</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Any three of the following:</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Weather (clothing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities people do on the weekend</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>School – subjects and facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Candidate ID:

### Assessor:

---

285
(b) responding

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse (Coherence and cohesion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii) Reading Comprehension

(a) advertisement

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer(s)</th>
<th>Possible Mark</th>
<th>Actual Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Why are the words in the first line of this text repeated?</td>
<td>To emphasise location – typical of real estate ad, grab the reader’s attention</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>5. State the location of the house.</td>
<td>10 minutes from the city centre. On a quiet street. (or in a sought after location)</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td>6. List 5 other features in addition to the following:</td>
<td>Any five of the following:</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>six bedrooms</td>
<td>- En-suite</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>a study/office</td>
<td>- Walk in robe</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>air-conditioning</td>
<td>- Large living room</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>two toilets</td>
<td>- Family room</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Large bathroom</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lock-up garage</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Italian floor tiles</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer(s)</td>
<td>Possible mark</td>
<td>Actual Mark</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6. What type of text is this?</td>
<td>A public notice/information sign</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>7. Who is it for?</td>
<td>Participants (in the camp)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>8. What do all the words beginning with ‘me-’ have in common?</td>
<td>Me- words are verbs/doing words-describing actions</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>9. Name two things participants are not allowed to do.</td>
<td>Light fires/smoke</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Graffiti on the tent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move to others’ tents</td>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Enter tents with shoes on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bring in knives, weapons and illicit drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Name two things participants are responsible for.</td>
<td>Keeping the tents clean inside and out</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Putting valuables in the lockers provided</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidate ID:

Conversation
Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Topics are addressed in considerable detail</td>
</tr>
<tr>
<td>4</td>
<td>Majority/all topics are addressed with some level of detail</td>
</tr>
<tr>
<td>3</td>
<td>Most topics are addressed with more familiar topics (family, personal) showing some elaboration (e.g. circumstances, time, place)</td>
</tr>
<tr>
<td>2</td>
<td>Information about self and family (numbers/ages/names).</td>
</tr>
<tr>
<td>1</td>
<td>Simple information about self and/or family provided</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Extensive range of vocabulary</td>
</tr>
<tr>
<td>4</td>
<td>Some vocabulary extends beyond familiar topics</td>
</tr>
<tr>
<td>3</td>
<td>Beyond high frequency vocabulary related to each topic area</td>
</tr>
<tr>
<td>2</td>
<td>High frequency vocabulary items related to each topic area (family/friends/interests/schooling)</td>
</tr>
<tr>
<td>1</td>
<td>Small number of high frequency vocabulary items</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

Form and structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>SVO, small number of OFC, sehingga, baik... maupun, walaupun</td>
</tr>
<tr>
<td>4</td>
<td>SVO, use of clauses with yang, me-kan/i verbs, kemudian, supaya</td>
</tr>
<tr>
<td>3</td>
<td>SVO, tense indicators before verb, poss. pronouns, simple me- verbs, conjunctions lalu, untuk</td>
</tr>
<tr>
<td>2</td>
<td>SVO with adjective following noun, possessive pronouns and order, locatives di, ber verbs, simple conjunctions dan</td>
</tr>
<tr>
<td>1</td>
<td>Simple word order at phrase level, basic possessive pronouns and order</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

Fluency

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Natural pauses, ideas flow smoothly expanding clauses or elaborating ideas where appropriate</td>
</tr>
<tr>
<td>4</td>
<td>Communicates readily, responding to sequence of questions with little hesitation</td>
</tr>
</tbody>
</table>
Appendix 8

3  Minimal hesitation, responds without impeding flow
2  Smooth transition between clauses, and 2-3 sentences, some hesitation while seeking appropriate word(s)
1  Frequent hesitation, short utterances, often uses English to complete utterance or confirm response.
0  Insufficient evidence, no response

Intelligibility

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appropriate pronunciation of vowel sounds and glottal stops (k, t), stress on appropriate syllable within more complex verbs and nouns (e.g. memperkenalkan, pemandangan, spelling aloud (e.g. acronyms))</td>
</tr>
<tr>
<td>4</td>
<td>Appropriate pronunciation of ng, c, r, a sounds, stress on 2\textsuperscript{nd} to last syllable within simple verbs and nouns e.g. mengerjakan, menyanyi</td>
</tr>
<tr>
<td>3</td>
<td>Rolled ng’, r sounds and clear pattern of intonation at end of words</td>
</tr>
<tr>
<td>2</td>
<td>Use of ng, a sounds, attempts at 2\textsuperscript{nd} last syllable intonation</td>
</tr>
<tr>
<td>1</td>
<td>Attempts at r, c sounds, English stress on first syllable</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

Comprehension

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Responds to all questions and initiates own questions and offers opinions based on decision making/stating reasons for preferences</td>
</tr>
<tr>
<td>4</td>
<td>Able to understand a range of question forms providing both fact and opinion, and expressing likes and dislikes</td>
</tr>
<tr>
<td>3</td>
<td>Able to respond to requests for elaboration or further questioning with some thinking time or clarification</td>
</tr>
<tr>
<td>2</td>
<td>Able to respond to range of interrogative pronouns used with familiar topics</td>
</tr>
<tr>
<td>1</td>
<td>Comprehension limited to short questions about high frequency items on familiar topics, misunderstandings impede extent of response</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence, no response</td>
</tr>
</tbody>
</table>

Communication strategies

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Uses a range of linguistic and paralinguistic devices to initiate and maintain natural communication e.g. agreeing, seeking clarification and clarifying own opinion e.g. maksud saya…</td>
</tr>
<tr>
<td>4</td>
<td>Varies response from question asked, clarifying support required, able to deal with topic shifts, questions with ease and confidence. Able to self correct</td>
</tr>
<tr>
<td>3</td>
<td>Able to use basic linguistic and paralinguistic strategies to maintain conversation e.g. using fillers, asking for clarification, some self-correction</td>
</tr>
<tr>
<td>2</td>
<td>Imitates interlocutor’s sentence structures or formulaic expressions, uses gesture to assist with conveying meaning, checks for topic by stating key word before responding, or stating unknown word to seek clarification.</td>
</tr>
<tr>
<td>1</td>
<td>Reliant on interlocutor to complete interaction, high use of English to sustain interaction</td>
</tr>
<tr>
<td>0</td>
<td>Predominant use of English in interaction</td>
</tr>
</tbody>
</table>
## Conversation and decision making /35

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (ideas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (range and complexity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structures (range, complexity and accuracy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (flow of speech)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension (appropriateness of response)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies (sustaining the interaction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Student Achievement in Asian Languages Education (SAALE) Project
### INDONESIAN YEAR 12 READING AND RESPONDING AND WRITING ASSESSMENT
### Marking guide

#### Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is sufficiently elaborated and has depth to express complex and abstract ideas. Able to move between concrete/abstract and personal.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is sufficiently elaborated with some abstract and/or complex ideas.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is sufficiently elaborated, most information is concrete with an attempt at abstract and/or complex ideas.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information is sufficiently elaborated. Some simple personal opinion.</td>
</tr>
<tr>
<td>1</td>
<td>A range of information relevant to the task is included, information may be brief and expressed in simple/formulaic terms.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included/insufficient evidence.</td>
</tr>
</tbody>
</table>

#### Content and comprehension

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is sufficiently elaborated and has depth to express complex and abstract ideas incorporating the input text.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is sufficiently elaborated, with some abstract and/or complex ideas. The content is well incorporated with the input text.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is sufficiently elaborated, most information is concrete with few abstract and/or complex ideas. Some attempts made to incorporate the information from the input text into the content, information is presented separately from the main body of the text and some information is not accurate.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information has sufficient detail. Some attempts to incorporate information from the input text into the main body of the text, some information is inaccurate and presented separately from the main body of the text.</td>
</tr>
<tr>
<td>1</td>
<td>A good range of information relevant to the task is included, however information may be brief and not in detail. Some attempts were made to incorporate the information from the input text into the main body of the text, but some information is inaccurate or copied from the text.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included. Little evidence that the content is incorporated with the input text.</td>
</tr>
</tbody>
</table>
### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of vocabulary is used. Accurate choice of words to express abstract and complex ideas. The same meaning is expressed in student’s own words. Some use of idiomatic expressions and specialised vocabulary.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of vocabulary is used. Very few errors in the choice of words. Some attempts were made to express abstract and complex ideas and to express the same meaning in student’s own words.</td>
</tr>
<tr>
<td>3</td>
<td>An extensive range of vocabulary is used. Some limitations/errors in the choice of words.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of vocabulary is used related to familiar topics e.g. personal, school, travel. Limitations/a few errors in the choice of words.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of vocabulary is included, mostly high frequency vocabulary items on familiar topics. Some errors in the choice of words.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of vocabulary is used. Many errors in the choice of words.</td>
</tr>
</tbody>
</table>

### Forms/Structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of forms is accurately used for subtle change/addition of meaning. A variety of use of tenses. Frequent use of complex sentences. Use of different forms and structures to express the same meanings (e.g. change of voice). Evidence of control of OFC, me-kan/i/memper- forms, control of pe-/ke-an nouns and ter-forms.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of forms is mostly used accurately. A variety of use of tenses (e.g. present, past, progressive etc). Some attempt to use complex sentences wherever possible and different forms and structures to express the same meanings. Occasional/attemtp at OFC as needed, use of me-kan and use of familiar pe-/ke-an forms (e.g. pemandangan, kecelakaan)</td>
</tr>
<tr>
<td>3</td>
<td>A good range of forms. Incorrect use or choice of the form does not interfere with comprehensibility of the content. Use of me- and me-kan forms, formulaic use of OFC.</td>
</tr>
<tr>
<td>2</td>
<td>A range of forms. Incorrect use or choice of the form occasionally interferes with comprehensibility of the content. SVO sentence construction, tense indicators before verb, use of a range of me-verb forms.</td>
</tr>
<tr>
<td>1</td>
<td>Limited use of forms. Incorrect use or choice of the form interfere with comprehensibility of the content. SVO sentence construction with adjective following noun, high frequency me- verbs (e.g. membaca, membeli, mendengarkan)</td>
</tr>
<tr>
<td>0</td>
<td>Limited use of forms and short simple sentences. Incorrect use and/or choice of the form which interferes with comprehensibility of content.</td>
</tr>
</tbody>
</table>
Discourse

Mark  Description

5  Appropriate text type and use of register for the task. Appropriate use of an extensive range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials e.g. joining and contrasting ideas e.g. *sambil/sedangkan, walaupun demikian*, time indicators e.g. *keesokan harinya*, markers of emphasis e.g. *pun, pasti* rhetorical questions e.g. *Apakah, ‘kan/bukan?*

4  Appropriate text type and use of register for the task. Some attempts to use in range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials e.g. conjunctions such as *baik…maupun, namun, selain itu*, time indicators e.g. *lusa, dewasa ini*, personal expression e.g. *moga-moga/mudah-mudahan.*

3  Appropriate text type and use of register for the task. Appropriate connectives to link ideas e.g. *sehingga/supaya*, chronology e.g. time phrases – *sebelum itu, nanti, kemudian.*

2  Appropriate type of text for the task is chosen. Some attempt to use appropriate register for the text type and audience. Use of simple connectives to link ideas e.g. conjunctions - *dan, tetapi, untuk, lalu*. Use of locatives for time and place e.g. *di/pada.*

1  Series of sentences containing single ideas with little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.

0  No use of connectives to link the ideas. No evidence of use of appropriate register for the text type and audience.
**Student Achievement in Asian Languages Education (SAALE) Project**

**INDONESIAN YEAR 12 READING AND RESPONDING, AND WRITING**

**Score Sheet**

**Candidate ID:**

I 12

### Reading and Responding (Integrated task)

<table>
<thead>
<tr>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Content (information included)
- Forms/structures
- Vocabulary
- Discourse

### Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Content (information included)
- Forms/structures
- Vocabulary
- Discourse
## Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Able to go beyond prompts to give detailed information, ideas, opinions about a range of topics and shift to less familiar topic areas</td>
</tr>
<tr>
<td>4</td>
<td>Topics are addressed in considerable detail and with some personal perspective</td>
</tr>
<tr>
<td>3</td>
<td>Majority of topics are addressed with some level of detail and flexibility</td>
</tr>
<tr>
<td>2</td>
<td>A range of topics are addressed with more familiar topics (family, personal) showing some elaboration (e.g. circumstances, time, place)</td>
</tr>
<tr>
<td>1</td>
<td>Personal information or familiar content areas (e.g. self, family, home, school) addressed in limited detail</td>
</tr>
<tr>
<td>0</td>
<td>Response limited to short utterances, simple information about self and/or family</td>
</tr>
</tbody>
</table>

## Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Extensive range of vocabulary related to all familiar topics and range is beyond typical school language learning i.e. specialised vocab for particular topics</td>
</tr>
<tr>
<td>4</td>
<td>Extensive range of vocabulary to express complex meanings about known topics with some specialised language</td>
</tr>
<tr>
<td>3</td>
<td>Broad range of vocabulary extending beyond familiar topics with some more specialised items</td>
</tr>
<tr>
<td>2</td>
<td>A good range of high frequency vocabulary related to each topic area</td>
</tr>
<tr>
<td>1</td>
<td>High frequency vocabulary items related to information/descriptions in each topic area (family/friends/interests/schooling)</td>
</tr>
<tr>
<td>0</td>
<td>Small number of high frequency vocabulary items</td>
</tr>
</tbody>
</table>

## Forms and structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use of OFC as appropriate, use of clauses and asides, use of colloquial phrasing and expressions esp. emphasis markers</td>
</tr>
<tr>
<td>4</td>
<td>Small number of OFC as appropriate, opinion giving baik... maupun, walaupun demikian, namun, pada hemat saya, sama sekali tidak...</td>
</tr>
<tr>
<td>3</td>
<td>some subtlety of opinion using comparatives and superlatives e.g. kurang suka, yang paling, use of clauses with yang, me-kan/i verbs, and conjunctions e.g. kemudian, supaya</td>
</tr>
<tr>
<td>2</td>
<td>simple opinion giving e.g. pada pendapat saya, lebih (suka) daripada, tense indicators before verb, poss. pronouns, simple me- verbs, conjunctions lalu, untuk</td>
</tr>
<tr>
<td>1</td>
<td>simple expression of likes and dislikes e.g. suka, tidak suka, adjective following noun, possessive pronouns and order, locatives di, ber verbs, simple conjunctions dan</td>
</tr>
<tr>
<td>0</td>
<td>simple word order at phrase level, basic possessive pronouns and order, simple expression of opinion e.g. suka, tidak suka, ya/tidak response to interlocutor’s question</td>
</tr>
</tbody>
</table>
Fluency

5  Handles turn-taking and conversation/interview style patterns, giving and elaborating on information as appropriate, self-correcting and rephrasing
4  natural pauses, ideas flow smoothly expanding clauses or elaborating ideas where appropriate, smooth flow of numbers
3  communicates readily, responding to sequence of questions with little hesitation, expression of numbers without impeding flow
2  minimal hesitation, responds without impeding flow
1  smooth transition between clauses, and 2-3 sentences, some hesitation while seeking appropriate word(s) especially in relation to numbers, some self-correction
0  frequent hesitation, short utterances, often uses English to complete utterance or confirm response, numbers are very stilted

Intelligibility

5  Meaning is uninterrupted by construction of language, pronunciation and stress reflects clarity and confidence of meaning
4  appropriate pronunciation of vowel sounds and glottal stops (k, t), stress on appropriate syllable within more complex verbs and nouns (e.g. memperkenalkan, pemandangan), spelling aloud (e.g. acronyms)
3  appropriate pronunciation of ng, c, r, a sounds, stress on 2nd to last syllable within simple verbs and nouns e.g. mengerjakan, menyanyi
2  rolled ng’, r sounds and clear pattern of intonation at end of words
1  use of ng, a sounds, attempts at 2nd last syllable intonation
0  attempts at r, c sounds, stress on second to last syllable not evident

Comprehension

5  responds to all questions and initiates own questions and offers opinions
4  responds to all questions, seeks clarification if unsure, provides elaboration if needed to express own meaning
3  understands a range of question forms and responds with some elaboration
2  responds to requests for elaboration or further questioning with some thinking time or clarification
1  responds to range of question forms used with familiar topics
0  comprehension limited to short questions about high frequency items on familiar topics, misunderstandings impede extent of response
### Communication strategies

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Selects from a broad range of strategies which assist effective communication e.g. seeking clarification, rephrasing, asking questions, giving examples, using shared meanings and emphasis markers</td>
</tr>
<tr>
<td>4</td>
<td>Uses a range of linguistic and paralinguistic devices to initiate and maintain natural communication e.g. agreeing, seeking clarification and clarifying own opinion e.g. <em>maksud saya</em>...</td>
</tr>
<tr>
<td>3</td>
<td>Varies response from question asked, clarifying support required, deals with topic shifts, questions with ease and confidence and self-corrects</td>
</tr>
<tr>
<td>2</td>
<td>Uses basic linguistic and paralinguistic strategies to maintain conversation e.g. using fillers, asking for clarification, some self-correction</td>
</tr>
<tr>
<td>1</td>
<td>Imitates interlocutor’s sentence structures or formulaic expressions, uses gesture to assist with conveying meaning, checks for topic by stating key word before responding, or stating unknown word to seek clarification</td>
</tr>
<tr>
<td>0</td>
<td>Reliant on interlocutor to complete interaction, high use of English to sustain interaction</td>
</tr>
</tbody>
</table>
## Student Achievement in Asian Languages Education (SAALE) Project

### INDONESIAN YEAR 12 LISTENING AND SPEAKING ASSESSMENT

**Score Sheet**

**Candidate ID:**

| I | 12 |

### Oral

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comment</th>
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<tr>
<td>Content (information included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>Fluency</td>
<td></td>
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</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
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<tr>
<td>Comprehension</td>
<td></td>
<td></td>
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<tr>
<td>Communication Strategies</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix 8c: Japanese marking guides

Student Achievement in Asian Languages Education (SAALE) Project

JAPANESE YEAR 6/7 READING AND WRITING ASSESSMENT

Marking guide

Task 1 (Maximum score 10)
2 marks for each correct response (x 5 responses)
1 mark for use of incorrect hiragana or illegible hiragana

Mark Examples
2 foot – あし
stomach-おなか
mouth-くち
nose-はな
eye-め
1 Use of incorrect hiragana (e.g., くだ for くち, はめ for はな, おし for あし)
Illegible hiragana
Incomplete word (e.g., missing letter, おか for おなか)
0 No response

Task 2 (Maximum score 4)
Japanese response (maximum score 2)
2 marks for correct response
1 mark for use of incorrect hiragana or illegible hiragana or incomplete word
0 mark for no response

Mark Examples
2 One item えんぴつ, はんご, いぬ
Two items (e.g., はんごとみかん)
As long as one item is correct, even if one of the items is incorrect (e.g., えんぴつとけしごめ)
1 Use of incorrect hiragana (e.g., けしごめ)
Illegible hiragana
Incomplete word (e.g., missing letter, にご for りんご)
0 No response.
Translation into English (maximum score 2)
2 marks for accurate and complete translation
1 mark for incomplete translation
0 mark for no response or completely inaccurate translation

Mark Examples
2 This is XXXX (the word students put in the blank).
1 Translation of the word only (e.g., apple, strawberry, pencil).
The translation of the word in the blank is incorrect (e.g., the word in the blank – apple, translation – This is an orange).
Incomplete translation. (e.g., This is ………)
Incorrect translation of “This is”, but the translation of the word in the blank is correct. (e.g., “I want an orange” instead of “This is an orange”.)
0 No response. Completely inaccurate translation (e.g., “I want an orange” instead of “This is an apple”.)

Task 3 (Maximum score 8)
Japanese response (maximum score 4)
2 marks for each correct response (circle the correct word and copy the word correctly)
1 mark for use of incorrect hiragana or illegible hiragana or incomplete word (circle the correct word, but not copy the word)
0 mark for no response (neither circle the correct word nor copy the word)

Mark Examples
2 Strawberry いちご
Apple りんご
Dog いぬ
Cat ねこ
1 Use of incorrect hiragana (e.g. いたご for いちご りんご for りんご いけ for めご)
Illegible hiragana
Incomplete word (e.g., いご for いちご りご for りんご)
0 No response. Incorrect word selected.
Appendix 8

Task 4 (Maximum score 6)
1 mark for each correct response (x 6 responses)
0 mark for incorrect choice of the illustration or no response

Mark Examples
1 3 せんせいです。
   1. Mado desu
   2 ほんです。
   5 Hon o yomimasu.
   6 えをかきます。
   4 Nemasu.
0 Incorrect choice of the illustration (e.g., 2 for Mado desu.)
   No response

Task 5 (total full marks 4)
2 marks for each for correct and complete response
1 mark for a partially correct response and/or incomplete response
0 mark for not appropriate response or no response

a) Mark Examples
2 Thank you teacher
1 Thank you
0 No response; How are you?

b) Mark Examples
2 At the end of the year
   At the end of the year when you give the teacher a thank you card
   When you finish (primary) school
   On teacher’s day
   To thank your teacher at the end of the year
   When your teacher has been really nice to you
   When the teacher helped you
   When a teacher is kind to you
   On the last day of school
   At the end of a lesson
   At the end of the year
   When a child is leaving the school
   On the teacher’s birthday
   When your teacher gives you a present
   When your teacher is leaving the school
   On the last day of a teacher at a school
1 To give to a person that helped you
    When you finished
0 No response
    Thanking a teacher
    Saying thank you
    To thank a teacher for teaching you
    When a student is thanking the teacher
    To greet someone
    Greeting
    Postcard
    Christmas card

Task 6 (Total score 10)
a) (Maximum score 6, 2 for each writing system)
    Mark Examples
    2 Hiragana, one or more than one hiragana letter
        Katakana, one or more than one katakana letter
        Kanji, one or more than one kanji character
    1 No example is given.
        Incorrect example (e.g., Kanji character for Katakana)
    0 No response

b) (Maximum score 2)
    Mark Examples
    2 Circled the correct word (Line 5)
    1 Circled each character separately – circle XX or XX in the word (Line 5) and then circle
        X (Line 2)
    0 Circled the incorrect word
        No response

c) (Maximum score 1)
    Mark Examples
    1 Japan
    0 Word other than Japan
        No response
d) (Maximum score 1)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is written down (or vertically). Because their going (directions) are different. The one on the left is written up and down where the one above is written left to right. They are written in a calligraphy style. It is shuji (Calligraphy). They are a different style of writing.</td>
</tr>
<tr>
<td>0</td>
<td>No response or inappropriate/irrelevant answers They are more complicated. These are separate words. They are a name of a country. It is bigger. There are all kinds of kanji.</td>
</tr>
</tbody>
</table>

Extended writing task (Maximum score 20, Benchmark scripts at various levels to be provided for training purposes)

Content (information included)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>An extensive range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places). Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td>3</td>
<td>A good range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places), but each piece of information may be brief and not in detail.</td>
</tr>
<tr>
<td>2</td>
<td>Limited range of information is included. (e.g., self, family, friends)</td>
</tr>
<tr>
<td>1</td>
<td>Limited to one type of information (e.g., names and age of the family members only)</td>
</tr>
<tr>
<td>0</td>
<td>No response. A few words.</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>An extensive range of vocabulary is used. Very few errors for the choice of words.</td>
</tr>
<tr>
<td>3</td>
<td>A good range of vocabulary is used. A few errors for the choice of words.</td>
</tr>
<tr>
<td>2</td>
<td>Limited range of vocabulary is included. Some errors for the choice of words.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of vocabulary is used. A number of errors for the choice of words.</td>
</tr>
<tr>
<td>0</td>
<td>No response. A few words.</td>
</tr>
</tbody>
</table>
Forms/structures

Mark    Description
4       An extensive range of forms is used. A variety of use of tenses (e.g., present, past, progressive etc).
3       A good range of forms. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs
2       Limited use of forms. Noun/adjectives + copula, simple verbs
1       Fairly limited use of forms and short simple sentence (e.g., Noun + Copula わたしは10さいです。わたしの学校はxです。)
0       No response. No sentence. A few words.

Discourse

Mark    Description
4       Appropriate text type for the task is chosen. Appropriate connectives to link ideas are used. Appropriate use of register for the text type and audience.
3       Appropriate type of text for the task is chosen. Use of connectives to link ideas is observed, but choice of the connectives is not always correct. Some attempt to use appropriate register for the text type and audience, but they are not always correct.
2       Little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.
1       No use of connectives to link the ideas. No attempt to use appropriate register for the text type and audience.
0       No response. No logical sequence of the text.

Use of scripts and characters

Mark    Description
4       A broad range of characters is used. OR Mostly written in Roomaji with very few mistakes.
3       Basic characters are used. Mostly accurate use of katakana and hiragana, but a few errors in spelling are evident. OR Mostly written in Roomaji with some errors.
2       Good control of hiragana. Attempt to use katakana, but some errors. OR Mostly written in Roomaji with a considerable number of errors.
1       Use of hiragana and some roomaji. Some errors in hiragana. OR Mostly written in Roomaji. A frequent errors impede comprehension.
0       No response.

Note: Students at this level are not expected to use Kanji.
### Reading and Writing

<table>
<thead>
<tr>
<th>Task</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
</table>
| 1a   | 2 = eye - め  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |
| 1b   | 2 = nose - はな  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |
| 1c   | 2 = mouth - くち  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |
| 1d   | 2 = stomach - おなか  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |
| 1e   | 2 = foot - あし  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |

### Task 2

| 2a   | 2 = correct Japanese response  
      | 1 = Use of incorrect, illegible hiragana or incomplete word  
      | 0 = no response  
      | *please refer to sample answers in marking guide | 2 |
| 2b   | 2 = accurate and complete translation  
      | 1 = incomplete translation  
      | 0 = no response or completely inaccurate translation  
      | *please refer to sample answers in marking guide | 2 |
### Task 3

| 3a   |  2 =いちご  
|------|------------------
|      | 1 = Use of incorrect, illegible hiragana or incomplete word  
|      | 0 = no response  
|      | *please refer to sample answers in marking guide  
|      | 2               

| 3b   |  2 =りんご  
|------|------------------
|      | 1 = Use of incorrect, illegible hiragana or incomplete word  
|      | 0 = no response  
|      | *please refer to sample answers in marking guide  
|      | 2               

| 3c   |  2 =いぬ  
|------|------------------
|      | 1 = Use of incorrect, illegible hiragana or incomplete word  
|      | 0 = no response  
|      | *please refer to sample answers in marking guide  
|      | 2               

| 3d   |  2 =ねこ  
|------|------------------
|      | 1 = Use of incorrect, illegible hiragana or incomplete word  
|      | 0 = no response  
|      | *please refer to sample answers in marking guide  
|      | 2               

### Task 4

<table>
<thead>
<tr>
<th>Task</th>
<th>Answer key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>せんせいです。</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4b</td>
<td>Mado desu</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4c</td>
<td>ほんです。</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4d</td>
<td>Hon o yomimasu.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4e</td>
<td>えをかきます。</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>4f</td>
<td>Nemasu.</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

### Task 5

<table>
<thead>
<tr>
<th>Task</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
</table>
| 5a   | 2 = correct and complete response  
|      | 1 = partially correct response and/or incomplete response  
|      | 0 = not appropriate response or no response  
|      | *please refer to sample answers in marking guide  
|      | 2               |

| 5b   | 2 = correct and complete response  
|      | 1 = partially correct response and/or incomplete response  
|      | 0 = not appropriate response or no response  
|      | *please refer to sample answers in marking guide  
|      | 2               |
Appendix 8

Task 6

6a Hiragana, one or more than one hiragana letter
Katakana, one or more than one katakana letter
Kanji, one or more than one kanji character
(in any order – 2 marks for each)
1 mark for each writing system where incorrect example (e.g., Kanji character for Katakana) or no example is given

6b 2 = Circled the correct word (Line 5)
1 = Circled each character separately – circle XX or XX in the word (Line 5) and then circle X (Line 2)
0 = Circled the incorrect word or no response

6c 1 = Japan
0 = word other than Japan, no response

6d Please refer to marking guide for scoring guide and sample answers

Extended writing * Please refer to marking guide for the rating criteria

<table>
<thead>
<tr>
<th>Score (0-4)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
</tr>
<tr>
<td>Use of scripts and characters</td>
<td></td>
</tr>
</tbody>
</table>
Whole class interaction

- Setting/context (Please add as many items you can identify as possible)
  - Class size: number of students
  - Teacher background: male/female; NS/NNS of the TL
  - Teaching styles/approaches: traditional/communicative; teacher-oriented/student-oriented
  - Language of instruction: TL only/mixed (roughly in what proportion?); formal/informal
  - Types of activities/tasks: (e.g., question and answer; information gap; free conversation; role-play; game)
  - Materials used: (e.g., textbook; workbook; realia; flash cards)
  - Other

- Student profile
  - Sex: (number of boys/girls)
  - Age: (range/actual number of students at a particular age)
  - Language background
    - Background speaker
      - 1" generation:
      - 2" generation:
    - 2" language speaker:
  - First language
    - TL:
    - English:
    - Other:
  - Years in Australia:
  - Years of studying TL in Australia:

- Student performance
  Note. 1. Please focus only on what students do but not on the lesson in general.
  2. Please note down the items actually used in students’ speech.
  3. Please note down under each category the general trend and/or types of items (e.g., familiar topics or topics on broader context in the case of content—see below) predominantly used in students’ oral performance.

  - Content
    - Range
      - Familiar topics: (e.g., self, family, school, house, friend, hobby)
      - Topics on broader contexts: (e.g., environment, culture, extended family, community, history, literature)
    - Trend:
  - Depth
    - Factual:
    - Elaborated:
    - Trend:
Appendix 8

- **Vocabulary**
  - **Range**
    - Items related to a personal immediate context:
    - Items on wider various contexts:
    - Trend:
  - **Complexity**
    - High-frequency terms: (e.g., words for names of common objects/everyday activities, numbers, etc.)
    - Low-frequency terms: (e.g., words for specific items/activities, loanwords from Chinese, idiomatic expressions, etc.)
    - Trend:
  - **Accuracy**
    - Words chosen correctly:
    - Words chosen incorrectly:
    - Trend:

- **Forms and structures**
  - **Range**
    - Particles:
    - Personal pronouns:
    - Auxiliary verbs:
    - Verbal suffixes (tense, honorific, conjunctive):
    - Other:
    - Trend:
  - **Complexity**
    - Simple forms/structures: (e.g., simple nouns)
    - Complex forms: (e.g., compound nouns)
    - Trend:
  - **Accuracy**
    - Forms/structures chosen correctly:
    - Forms/structures chosen incorrectly:
    - Trend:

- **Fluency**
  - **Flow of speech**
    - Trend (frequency and length of hesitation/pauses):
  - **Coherence**
    - Trend (degree of maintenance of coherence):

- **Intelligibility**
  - **Trend**
    - Clarity of articulation:
    - Accuracy of pronunciation and intonation:

- **Comprehension**
  - **Trend**
    - Appropriateness of responses:
    - Frequency of communication breakdowns (on the part of the student):

- **Communication strategies**
  - **Types**: (e.g., gesture; repetition of the interlocutor’s utterance; paraphrasing; request for clarification/repetition; code-switching to English)
  - Trend:
Small group interaction

- Setting/context (Please add as many items you can identify as possible)
  - Group size: number of students
  - Assessor background: male/female; NS/NNS of the TL; teaching experience/current practice (primary/secondary/tertiary/community/other; TL/ESOL/other subjects/other)
  - Other

- Student profile
  - Sex: (number of boys/girls)
  - Age: (range/actual number of students at a particular age)
  - Language background
    - Background speaker
      - 1st generation:
      - 2nd generation:
    - 2nd language speaker:
  - First language
    - TL:
    - English:
    - Other:
  - Years in Australia:
  - Years of studying TL in Australia:

- Student performance
  
  Note. 1. Please focus only on what students do but not on the lesson in general.
  
  2. Please note down the items actually used in students’ speech
  
  3. Please note down under each category the general trend and/or types of items (e.g., familiar topics or topics on broader context in the case of content—see below) predominantly used in students’ oral performance.
  
  - Content
    - Range
      - Familiar topics: (e.g., self, family, school, house, friend, hobby)
      - Topics on broader contexts: (e.g., environment, culture, extended family, community, history, literature)
      - Trend:
    - Depth
      - Factual:
      - Elaborated:
      - Trend:
  
  - Vocabulary
    - Range
      - Items related to a personal immediate context:
      - Items on wider various contexts:
      - Trend:
    - Complexity
      - High-frequency terms: (e.g., words for names of common objects/everyday activities, numbers, etc.)
      - Low-frequency terms: (e.g., words for specific items/activities, loanwords from Chinese, idiomatic expressions, etc.)
      - Trend:
    - Accuracy
      - Words chosen correctly:
      - Words chosen incorrectly:
      - Trend:
Forms and structures

- Range
  - Particles:
  - Personal pronouns:
  - Auxiliary verbs:
  - Verbal suffixes (tense, honorific, conjunctive):
  - Other:
  - Trend:
- Complexity
  - Simple forms/structures: (e.g., simple nouns)
  - Complex forms: (e.g., compound nouns)
  - Trend:
- Accuracy
  - Forms/structures chosen correctly:
  - Forms/structures chosen incorrectly:
  - Trend:

Fluency

- Flow of speech
  - Trend (frequency and length of hesitation/pauses):
- Coherence
  - Trend (degree of maintenance of coherence):

Intelligibility

- Trend
  - Clarity of articulation:
  - Accuracy of pronunciation and intonation:

Comprehension

- Trend
  - Appropriateness of responses:
  - Frequency of communication breakdowns (on the part of the student):

Communication strategies

- Types: (e.g., gesture; repetition of the interlocutor’s utterance; paraphrasing; request for clarification/repetition; code-switching to English)
- Trend:
Student Achievement in Asian Languages Education (SAALE) Project

JAPANESE YEAR 10 READING AND WRITING ASSESSMENT

Marking guide

Writing: Self-introduction – Scoring criteria (Maximum score 20, Benchmark scripts at various levels to be provided for training purposes)

Content (information included)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>An extensive range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places). Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td>3</td>
<td>A good range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places), but each piece information may be brief and not in detail.</td>
</tr>
<tr>
<td>2</td>
<td>Limited range of information is included. (e.g., self, family, friends)</td>
</tr>
<tr>
<td>1</td>
<td>Limited to one type of information (e.g., names and age of the family members only)</td>
</tr>
<tr>
<td>0</td>
<td>No response. A few words.</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
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<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>An extensive range of vocabulary is used. Very few errors for the choice of words.</td>
</tr>
<tr>
<td>3</td>
<td>A good range of vocabulary is used. A few errors for the choice of words.</td>
</tr>
<tr>
<td>2</td>
<td>Limited range of vocabulary is included. Some errors for the choice of words.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of vocabulary is used. A number of errors for the choice of words.</td>
</tr>
<tr>
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<td>No response. A few words.</td>
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</table>

Forms/structures

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<tr>
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<th>Description</th>
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<tr>
<td>4</td>
<td>An extensive range of forms is used. A variety of use of tenses (e.g., present, past, progressive etc).</td>
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<td>3</td>
<td>A good range of forms. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs</td>
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<td>2</td>
<td>Limited use of forms. Noun/adjectives + copula, simple verbs</td>
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<td>Fairly limited use of forms and short simple sentence (e.g., Noun + Copula わたしは10さいです。わたしの学校はxです。)</td>
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Discourse

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<tbody>
<tr>
<td>4</td>
<td>Appropriate text type for the task is chosen. Appropriate connectives to link ideas are used. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate type of text for the task is chosen. Use of connectives to link ideas is observed, but choice of the connectives is not always correct. Some attempt to use appropriate register for the text type and audience, but they are not always correct.</td>
</tr>
</tbody>
</table>
Appendix 8

2 Little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.

1 No use of connectives to link the ideas. No attempt to use appropriate register for the text type and audience.

0 No response. No logical sequence of the text.

Use of scripts and characters

Mark Description
4 A broad range of characters is used.
3 Basic characters are used. Accurate use of katakana and hiragana.
2 Good control of hiragana. Attempt to use katakana, but some errors.
1 Use of hiragana and some roomaji. Some errors in hiragana.
0 No response. All in roomaji. No attempt to use hiragana.

Question 1 (c) – Sample answers

Mark
2 2nd year (year 11) of high (or senior) school.
   She lives in Tokyo (Shinjuku, CBD).
   High school student in Tokyo.
   Her school starts at 8.
   She is going to Australia with her class in June;
1 2nd year of middle school (not middle, but senior high/high school).
   She is coming to class in Australia for six months (coming to Australia is correct, but not six months).
   She lives outskirts of Tokyo (not outskirts, but inner suburb).
0 No response.
   Incorrect response (e.g., she is 3rd year of primary school).

Question 1 (d) – Sample answers

Mark
2 She has to ride her bike and catch a train to get to school.
   She has to ride a bike and train.
   So she can catch the train to.
   Because the school starts at 8am, she has to ride her bike to the train station.
   She is going to Australia with her class in June.
1 School starts at 8am and she has to drive to school (partially incorrect)
   So she can get to school.
   so she can catch the train to school to get there by 8am.
   to catch a train; ride to school.
   because school begins at 8am.
0 No response.
   They need to drive to the station.
   So she ready to leave for the airport on the plane.
**Question 2 – Scoring criteria (Maximum score 20, Benchmark scripts at various levels to be provided for training purposes)**

*Differences from the first task - Aware of the reader of the blog (i.e., register) and whether the writer answers the questions in the reading passage (consequently limited range of information)*

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<table>
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<th>Forms/structures</th>
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<td>3</td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td>Little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>No use of connectives to link the ideas. No attempt to use appropriate register for the text type and audience.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No response. No logical sequence of the text.</td>
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Use of scripts and characters

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<td>Basic characters are used. Accurate use of katakana and hiragana.</td>
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<td>Good control of hiragana. Attempt to use katakana, but some errors.</td>
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<td>No response. All in roomaji. No attempt to use hiragana.</td>
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</table>

Question 3 (b) – Sample answers

<table>
<thead>
<tr>
<th>Mark</th>
<th>Sample answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A mixed flavour of countries in the world. It has 10 different types of food in one box and it is the world new family obentoo. It contains 10 new flavours invented by families around the world. It contains 10 kinds of food sourced from all over the world. It is the world’s new marriage family 10 flavours. It is a world wide obento. It is a limited time offer obento. You can have 10 different things. It is only for a limited time.</td>
</tr>
<tr>
<td>1</td>
<td>These are 10 types of food for newly wed families. It has the 10 flavour for couples who were just married.</td>
</tr>
<tr>
<td>0</td>
<td>It hotels a wide range of various food with 10 different flavours. 10 types of food. It has 10 foods in one obentoo. It has 10 small different style meals. Big variety of food, cheap, delicious, healthy. The value in the meal as well as the variety of food. It is for newly weds. No response</td>
</tr>
</tbody>
</table>
Question 4 (a) – Sample answers

**Mark**

2  One day pass (passport), gift pass (passport) and senior pass (passport)
    One day ticket, gift ticket, and senior ticket

1  The passport, gift passport and senior passport.
    Gift passport, 1 person passport and senior passport
    Day passport, gift passport and junior passport

0  One way ticket, return ticket and ticket for seniors (over 60 years old)
    Gift sport
    Adult (18+), middle (junior of high school) (12-17) and children (4-11)
    Gift passport and junior passport
    Debasu boat, gitsutobasu boat, and shinia bas boat
    1 day pass boat, 2 day pass boat, and 3 day pass boat
    No response.
Candidate ID:

**Writing: Self-introduction**  *Please refer to marking guide for the rating criteria*

<table>
<thead>
<tr>
<th>Score (0-4)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
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</tr>
<tr>
<td>Use of scripts and characters</td>
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</table>

**Reading and Writing**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a First name</td>
<td>Hiroko</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1a Family name</td>
<td>Manaka</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>15 or 15 years old or fifteen years old</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| 1c | 2 = correct response  
1 = correct response including partially incorrect information  
0 = incorrect response or no response  
*please refer to sample answers in marking guide | 2 | |
| 1d | 2 = correct response  
1 = correct response including partially incorrect information OR incomplete response  
0 = incorrect response or no response  
*please refer to sample answers in marking guide | 2 | |
| 1e | 2 marks = 6-8 correct subjects listed with no other subjects  
1 mark = 3-5 correct subjects listed (and subjects which are not mentioned in the passage listed)  
0 mark = 1-2 correct subjects listed (and subjects which are not mentioned in the passage listed) or no response | 2 | |
**Possible responses**
English, French, history, maths, music, science, geography and Japanese (or national language)

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
</table>
| 1f       | 2 = correct responses for both favourite subject (English) and the least favourite subject (Maths)  
1 = one correct response (either favourite or the least favourite subject)  
0 = incorrect responses or no response | 2     |         |
| 1g       | 2 = correct responses (vegetable and fruits)  
1 = one correct response (vegetable or fruits) only or one correct response with incorrect response (e.g., vegetable or fruits with meat)  
0 = incorrect responses or no response | 2     |         |

**Question 2:** *Please refer to marking guide for the rating criteria*

<table>
<thead>
<tr>
<th>Category</th>
<th>Score (0-4)</th>
<th>Comment *only make a comment if you think it will be useful for the profiling stage</th>
</tr>
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<tbody>
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<td>Content (information included)</td>
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</table>
### Questions 3 and 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>530 or 530 yen</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
| 3b       | 2 = correct response (the response may include the information from the photo)  
  1 = response includes partially incorrect information  
  0 = correct response, but no evidence of reading the prints or incorrect response or no response  
  *please refer to sample answers in marking guide* | 2      |          |
| 3c       | from Saturday 12 September to Wednesday 30 September 2009  
  (Note: the days of the week need to be mentioned) | 1      |          |
| 4a       | 2 = three correct responses  
  1 = two correct responses  
  0 = one correct response or no correct response or no response  
  *please refer to sample answers in marking guide* | 2      |          |
| 4b       | 12-17 years old | 1      |          |
| 4c       | 3900 yen or 3900 | 1      |          |
| 4d       | 5100 yen or 5100 or 700 yen or 700 (if the question is understood to supply the amount of discount) | 1      |          |
| 4e       | 2 = the two correct icons are circled (booking tickets – ホテルチケットのオンライン購入予約、places to eat – エンターテイメント、ショップ、レストラン)  
  1 = only one correct icon or two icons for one item circled (e.g. circling エンターテイメント、ショップ、レストラン and テーマパーク for places to eat) or circling the incorrect icon  
  0 = no response or circling two incorrect icons | 2      |          |
| 4f       | 2 = correct responses for both items (i.e., how long – one day only; where – one theme park only)  
  1 = correct response for only one item (i.e., how long or where)  
  0 = no response or incorrect responses for both items (i.e., how long or where) | 2      |          |
TIME ALLOWANCE: 15 mins plus setting up time (@ 20 mins per person)

Task One. Answering questions *(Listening and Speaking)*

**Content**

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<td><em>Task 1</em> An extensive range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places). Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td></td>
<td><em>Task 2</em> An extensive range of information is included incorporating the information provided in the prompt. Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td>3</td>
<td><em>Task 1</em> A good range of information is included (e.g., self, family, friends, sports, hobby, weekend activities, favourite places), but each information may be brief and not in detail.</td>
</tr>
<tr>
<td></td>
<td><em>Task 2</em> A good range of information is included, but each information may be brief and not in detail and does not always incorporate the information provided in the prompt.</td>
</tr>
<tr>
<td>2</td>
<td><em>Task 1</em> Limited range of information is included. (e.g., self, family, friends)</td>
</tr>
<tr>
<td></td>
<td><em>Task 2</em> Limited range of information is included and little information taken from the prompt.</td>
</tr>
<tr>
<td>1</td>
<td><em>Task 1</em> Limited to one type of information (e.g., names and age of the family members only)</td>
</tr>
<tr>
<td></td>
<td><em>Task 2</em> Limited to one type of information and very little information taken from the prompt.</td>
</tr>
<tr>
<td>0</td>
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<tr>
<td>4</td>
<td>An extensive range of forms is accurately used. A variety of use of tenses (e.g., present, past, progressive etc).</td>
</tr>
<tr>
<td>3</td>
<td>A good range of forms. Incorrect use or choice of the form does not interfere with comprehensibility of the content. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs</td>
</tr>
<tr>
<td>2</td>
<td>Limited use of forms. Noun/adjectives + copula, simple verbs</td>
</tr>
<tr>
<td>1</td>
<td>Fairly limited use of forms and short simple sentence (e.g., Noun + Copula わたしは10さいです。わたしの学校はxです。) Incorrect use and/or choice of the form is evident and interferes with the comprehensibility of the content.</td>
</tr>
<tr>
<td>0</td>
<td>No response. No sentence. A few words.</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Able to speak at length with relative ease on familiar topics, but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.</td>
</tr>
<tr>
<td>3</td>
<td>Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting</td>
</tr>
<tr>
<td>2</td>
<td>Produces very short stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.</td>
</tr>
<tr>
<td>1</td>
<td>Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.</td>
</tr>
<tr>
<td>0</td>
<td>No response. No utterance. A few words only. Frequent pausing and a distracting use of fillers even in producing words.</td>
</tr>
</tbody>
</table>

### Intelligibility

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Pronunciation, stress, rhythm, and intonation, though influenced by the first language, rarely interfere with ease of understanding.</td>
</tr>
<tr>
<td>3</td>
<td>Pronunciation, stress, rhythm, and intonation are influenced by the first language but only sometimes interfere with ease of understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Pronunciation, stress, rhythm, and intonation are influenced by the first language and frequently interfere with ease of understanding.</td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language and usually interfere with ease of understanding.</td>
</tr>
<tr>
<td>0</td>
<td>No response. A few words, and mostly not intelligible.</td>
</tr>
</tbody>
</table>
### Comprehension

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Comprehension is accurate on common and concrete topics and mostly accurate even when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of non-verbal languages and/or registers.</td>
</tr>
<tr>
<td>3</td>
<td>Comprehension is mostly accurate on common and concrete topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension is often accurate on common and concrete topics when the accent used is sufficiently intelligible. May fail to understand a linguistic or situational turn of events.</td>
</tr>
<tr>
<td>1</td>
<td>Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.</td>
</tr>
<tr>
<td>0</td>
<td>Comprehension limited to short questions about high frequency items on familiar topics often after the same utterance is repeated for a few times.</td>
</tr>
</tbody>
</table>

### Communication strategies

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Engages directly with interlocutor by clarifying support required (e.g., ask for clarifications or repetitions if the utterance is not understood, to repeat or revise to make him/herself understood), able to deal with topic shifts, and questions with ease and confidence. Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively (e.g., use of backchannels, using fillers, signalling dis/agreement).</td>
</tr>
<tr>
<td>3</td>
<td>Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying. Able to use basic linguistic and paralinguistic strategies to maintain conversation using fillers, signaling dis/agreement, to ask for clarification, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.</td>
</tr>
<tr>
<td>1</td>
<td>Response time is slow, and often inappropriate. Interaction is limited to simple routine exchanges. Unable to deal effectively with interaction, fully reliant on interlocutor to complete interaction, inaccuracies in understanding impede ability to respond, high dependence on English to sustain interaction.</td>
</tr>
<tr>
<td>0</td>
<td>Predominant use of English in interaction.</td>
</tr>
</tbody>
</table>
## Conversation and decision making /35

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (ideas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (range and complexity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structures (range, complexity and accuracy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (flow of speech)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension (appropriateness of response)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies (sustaining the interaction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Content for independent task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail and depth to express complex and abstract ideas.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but some abstract and/or complex ideas are included.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but most information is concrete and few abstract and/or complex ideas are included.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td>1</td>
<td>A range of information relevant to the task is included, but each piece of information may be brief and not in detail.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included.</td>
</tr>
</tbody>
</table>

### Content and comprehension for integrated task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail and depth to express complex and abstract ideas incorporating with the input text.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but some abstract and/or complex ideas are included. The content is well incorporated with the input text.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but most information is concrete and few abstract and/or complex ideas are included. Some attempts were made to incorporate the information in the input text into the content, but some information is presented separately from the main body of the text and some information is not accurate.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information has sufficient detail. Some attempts were made to incorporate the information in the input text into the main body of the text, but some information is not accurate but it is mostly presented separately from the main body of the text and inaccurate information is included in the text.</td>
</tr>
<tr>
<td>1</td>
<td>A good range of information relevant to the task is included, but each piece information may be brief and not in detail. Some attempts were made to incorporate the information in the input text into the main body of the text, but some information is not accurate or copied from the text.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included. Little evidence that the content is incorporated with the input text.</td>
</tr>
</tbody>
</table>
### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of vocabulary is used. Accurate choice of words to express abstract and complex ideas. The same meaning is expressed with different words.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of vocabulary is used. Very few errors for the choice of words. Some attempts were made to express abstract and complex ideas and to express the same meaning with different words.</td>
</tr>
<tr>
<td>3</td>
<td>An extensive range of vocabulary is used. Some errors for the choice of words</td>
</tr>
<tr>
<td>2</td>
<td>A good range of vocabulary is used. A few errors for the choice of words.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of vocabulary is included. Some errors for the choice of words.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of vocabulary is used. A number of errors for the choice of words.</td>
</tr>
</tbody>
</table>

### Forms/structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of forms is accurately used for subtle change/addition of meaning. A variety of use of tenses and aspects. Use of complex sentences (whenever possible) is frequently observed. Use of different forms and structures to express the same meanings (e.g., change of voice, use of phrasal verbs instead of coordinate or subordinate clauses).</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of forms is used mostly accurately with few errors. A variety of use of tenses (e.g., present, past, progressive etc). Some attempt to use complex sentences wherever possible and different forms and structures to express the same meanings (e.g., change of voice, use of phrasal verbs instead of coordinate or subordinate clauses).</td>
</tr>
<tr>
<td>3</td>
<td>A good range of forms. Incorrect use or choice of the form does not interfere with comprehensibility of the content. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs. Use of complex sentences wherever possible.</td>
</tr>
<tr>
<td>2</td>
<td>A range of forms. Incorrect use or choice of the form occasionally interferes with comprehensibility of the content. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs.</td>
</tr>
<tr>
<td>1</td>
<td>Limited use of forms. Noun/adjectives + copula, simple verbs. Incorrect use or choice of the form interfere with comprehensibility of the content.</td>
</tr>
<tr>
<td>0</td>
<td>Fairly limited use of forms and short simple sentence (e.g., Noun + Copula わたしは10さいです。わたしが学校はxです。). Incorrect use and/or choice of the form is evident and often interferes with the comprehensibility of the content.</td>
</tr>
</tbody>
</table>
### Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appropriate text type for the task is chosen. Appropriate use of an extensive range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials, etc. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>4</td>
<td>Appropriate text type for the task is chosen. Some attempts to use a range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials, etc. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate text type for the task is chosen. Appropriate connectives to link ideas are used. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate type of text for the task is chosen. Use of connectives to link ideas is observed, but choice of the connectives is not always correct. Some attempt to use appropriate register for the text type and audience, but they are not always correct.</td>
</tr>
<tr>
<td>1</td>
<td>Little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.</td>
</tr>
<tr>
<td>0</td>
<td>No use of connectives to link the ideas. No attempt to use appropriate register for the text type and audience.</td>
</tr>
</tbody>
</table>

### Use of scripts and characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive use of characters is observed. Choice of characters is mostly accurate.</td>
</tr>
<tr>
<td>4</td>
<td>A broad range of characters is used. Choice of characters is mostly accurate. Accurate use of katakana and hiragana.</td>
</tr>
<tr>
<td>3</td>
<td>A range of basic characters are used, but some errors. Mostly accurate use of katakana and hiragana.</td>
</tr>
<tr>
<td>2</td>
<td>Basic characters are used. Mostly accurate use of katakana and hiragana, but a few errors in spelling are evident.</td>
</tr>
<tr>
<td>1</td>
<td>Good control of hiragana and katakana. Attempt to use some basic characters, but some errors.</td>
</tr>
<tr>
<td>0</td>
<td>Mostly hiragana, katakana and some romaji were used. Some errors in hiragana. Very few characters were used. Frequent spelling errors impede comprehension.</td>
</tr>
</tbody>
</table>
### Student Achievement in Asian Languages Education (SAALE) Project

**JAPANESE YEAR 12 READING AND RESPONDING AND WRITING ASSESSMENT**

**Score Sheet**

**Candidate ID:**

| J | 12 | VIC |

---

### Reading and Responding and Writing 1

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling/Use of scripts and characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Writing 2

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
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<tr>
<td>Forms/structures</td>
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</tr>
<tr>
<td>Spelling/Use of scripts and characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
**Student Achievement in Asian Languages Education (SAALE) Project**

**JAPANESE YEAR 12 ORAL ASSESSMENT**

**Marking guide**

### Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ideas are presented on a wide range of topics and elaborated extensively in detail and depth.</td>
</tr>
<tr>
<td>4</td>
<td>Ideas are presented on a range of topics with some detailed information and elaborated to some degree.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas are presented on a range of topics with some attempts to provide additional information.</td>
</tr>
<tr>
<td>2</td>
<td>Ideas are limited within factual information on familiar topics. Few attempts to provide additional information.</td>
</tr>
<tr>
<td>1</td>
<td>Simple answers limited on a few familiar topics. Limited ability to provide additional information or to elaborate.</td>
</tr>
<tr>
<td>0</td>
<td>Responses limited to short simple answers on personal information.</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of vocabulary including low-frequency items including highly technical terms and idioms used appropriately to give information and express complex and/or abstract ideas.</td>
</tr>
<tr>
<td>4</td>
<td>A wide range of vocabulary used mostly appropriately to give information and express ideas with some low-frequency items.</td>
</tr>
<tr>
<td>3</td>
<td>A good range of vocabulary used including some low-frequency items. Occasional occurrences of inadequate choice of low-frequency items.</td>
</tr>
<tr>
<td>2</td>
<td>A range of vocabulary but restricted to familiar high-frequency items possibly with some inaccuracy.</td>
</tr>
<tr>
<td>1</td>
<td>A limited range of vocabulary on factual/personal topic areas possibly with significant inaccuracy.</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient response to make judgment. Unable to produce an item at the lexical level.</td>
</tr>
</tbody>
</table>
### Forms/structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A wide range of structures used accurately at all levels—sentential, clausal, phrasal, and lexical levels. Effective control of complex forms for conveyance/addition/change of subtle meaning.</td>
</tr>
<tr>
<td>4</td>
<td>A good range of structures used at all levels with reasonable accuracy and good control of complex forms with possible occasional errors.</td>
</tr>
<tr>
<td>3</td>
<td>Structures are mostly limited to basic rehearsed patterns and forms. Some attempts are made to go beyond basic forms but possibly with frequent errors/incompletion.</td>
</tr>
<tr>
<td>2</td>
<td>Limited use of forms that hardly go beyond single verb phrase or nouns without a verb phrase possibly with some inaccuracy. Possible attempts to produce structures at clausal/sentential level.</td>
</tr>
<tr>
<td>1</td>
<td>Very limited use of forms and structures. Responses are predominantly in a single word, yes/no, or repetition of part of the question possibly with significant inaccuracy.</td>
</tr>
<tr>
<td>0</td>
<td>Inaccuracies inhibit meaning conveyance severely. No structures/forms in Jaanese.</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Able to speak with rare hesitation or repetition and acceptable length/frequency of pauses. Natural flow of utterances with coherence.</td>
</tr>
<tr>
<td>4</td>
<td>Communicates without much hesitation or noticeable difficulties. Able to maintain interaction with a reasonable level of coherence</td>
</tr>
<tr>
<td>3</td>
<td>Able to respond and maintain the flow of interaction but with frequent hesitation and noticeable pauses. Occasional loss of coherence.</td>
</tr>
<tr>
<td>2</td>
<td>Speaks with long pauses and frequent repetition. Utterances are predominantly short and isolated.</td>
</tr>
<tr>
<td>1</td>
<td>Utterances are fragmentary with lengthy pauses. Possible frequent insertion of English words/phrases.</td>
</tr>
<tr>
<td>0</td>
<td>Unable to complete utterances without switching to English. Responses are made predominantly in English. Insufficient evidence.</td>
</tr>
</tbody>
</table>
Intelligibility

Mark | Description
--- | ---
5 | Utterances are easy to understand with clear pronunciation and intonation. No impediment to intelligibility.
4 | Sound control of pronunciation and intonation features. Overall intelligibility is maintained with minor lapses.
3 | Can generally be understood but occasionally shows some inconsistencies in pronunciation and intonation that reduce intelligibility.
2 | Intelligibility is affected considerably due to frequent errors and lack of clarity in pronunciation and intonation.
1 | Difficult to sustain intelligibility due to very limited control of pronunciation and intonation features.
0 | Unintelligible utterances throughout.

Comprehension

Mark | Description
--- | ---
5 | Responds to all questions spontaneously with ease and little hesitation.
4 | Responds to most of the questions with ease. A brief hesitation/request for clarification easily resolves minor impediments in comprehension.
3 | Responds to a range of questions but occasionally requires rephrasing/reformulation of the questions/requests in order to comprehend.
2 | Comprehension is limited to short simple questions on familiar topics.
1 | Very limited comprehension. Able to respond only after interlocutor’s several rephrasing/reformulation of the questions/requests most of the time.
0 | No evidence of understanding.

Communication Strategies

Mark | Description
--- | ---
5 | Able to avoid communication breakdowns by initiating and maintaining communication using a range of strategies with flexibility.
4 | Uses a range of strategies in order to comprehend and able to repair communication breakdowns with ease.
3 | Able to use some communication strategies beyond simple repetition or non-verbal strategies such as gesture. Some attempts to repair communication breakdowns are successful.
2 | Limited use of communication strategies. Communication breakdowns occur frequently and their repair is predominantly reliant on interlocutor.
1 | Unable to maintain communication using verbal communication strategies. Frequent use of English to salvage communication.
0 | No attempt to use verbal communication strategies. Predominant use of English to maintain communication.
### Student Achievement in Asian Languages Education (SAALE) Project

**JAPANESE YEAR 12 LISTENING AND SPEAKING ASSESSMENT**

**Score Sheet**

**Candidate ID:**

<table>
<thead>
<tr>
<th>J</th>
<th>12</th>
</tr>
</thead>
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#### Oral

<table>
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<th></th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
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<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
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</tr>
<tr>
<td>Intelligibility</td>
<td></td>
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<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8d: Korean marking guides

Student Achievement in Asian Languages Education (SAALE) Project

KOREAN YEAR 6/7 READING AND WRITING ASSESSMENT

Marking guide

Reading and Writing–Sample answers

Task 5 (e)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>tteokmandwu; not noodles</td>
</tr>
<tr>
<td>1</td>
<td>naengmyeun: not hot OR Ramyeun; hot, etc.</td>
</tr>
<tr>
<td>0</td>
<td>No response. One item is named but with no/wrong justification.</td>
</tr>
</tbody>
</table>

Writing: Self-introduction – Scoring criteria

<table>
<thead>
<tr>
<th>Content</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>All topics required are addressed in sufficient detail and elaborated extensively.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most topics are addressed in sufficient detail and with some elaboration.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Most topics are addressed with some details.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some attempt to address some key topics with basic information.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Simple information about one key topic provided.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Insufficient text to make judgment</td>
</tr>
</tbody>
</table>

Forms/structures

<table>
<thead>
<tr>
<th>Form/structure</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>A good range of structures used accurately to express/elaborate some complex ideas. Use of some of following items: connectives (e.g., -고, -이/이시, etc.); auxiliary verbs (e.g., -고 싶다, -려 가다, etc.); honorific forms of particles (e.g., -께서) and/or verbs (e.g., 게세요, 하세요); complex sentence structure; adjectival form of descriptive verbs (e.g., 예쁘다); relative construction—verb stem + 인/는.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A good range of structures are used with some errors. Basic structures are used correctly.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Attempts to use some forms other than basic forms. Use of basic verbs (e.g., come, go, do, have). Use of basic particles (e.g., -은/는, -이/이가, -을/를, -와/과(-하고)) The basic word order is observed.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited use of forms. Noun/adjectives + copula. Some sentence enders and/or particles are missing.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very limited use of forms and short simple sentence (e.g., noun + copula 12살이다. 아버지에요.). Frequent misuse/omission of particles/sentence enders.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No response. No sentence. A few words.</td>
</tr>
</tbody>
</table>
### Spelling/Use of scripts and characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The whole text is well formed with accurate spelling and punctuation. Characters are well-balanced.</td>
</tr>
<tr>
<td>4</td>
<td>A generally well-formed text with a few minor errors.</td>
</tr>
<tr>
<td>3</td>
<td>Good control of using <em>Hangeul</em> but some errors.</td>
</tr>
<tr>
<td>2</td>
<td>Use of <em>Hangeul</em> with some errors. Some characters with wrong strokes/shapes.</td>
</tr>
<tr>
<td>1</td>
<td>Use of <em>Hangeul</em> and some romanised script. Most characters are not balanced and with some wrong strokes/shapes</td>
</tr>
<tr>
<td>0</td>
<td>No response. All in romanised script. No attempt to use <em>Hangeul</em>. Unintelligible script.</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A wide range of vocabulary used to present information and ideas appropriately and for further elaboration.</td>
</tr>
<tr>
<td>4</td>
<td>A good range of vocabulary to present information and ideas.</td>
</tr>
<tr>
<td>3</td>
<td>Mostly limited to high-frequency items but with some attempts to use specific items.</td>
</tr>
<tr>
<td>2</td>
<td>A limited range of vocabulary restricted to high-frequency items.</td>
</tr>
<tr>
<td>1</td>
<td>Very limited range of vocabulary for 1 or 2 topic area.</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient/incomprehensible text to make judgment.</td>
</tr>
</tbody>
</table>

### Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ideas developed /elaborated coherently across the text using a range of cohesive devices at sentence and text level (e.g., use of conjunctives such as 그래, 그리고, -지만, -아/어/어, etc.; agreement in the use of honorifics; consistency in the level of politeness and formality).</td>
</tr>
<tr>
<td>4</td>
<td>Development of ideas is sound with some cohesive devices at sentence and text level. Some inconsistency in the use of honorifics and/or the level of politeness/formality.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas sequenced adequately with some attempts to use cohesive devices.</td>
</tr>
<tr>
<td>2</td>
<td>Ideas isolated at sentence level across the text.</td>
</tr>
<tr>
<td>1</td>
<td>One single sentence or some phrasal/lexical items.</td>
</tr>
<tr>
<td>0</td>
<td>No response/Insufficient evidence.</td>
</tr>
</tbody>
</table>
### Student Achievement in Asian Languages Education (SAALE) Project

**KOREAN YEAR 6/7 READING AND WRITING ASSESSMENT**

**Score Sheet**

**Candidate ID:**

---

#### Reading and Writing

**Task 1**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>놀</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1b</td>
<td>배</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1c</td>
<td>입</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1d</td>
<td>고</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1e</td>
<td>놀</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Task 2**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>2 = all characters are correct &lt;br&gt; 1 = one correct character but the rest is incorrect/partially correct. &lt;br&gt; 0 = no response, all in romanised script, or no attempt to use Hangeul</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2b</td>
<td>2 = all characters are correct &lt;br&gt; 1 = one correct character when the answer is attempted to be 호주 OR more than 3 correct characters when the answer is attempted to be 오스트레일리아 but the rest is incorrect/partially correct. &lt;br&gt; 0 = no response, all in romanised script, or no attempt to use Hangeul</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### Task 3

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>2 = both characters are correct&lt;br&gt;1 = one correct character and the other incorrect&lt;br&gt;0 = no response, both characters are incorrect</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3b</td>
<td>2 = both characters are correct&lt;br&gt;1 = one correct character and the other incorrect&lt;br&gt;0 = no response, both characters are incorrect</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3c</td>
<td>갓</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3d</td>
<td>2 = all characters are correct&lt;br&gt;1 = 2 correct characters but one is incorrect.&lt;br&gt;0 = no response, all characters are incorrect</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3e</td>
<td>2 = both characters are correct&lt;br&gt;1 = one correct character and the other incorrect&lt;br&gt;0 = no response, both characters are incorrect</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### Task 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4b</td>
<td>5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4c</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4d</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4e</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4f</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Task 5

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>(Korean) Restaurant/식당/분식점/음식점</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5b</td>
<td>Menu/메뉴(관)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5c</td>
<td>ramyeon/ramyun/ramen/라면</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5d</td>
<td>7000 won/3000 won</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5e</td>
<td>2 = 2 correct responses&lt;br&gt;1 = attempt to respond to the first question and justify the response with correct feature of the named food.&lt;br&gt;0 = no response or response to the first question but with no/wrong justification</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

*please refer to sample answers in marking guide.*
### Task 6

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Slow down/천천히 가세요, 속도를 줄이세요, etc.</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### Writing: Self-introduction *Please refer to marking guide for the rating criteria*

<table>
<thead>
<tr>
<th></th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling/Use of scripts and characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Whole class interaction
- Setting/context (Please add as many items you can identify as possible)
  - Class size: number of students
  - Teacher background: male/female; NS/NNS of the TL
  - Teaching styles/approaches: traditional/communicative; teacher-oriented/student-oriented
  - Language of instruction: TL only/mixed (roughly in what proportion?); formal/informal
  - Types of activities/tasks: (e.g., question and answer; information gap; free conversation; role-play; game)
  - Materials used: (e.g., textbook; workbook; realia; flash cards)
  - Other

- Student profile
  - Sex: (number of boys/girls)
  - Age: (range/actual number of students at a particular age)
  - Language background
    - Background speaker
      - 1st generation:
      - 2nd generation:
    - 2nd language speaker:
  - First language
    - TL:
    - English:
    - Other:
  - Years in Australia:
  - Years of studying TL in Australia:

- Student performance
  Note. 1. Please focus only on what students do but not on the lesson in general.
  2. Please note down the items actually used in students’ speech.
  3. Please note down under each category the general trend and/or types of items (e.g., familiar topics or topics on broader context in the case of content—see below) predominantly used in students’ oral performance.
  - Content
    - Range
      - Familiar topics: (e.g., self, family, school, house, friend, hobby)
      - Topics on broader contexts: (e.g., environment, culture, extended family, community, history, literature)
    - Trend:
  - Depth
    - Factual:
    - Elaborated:
    - Trend:
- **Vocabulary**
  - **Range**
    - Items related to a personal immediate context:
    - Items on wider various contexts:
    - Trend:
  - **Complexity**
    - High-frequency terms: (e.g., words for names of common objects/everyday activities, numbers, etc.)
    - Low-frequency terms: (e.g., words for specific items/activities, loanwords from Chinese, idiomatic expressions, etc.)
    - Trend:
  - **Accuracy**
    - Words chosen correctly:
    - Words chosen incorrectly:
    - Trend:

- **Forms and structures**
  - **Range**
    - Particles:
    - Personal pronouns:
    - Auxiliary verbs:
    - Verbal suffixes (tense, honorific, conjunctive):
    - Other:
    - Trend:
  - **Complexity**
    - Simple forms/structures: (e.g., simple nouns)
    - Complex forms: (e.g., compound nouns)
    - Trend:
  - **Accuracy**
    - Forms/structures chosen correctly:
    - Forms/structures chosen incorrectly:
    - Trend:

- **Fluency**
  - **Flow of speech**
    - Trend (frequency and length of hesitation/pauses):
  - **Coherence**
    - Trend (degree of maintenance of coherence):

- **Intelligibility**
  - **Trend**
    - Clarity of articulation:
    - Accuracy of pronunciation and intonation:

- **Comprehension**
  - **Trend**
    - Appropriateness of responses:
    - Frequency of communication breakdowns (on the part of the student):

- **Communication strategies**
  - **Types**: (e.g., gesture; repetition of the interlocutor’s utterance; paraphrasing; request for clarification/repetition; code-switching to English)
  - **Trend**: 
Appendix 8

Small group interaction

- Setting/context (Please add as many items you can identify as possible)
  - Group size: number of students
  - Assessor background: male/female; NS/NNS of the TL; teaching experience/current practice (primary/secondary/tertiary/community/other; TL/ESOL/other subjects/other)
  - Other

- Student profile
  - Sex: (number of boys/girls)
  - Age: (range/actual number of students at a particular age)
  - Language background
    - Background speaker
      - 1st generation:
      - 2nd generation:
    - 2nd language speaker:
  - First language
    - TL:
    - English:
    - Other:
  - Years in Australia:
  - Years of studying TL in Australia:

- Student performance
  Note. 1. Please focus only on what students do but not on the lesson in general.
  2. Please note down the items actually used in students’ speech
  3. Please note down under each category the general trend and/or types of items (e.g., familiar topics or topics on broader context in the case of content—see below) predominantly used in students’ oral performance.

- Content
  - Range
    - Familiar topics: (e.g., self, family, school, house, friend, hobby)
    - Topics on broader contexts: (e.g., environment, culture, extended family, community, history, literature)
    - Trend:
  - Depth
    - Factual:
    - Elaborated:
    - Trend:

- Vocabulary
  - Range
    - Items related to a personal immediate context:
    - Items on wider various contexts:
    - Trend:
  - Complexity
    - High-frequency terms: (e.g., words for names of common objects/everyday activities, numbers, etc.)
    - Low-frequency terms: (e.g., words for specific items/activities, loanwords from Chinese, idiomatic expressions, etc.)
    - Trend:
• Accuracy
  o Words chosen correctly:
  o Words chosen incorrectly:
  o Trend:

  ▪ Forms and structures
    • Range
      o Particles:
      o Personal pronouns:
      o Auxiliary verbs:
      o Verbal suffixes (tense, honorific, conjunctive):
      o Other:
      o Trend:
    • Complexity
      o Simple forms/structures: (e.g., simple nouns)
      o Complex forms: (e.g., compound nouns)
      o Trend:
    • Accuracy
      o Forms/structures chosen correctly:
      o Forms/structures chosen incorrectly:
      o Trend:

  ▪ Fluency
    • Flow of speech
      o Trend (frequency and length of hesitation/pauses):
    • Coherence
      o Trend (degree of maintenance of coherence):

  ▪ Intelligibility
    • Trend
      o Clarity of articulation:
      o Accuracy of pronunciation and intonation:

  ▪ Comprehension
    • Trend
      o Appropriateness of responses:
      o Frequency of communication breakdowns (on the part of the student):

  ▪ Communication strategies
    • Types: (e.g., gesture; repetition of the interlocutor’s utterance; paraphrasing; request for clarification/repetition; code-switching to English)
    • Trend:
### Writing: Self-introduction – Scoring criteria

#### Content (information included)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All topics required are addressed in sufficient detail and elaborated extensively.</td>
</tr>
<tr>
<td>4</td>
<td>Most topics are addressed in sufficient detail and with some elaboration.</td>
</tr>
<tr>
<td>3</td>
<td>Most topics are addressed with some details.</td>
</tr>
<tr>
<td>2</td>
<td>Some attempt to address some key topics with basic information.</td>
</tr>
<tr>
<td>1</td>
<td>Simple information about one key topic provided.</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient text to make judgment.</td>
</tr>
</tbody>
</table>

#### Forms/structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of structures used to express/elaborate some complex ideas.</td>
</tr>
<tr>
<td>4</td>
<td>A good range of structures used with some errors. Use of some of the following items: connectives (e.g., -고, -어/어서, etc.); auxiliary verbs (e.g., -고 싶다, -려 가다, etc.); honorific forms of particles (e.g., -께서) and/or verbs (e.g., 계세요, 하세요); complex sentence structure; adjectival form of descriptive verbs (e.g., 예쁜); relative construction (verb stem + 은/는).</td>
</tr>
<tr>
<td>3</td>
<td>A good range of structures is used with some errors. Basic structures are used correctly. Use of verbs (e.g., come, go, like, have, etc.). Use of basic particles (e.g., -은/는, -이/가, -을/를, - 하/과(-하고)) The basic word order is observed.</td>
</tr>
<tr>
<td>2</td>
<td>Limited use of forms. Noun/adjectives + copula, simple verbs. Some sentence enders and/or particles are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Very limited use of forms and short simple sentence (e.g., Noun + Copula—12살이예요.).</td>
</tr>
<tr>
<td>0</td>
<td>No response. No sentence. A few words.</td>
</tr>
</tbody>
</table>

#### Spelling/Use of scripts and characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Well-formed text overall with accurate spelling and punctuation. Characters are well-balanced.</td>
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<tr>
<td>4</td>
<td>A generally well-formed text with a few minor errors.</td>
</tr>
<tr>
<td>3</td>
<td>Sound control of using Hangeul but some errors.</td>
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<tr>
<td>2</td>
<td>Use of Hangeul with some errors. Some characters with wrong strokes/shapes.</td>
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<tr>
<td>1</td>
<td>Use of Hangeul and some romanised script. Most characters are not balanced and with some wrong strokes/shapes.</td>
</tr>
<tr>
<td>0</td>
<td>No response. All in romanised script. No attempt to use Hangeul. Unintelligible script.</td>
</tr>
</tbody>
</table>
Vocabulary

Mark  Description
5  A wide range of vocabulary used appropriately to present information and ideas and for further elaboration.
4  A good range of vocabulary to present information and ideas.
3  Mostly limited to high-frequency items but with some attempts to use specific items.
2  A limited range of vocabulary restricted to high-frequency items.
1  Very limited range of vocabulary for 1 or 2 topic areas.
0  Insufficient/incomprehensible text to make judgment.

Discourse

Mark  Description
5  Ideas developed/elaborated coherently across all topics required using a range of cohesive devices at sentence and text level (e.g., use of conjunctives such as 그린테, 그리고, -지 만, - 아/여서, -고, etc.; agreement in the use of honorifics; consistency in the level of politeness and formality.). Use of appropriate register with awareness of the intended audience and the purpose of the text.
4  Development of ideas is sound with some cohesive devices at sentence and text level. Some inconsistency in the use of honorifics and/or the level of politeness/formality. Some evidence of awareness of the intended audience and the purpose of the text.
3  Ideas sequenced adequately with some attempts to use cohesive devices.
2  Ideas isolated at the sentence level across the text.
1  One single sentence or some phrasal/lexical items.
0  No response/Insufficient evidence.

Reading and Responding (Questions 1-2)

Question 1 (d) – Sample answers

Mark
2  Either because she wants to see kangaroos and koalas or because there are neither kangaroos nor koalas in Korea.
   OR combination of the two: e.g., because she wants to see kangaroos and koalas which Korea does not have, etc.
1  Because she likes kangaroos and koalas ('kangaroos and koalas' are correct but 'likes' is incorrect).
   Because she is going to travel to see kangaroos and koalas ('kangaroos and koalas' are correct but 'is going to travel' is incorrect).
   Because she wants to see kangaroos ('koalas' is missing).
0  She likes animals/travelling.
Question 1 (e) – Sample answers

Mark
2  She is planning to attend an Australian school and travel around with her homestay friend.
1  She is planning to travel around with her homestay friend’s classmates.
   She is planning to attend an Australian school.
   She is going to travel with friends.
0  She is going to study English.
   She will stay in Sydney.

Question 1 (h) – Sample answers

Mark
2  The Australian student who will host her during her visit or ‘homestay’ friend
1  Either ‘homestay’ or ‘friend’ with/without incorrect information, e.g., homestay family, Australian
   friend, etc.
0  Incorrect/wrong response.

Question 2 – Scoring criteria

Content

Mark  Description
5  All 4 questions are addressed in sufficient detail and elaborated to some degree.
4  3-4 questions are addressed and some are done in some detail and with some elaboration.
3  3-4 questions are addressed with basic information.
2  Some attempts to address 1-2 questions with basic information.
1  Short answer(s) to 1-2 questions.
0  Insufficient text to make judgment

Forms/structures

Mark  Description
5  An extensive range of structures used to express/elaborate some complex ideas.
4  A good range of structures is used with some errors. Use of some of the following items:
   connectives (e.g., -고, -이/이서, etc.); auxiliary verbs (e.g., -고/가다, -더 가다, etc.); complex
   sentence structure; adjectival form of descriptive verbs (e.g., 예쁜); relative construction—verb
   stem + 은/는; use of tense suffix.
3  Some attempts to use structures other than basic structures. Basic structures are used
   correctly. Use of verbs (e.g., come, go, visit, buy, also there is xxx). Use of basic particles
   (e.g., -은/는, -이/가, -을/를, -와/과(-하고)) The basic word order is observed.
2  Limited use of forms. Noun/adjectives + copula, simple verbs. Some sentence enders and/or
   particles are incorrect or missing.
1  Very limited use of forms and short simple sentence (e.g., Noun + Copula—12살이에요.)
0  No response. No sentence. A few words.
### Spelling/Use of scripts and characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Well-formed text overall with accurate spelling and punctuation. Characters are well-balanced.</td>
</tr>
<tr>
<td>4</td>
<td>A generally well-formed text with a few minor errors.</td>
</tr>
<tr>
<td>3</td>
<td>Good control of using Hangeul but some errors.</td>
</tr>
<tr>
<td>2</td>
<td>Use of Hangeul with some errors. Some characters with wrong strokes/shapes.</td>
</tr>
<tr>
<td>1</td>
<td>Use of Hangeul and some romanised script. Most characters are not balanced and with some wrong strokes/shapes.</td>
</tr>
<tr>
<td>0</td>
<td>No response. All in romanised script. No attempt to use Hangeul. Unintelligible script.</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A wide range of vocabulary used appropriately to present information and ideas and for further elaboration</td>
</tr>
<tr>
<td>4</td>
<td>A good range of vocabulary to present information and ideas.</td>
</tr>
<tr>
<td>3</td>
<td>Mostly limited to high-frequency items but with some attempts to use specific items.</td>
</tr>
<tr>
<td>2</td>
<td>A limited range of vocabulary restricted to high-frequency items.</td>
</tr>
<tr>
<td>1</td>
<td>Very limited range of vocabulary for 1 or 2 topic areas.</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient/incomprehensible text to make judgment.</td>
</tr>
</tbody>
</table>

### Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ideas developed/elaborated coherently across all topics required using a range of cohesive devices at sentence and text level (e.g., use of conjunctives such as 그린데, 그리고, -지만, -아/어서, etc.; consistency in the level of politeness and formality.). Use of appropriate register; awareness of the intended audience and the purpose of the text (blog—use of colloquial forms).</td>
</tr>
<tr>
<td>4</td>
<td>Development of ideas is sound with some cohesive devices at sentence and text level. Some inconsistency in the level of politeness/formality. Some evidence of awareness of the intended audience and the purpose of the text.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas sequenced adequately with some attempts to use cohesive devices.</td>
</tr>
<tr>
<td>2</td>
<td>Ideas isolated at the sentence level across the text.</td>
</tr>
<tr>
<td>1</td>
<td>One single sentence or some phrasal/lexical items.</td>
</tr>
<tr>
<td>0</td>
<td>No response/Insufficient evidence.</td>
</tr>
</tbody>
</table>
Reading Comprehension (Questions 3-4)

Question 3 (b) – Sample answers

Mark
2 To give information (about the facilities in the hostel/dormitory) and to introduce the rules (to observe as a resident) OR
   To let people know where the bathrooms, showers, dining hall/cafeteria, waste bins are and to let people know what to do and not to do.
1 To give information.
   To let people know about the rules in the dormitory.
0 To keep the place clean.
   No response.

Question 3 (c) – Sample answers

Mark
2 Smoking indoors, speaking loudly in the hallway, and running in the hallway.
1 Smoking indoors, speaking loudly in the hallway, and cooking in the room (first two are correct but last item is incorrect).
0 No response.
   All three items are incorrect.

Question 4 (c) – Sample answers

Mark
2 Hannoori school orchestra.
1 Hannoori school students.
   School orchestra.
0 Students/musicians/No response.

Question 4 (e) – Sample answers

Mark Examples
2 Hannoori school school hall; Friday, 13, November
1 Hannoori school school hall; Thursday, 13, November
   Hannoori school music room; Friday, 13, November
   School hall; Friday
0 Hannoori school music room; Thursday, 13, November/No response.
**Candidate ID:**

---

### Writing: Self-introduction

*Please refer to marking guide for the rating criteria*

<table>
<thead>
<tr>
<th>Score (0-4)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (information included)</td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
</tr>
<tr>
<td>Use of scripts and characters</td>
<td></td>
</tr>
</tbody>
</table>

---

### Reading and Writing

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a First name</td>
<td>Mina, Mi Na or Mi-na</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1a Family name</td>
<td>Kim</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1b</td>
<td>15 or 15 years old or fifteen years old</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1c</td>
<td>Pusan or Busan</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1d</td>
<td>2 = correct response&lt;br&gt;1 = correct response including partially incorrect information OR incomplete response&lt;br&gt;0 = incorrect response or no response&lt;br&gt;*please refer to sample answers in marking guide</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1e</td>
<td>2 marks = correct response&lt;br&gt;1 mark = correct response including partially incorrect information OR incomplete response&lt;br&gt;0 mark = incorrect response or no response&lt;br&gt;*please refer to sample answers in marking guide</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1f</td>
<td>2 = correct responses for both English and Maths&lt;br&gt;1 = one correct response (either English or Maths with/without other subject(s))&lt;br&gt;0 = incorrect responses or no response</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1g</td>
<td>2 = correct responses (‘(very) cold’, ‘winter’)&lt;br&gt;1 = one correct response (‘cold’ or ‘winter’) only or one correct response with response which is either incorrect or with no evidence of reading the prints (e.g., (‘cold’ or ‘winter’ with ‘snow’) &lt;br&gt;0 = incorrect responses or no response</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### 1h

<table>
<thead>
<tr>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2 = correct response (the Australian student who will host her during her visit or 'homestay friend')</td>
</tr>
<tr>
<td>1</td>
<td>1 = correct response including partially incorrect information OR incomplete response (either 'homestay' or 'friend' with/without incorrect information, e.g., homestay family, Australian friend, etc.,)</td>
</tr>
<tr>
<td>0</td>
<td>0 = incorrect responses or no response</td>
</tr>
</tbody>
</table>

#### Question 2: *Please refer to marking guide for the rating criteria*

<table>
<thead>
<tr>
<th>Score (0-4)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content (information included)</td>
</tr>
<tr>
<td></td>
<td>Forms/structures</td>
</tr>
<tr>
<td></td>
<td>Use of scripts and characters</td>
</tr>
</tbody>
</table>

#### Questions 3 and 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Key</th>
<th>Actual</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Residents in the dormitory/hostel</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3b</td>
<td>2 = 2 correct responses</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 = 1 correct response and another (partially) incorrect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = correct responses but with no evidence of reading the prints, incorrect response or no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>please refer to sample answers in marking guide</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>2 = three correct responses</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 = two correct responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = one correct response or no correct response or no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>please refer to sample answers in marking guide</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td>To make a complaint/to talk about inconvenience</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4a</td>
<td>공언</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4b</td>
<td>2 = correct response (charity/aid for the underprivileged/poor)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = correct response including partially incorrect information OR incomplete response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = Incorrect response or no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>2 = correct response (charity/aid for the underprivileged/poor)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = correct response including partially incorrect information OR incomplete response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = Incorrect response or no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>please refer to sample answers in marking guide</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>6:50pm or 10 to 7:00pm</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| 4e | 2 = 2 correct items (place and date)  
1 = only one correct item and another incorrect/partially correct item OR two partially correct items (e.g., school hall and Friday—without the name of the school and the date for the performance)  
0 = no response, one partially correct and another incorrect item, or two incorrect items | 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4f</td>
<td>2 hours</td>
<td>1</td>
</tr>
<tr>
<td>4g</td>
<td>Ticket(s)</td>
<td>1</td>
</tr>
</tbody>
</table>
Student Achievement in Asian Languages Education (SAALE) Project  
KOREAN YEAR 10 SPEAKING AND LISTENING ASSESSMENT  
Marking guidelines

<table>
<thead>
<tr>
<th>Content</th>
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<tr>
<td><strong>Mark</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forms/structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
Fluency

Mark  Description
5  Able to speak with rare hesitation or repetition and acceptable length/frequency of pauses. Utterances flow well and coherently.
4  Communicates without much hesitation or noticeable difficulties. Able to maintain a reasonable level of coherence.
3  Able to respond and maintain the flow of interaction but with frequent hesitation and noticeable pauses. Occasional loss of coherence.
2  Speaks with long pauses and frequent repetition. Utterances are predominantly short and isolated.
1  Utterances are fragmentary with lengthy pauses. Possible frequent insertion of English words/phrases.
0  No attempt to speak Korean. Insufficient evidence.

Intelligibility

Mark  Description
5  Utterances are easy to understand with clear pronunciation and intonation. No impediment of intelligibility.
4  Sound control of pronunciation and intonation features. Overall intelligibility is maintained with minor lapses.
3  Can generally be understood but occasionally shows some inconsistencies in pronunciation and intonation that reduce intelligibility.
2  Intelligibility is affected considerably due to frequent errors and lack of clarity in pronunciation and intonation.
1  Difficult to sustain intelligibility due to very limited control of pronunciation and intonation features.
0  Unintelligible utterances throughout.

Comprehension

Mark  Description
5  Responds to all questions spontaneously with ease and little hesitation
4  Responds to most of the questions with ease and to a few with attempts for clarification.
3  Responds to a range of questions but occasionally requires rephrasing/reformulation of the questions/requests in order to comprehend.
2  Comprehension is limited to short simple questions on familiar topics.
1  Very limited comprehension. Able to respond only after interlocutor’s several rephrasing/reformulation of the questions/requests most of the time.
0  No evidence of understanding.
## Communication Strategies

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Able to avoid communication breakdowns by initiating and maintaining communication using a range of strategies with flexibility.</td>
</tr>
<tr>
<td>4</td>
<td>Uses a range of strategies in order to comprehend and able to repair communication breakdowns with ease.</td>
</tr>
<tr>
<td>3</td>
<td>Able to use some communication strategies beyond simple repetition or non-verbal strategies such as gesture. Some attempts to repair communication breakdowns are successful.</td>
</tr>
<tr>
<td>2</td>
<td>Limited use of communication strategies. Communication breakdowns occur frequently and their repair is predominantly reliant on interlocutor.</td>
</tr>
<tr>
<td>1</td>
<td>Unable to maintain communication using verbal communication strategies. Frequent use of English to salvage communication.</td>
</tr>
<tr>
<td>0</td>
<td>No attempt to use verbal communication strategies. Predominant use of English to maintain communication.</td>
</tr>
</tbody>
</table>
### Conversation and decision making /35

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (0-5)</th>
<th>Comment * only make a comment if you think it will be useful for the profiling stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Content and comprehension for integrated task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail and depth to express complex and abstract ideas incorporating material from the input text.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, and some abstract and/or complex ideas are included. The content of the input text is well incorporated in the essay.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but most information is concrete and few abstract and/or complex ideas are included. Some attempts were made to incorporate the information from the input text, but some of this information is not accurate or well integrated.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information has sufficient detail. Some attempts were made to incorporate the information from the input material into the essay, but some of this information is not accurate and/or well integrated.</td>
</tr>
<tr>
<td>1</td>
<td>A good range of information relevant to the task is included, but each item of information may be brief and limited in detail. Some attempts have been made to incorporate the information in the input text into the essay, but some information is not accurate or is copied from the text.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included. Little integration of the content of the input text.</td>
</tr>
</tbody>
</table>

Content for independent task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail and depth to express complex and abstract ideas.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, and some abstract and/or complex ideas are included.</td>
</tr>
<tr>
<td>3</td>
<td>A very good range of information relevant to the task is included. Each piece of information is elaborated sufficiently in detail, but most information is concrete and few abstract and/or complex ideas are included.</td>
</tr>
<tr>
<td>2</td>
<td>A good range of information relevant to the task is included. Each piece of information has sufficient detail.</td>
</tr>
<tr>
<td>1</td>
<td>A range of information relevant to the task is included, but each piece of information may be brief and not in detail.</td>
</tr>
<tr>
<td>0</td>
<td>Limited range of information is included.</td>
</tr>
</tbody>
</table>
### Forms/structures

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of forms is accurately used for subtle expression of meaning. A variety of tense forms and aspects are used (e.g., present, past, progressive etc). Use of complex sentences (whenever possible) is observed. Use of different forms and structures to express the same meanings (e.g., change of voice, use of phrasal verbs instead of coordinate or subordinate clauses)</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of forms is used mostly accurately with few errors. A variety of tenses are used. Some attempt to use complex sentences wherever possible and different forms and structures to express the same meanings (e.g., change of voice, use of phrasal verbs instead of coordinate or subordinate clauses)</td>
</tr>
<tr>
<td>3</td>
<td>A good range of forms. Incorrect use or choice of the form does not interfere with comprehensibility of the content. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs. Occasional use of complex sentences.</td>
</tr>
<tr>
<td>2</td>
<td>A range of forms. Incorrect use or choice of the form occasionally interferes with comprehensibility of the content. Use of verbs (e.g., come, go, visit, buy, also there is). Use of non-finite verbs.</td>
</tr>
<tr>
<td>1</td>
<td>Limited use of forms. Noun/adjectives + copula, simple verbs. Incorrect use or choice of the form sometimes interferes with comprehensibility of the content.</td>
</tr>
<tr>
<td>0</td>
<td>Fairly limited use of forms and short simple sentences (e.g., Noun + Copula 적는 돈이에요. 우리 학교 이름은 X에요.). Incorrect use and/or choice of the form is evident and often interferes with comprehensibility of the content.</td>
</tr>
</tbody>
</table>

### Use of scripts and characters

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive use of characters is observed. Choice of characters and use of syllable-final consonants (받침) are mostly accurate.</td>
</tr>
<tr>
<td>4</td>
<td>A broad range of characters are used. Choice of characters and use of syllable-final consonants (받침) are mostly accurate. Mostly accurate use of diphthongs, consonant clusters and twin consonants in the construction of characters.</td>
</tr>
<tr>
<td>3</td>
<td>A range of basic characters are used, but some errors in syllable-final consonants (받침). Diphthongs, consonant clusters and twin consonants are used but with some errors.</td>
</tr>
<tr>
<td>2</td>
<td>Good control of basic consonants and vowels. Attempts to use diphthongs, consonant clusters, and twin consonants, but errors in spelling are evident. Frequent errors in syllable-final consonants (받침).</td>
</tr>
<tr>
<td>1</td>
<td>Use of basic consonants and vowels and some romanised Korean. Attempts to use diphthongs, consonant clusters and twin consonants but with frequent errors.</td>
</tr>
<tr>
<td>0</td>
<td>Mostly basic consonants and vowels were used with errors. Very few characters were used. Frequent spelling errors impede comprehension.</td>
</tr>
</tbody>
</table>
Appendix 8

Vocabulary

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An extensive range of vocabulary is used. Accurate choice of words to express abstract and complex ideas. Vocabulary resources are such that the same meaning is expressed in different ways.</td>
</tr>
<tr>
<td>4</td>
<td>An extensive range of vocabulary is used. Very few errors for the choice of words. Some attempts were made to express abstract and complex ideas and to express the same meaning with different words.</td>
</tr>
<tr>
<td>3</td>
<td>An extensive range of vocabulary is used. Some errors in the choice of words</td>
</tr>
<tr>
<td>2</td>
<td>A good range of vocabulary is used. A few errors in the choice of words.</td>
</tr>
<tr>
<td>1</td>
<td>A limited range of vocabulary is included. Some errors in the choice of words.</td>
</tr>
<tr>
<td>0</td>
<td>A very limited range of vocabulary is used. A number of errors in the choice of words.</td>
</tr>
</tbody>
</table>

Discourse

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appropriate text type for the task is chosen. Appropriate use of an extensive range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials, etc. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>4</td>
<td>Appropriate text type for the task is chosen. Some attempts to use a range of cohesive devices at the sentence and text levels such as connectives, ellipsis, conjunctives, adverbials, etc. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate text type for the task is chosen. Appropriate connectives to link ideas are used. Appropriate use of register for the text type and audience.</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate type of text for the task is chosen. Use of connectives to link ideas is observed, but choice of the connectives is not always correct. Some attempt to use appropriate register for the text type and audience, but they are not always correct.</td>
</tr>
<tr>
<td>1</td>
<td>Little use of connectives to link the ideas. Little attempt to use appropriate register for the text type and audience.</td>
</tr>
<tr>
<td>0</td>
<td>No use of connectives to link the ideas. No attempt to use appropriate register for the text type and audience.</td>
</tr>
</tbody>
</table>
# Student Achievement in Asian Languages Education (SAALE) Project

**KOREAN YEAR 12 READING AND RESPONDING AND WRITING**

**Score Sheet**

<table>
<thead>
<tr>
<th>Candidate ID:</th>
<th>K 12 VIC</th>
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## Writing 1

<table>
<thead>
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<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling/Use of scripts and characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
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<td>Discourse</td>
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## Writing 2

<table>
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<tr>
<td>Forms/structures</td>
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<tr>
<td>Spelling/Use of scripts and characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
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<tr>
<td>Discourse</td>
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</table>
# Student Achievement in Asian Languages Education (SAALE) Project

## KOREAN YEAR 12 LISTENING AND SPEAKING ASSESSMENT

### Marking Guidelines

<table>
<thead>
<tr>
<th>Oral criteria</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (ideas)</strong></td>
<td><strong>6</strong> all topics addressed in depth (information and opinions fully elaborated)</td>
</tr>
<tr>
<td></td>
<td><strong>5</strong> wide range of topics are addressed in considerable detail</td>
</tr>
<tr>
<td></td>
<td><strong>4</strong> range of topics addressed with reasonable level of detail, (elaborates information and opinions about some topics).</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> range of common topics addressed with some flexibility, (attempts to offer relevant additional detail, and opinions)</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> familiar personal topics addressed effectively (largely with factual information)</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> personal information or familiar content areas addressed in limited detail.</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> response limited to short utterances, of limited content</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>6</strong> displays extensive range of vocabulary, used effectively (no restriction evident in vocabulary choice).</td>
</tr>
<tr>
<td></td>
<td><strong>5</strong> displays extensive range of vocabulary, used effectively (some restriction evident in vocabulary choice).</td>
</tr>
<tr>
<td></td>
<td><strong>4</strong> Uses a broad range of vocab, (beyond topics/range that expected of a school learner) to express complex meanings</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> uses a wide range of specialised vocab to elaborate meanings</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> uses a good range of familiar high frequency vocab to express ideas</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> vocabulary limited to high frequency items on familiar factual topics</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> expression constrained by limitations in vocabulary</td>
</tr>
<tr>
<td><strong>Forms and structure</strong></td>
<td><strong>6</strong> elaborates opinions and expresses complex or subtle ideas with great precision.</td>
</tr>
<tr>
<td></td>
<td><strong>5</strong> applies a range of structures to elaborate opinions and express complex or subtle ideas with precision.</td>
</tr>
<tr>
<td></td>
<td><strong>4</strong> displays effective control of some complex structures to convey some detailed or precise meanings.</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> displays sound control of basic sentence patterns and attempts to extend into more complex structures, occasionally lacking precision.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> reliance on basic structures (SVO, S adv-adj, STAO, SPAO), more complex structures (complements etc) often incorrect</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> simple word order, often presented at phrase level.</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> inaccuracies in structures impede comprehension</td>
</tr>
</tbody>
</table>
| Fluency | 6 able to sustain the interaction with natural flow and coherence.  
5 sustains the interaction with appropriate flow and coherence.  
4 Communicates readily, responding to sequence of questions to elaborate with little hesitation  
3 responds to familiar topics with sentences presented with little hesitation, able to consider response/frame sentence without impeding flow of conversation.  
2 able to communicate readily on familiar topics, but with short responses or hesitations for low frequency word searching.  
1 hesitant and restricted responses presented in short utterances | 0 heavy reliance on English to complete utterance or confirm response. |
| Intelligibility | 6 natural, native-like pronunciation and tone  
5 natural, native-like pronunciation and tone (some influence of e.g. dialect background)  
4 occasional, minor errors in pronunciation and tone  
3 occasional inconsistencies in tone and pronunciation do not impede overall intelligibility  
2 regular inconsistencies in tone and occasional pronunciation errors impede intelligibility  
1 errors in pronunciation and tone of key words frequently impedes communication. Little evidence of tone discrimination. | 0 pronunciation and tone not well developed |
| Comprehension | 6 natural flow, fully comprehending all utterances  
5 able to respond to detailed questions without hesitation.  
4 able to understand a range of question forms seeking both fact and opinion with little hesitation  
3 able to respond to requests for elaboration or further questioning with some thinking time or clarification.  
2 able to respond to range of interrogative pronouns used with familiar topics  
1 comprehension limited to short questions about high frequency items on familiar topics | 0 frequent miscomprehension of questions impedes ability to respond |
| Communication strategies | 6 able to initiate and maintain natural communication  
5 uses a range of strategies to initiate and maintain communication with ease and confidence  
4 able to sustain the interaction and engage directly with interlocutor e.g. by clarifying or self correcting  
3 able to use range of linguistic and paralinguistic strategies to maintain conversation using fillers, signalling dis/agreement, to ask for clarification, etc.  
2 relies on interlocutor’s sentence structures or formulaic expressions to respond. Reliance on interlocutor to assist with communication breakdowns e.g., checks for topic by stating key word before responding, or stating unknown word to seek clarification.  
1 heavy reliance on interlocutor to complete interaction | 0 high dependence on English to sustain interaction |
### Student Achievement in Asian Languages Education (SAALE) Project

**KOREAN YEAR 12 LISTENING AND SPEAKING ASSESSMENT**

**Score Sheet**

**Candidate ID:**

<table>
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#### Oral

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<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms/structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
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<tr>
<td>Communication Strategies</td>
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</tbody>
</table>
Appendix 9: Learner profile data

9a: Chinese reading and writing cohort — Year 6/7, Year 10, and Year 12
9b: Indonesian reading and writing cohort — Year 6/7, Year 10, and Year 12
9c: Japanese reading and writing cohort — Year 6/7, Year 10, and Year 12
9d: Korean reading and writing cohort — Year 6/7, Year 10, and Year 12
9e: Chinese oral cohort — Year 10
9f: Indonesian oral cohort — Year 10
9g: Japanese oral cohort — Year 10
Appendix 9a: Chinese reading and writing cohort

Chinese Year 6/7

Of the 249 participants studying Chinese at this level, 123 (49.4%) were male and 121 (48.6%) were female.¹ Two hundred and thirteen (85.5%) were in Year 6, and 33 (13.3%) were in Year 7.²

Country of birth

4) Of the 249 participants, 180 (72.3%) were born in Australia, 18 were born in China (7.2%) , 1 was born in Singapore (4%), and 4 were born in Malaysia (1.6%). The remainder came from 18 other countries, including India (N=11, 4.4%), New Zealand (N=7, 2.8%), Korea (N=6, 2.4%), Philippines (N=3, 1.2%), South Africa (N=3, 1.2%), Afghanistan (N=2, .8%), Iran (N=2, .8%), and USA (N=2, .8%). ‘Africa’, England, Ethiopia, Greece, Kenya, Pakistan, Sudan, Wales, Zambia, and Zimbabwe each had N=1 (.4%).

Country of birth – parents

Eighty-seven participants (34.9%) had parents who were both born in Australia, and 46 (18.5%) had parents who were both born in China.

5) One hundred and seven participants (43.0%) reported that their mothers were born in Australia. The mothers of 51 participants (20.5%) were born in China, 7 (2.8%) were born in Malaysia, those of 6 (2.5%) in Hong Kong, and the mother of 1 (.5%) was born in each of Taiwan, Macao, and Singapore. The remainder of the participants’ mothers were born in India (N=12, 4.8%), Vietnam (N=10, 4.0%), Korea (N=7, 2.8%), East Timor (N=5, 2.0%), New Zealand (N=4, 1.6%), South Africa (N=4, 1.6%), Iran (N=3, 1.2%), Philippines (N=3, 1.2%), Afghanistan (N=2, .8%), Cambodia (N=2), England (N=2), Greece (N=2), and seventeen other countries each with N=1.³

6) One hundred and two participants (41.0%) reported that their fathers were born in Australia and 48 (19.3%) were reported as born in China, 6 (2.4%) in Malaysia, 5 (2.0%) in Hong Kong, and 1 (.4%) in Singapore. The remainder of the fathers were born in India (N=13, 5.2%), Vietnam (N=10, 4.0%), Greece (N=8, 3.2%), Korea (N=6, 2.4%), East Timor (N=4, 1.6%), South Africa (N=4, 1.6%), England (N=3, 1.2%), Iran (N=3, 1.2%), and New Zealand (N=3, 1.2%). ‘Africa’, Cambodia, Germany, Ireland, Italy, Philippines, and Sri Lanka each had N=2 (.8%), and there were fifteen other countries each with N=1.⁴

Living/schooling in countries where Chinese is spoken – Australian-born participants

7) Of the Australian-born participants (N=180), 6.7% (N=12) reported having spent time in a country where Chinese is spoken. Of these, 5 reported spending time in China, 4 had spent time in Hong Kong. Only 8 participants reported the time spent in a country where Chinese is spoken and for these the mean duration was 8.8 months (Min.=.5, Max.=24, SD=10.3). No students reported spending time in a second country where Chinese is spoken.

¹ 5 participants did not answer this question.
² 3 participants did not answer this question.
³ 1 participant did not respond and 1 provided an invalid response.
⁴ 3 did not respond and 1 invalid entry.
Appendix 9

Overseas-born participants

Arrival

8) The 69 overseas-born participants\(^5\) arrived in Australia between 1997 and 2010. The most common year of arrival was 2008 (N=11). Overseas-born participants arrived in Australia between 0 and 13 years ago, with a mean duration of residence in Australia of 5.18 years (SD=3.6).

9) The mean age at arrival in Australia was 7.3 years (Min.=0, Max.=12, SD=3.7) with the most common age at arrival being 12 years (N=10).\(^6\)

Overseas education

10) The longest duration of overseas education was 6 years (N=5), but the most common was 1 year (N=29), occurring in different combinations of Years K–6. Eleven of the overseas-born participants were educated in China, 2 were educated in Malaysia, and 1 was educated in Singapore. The other countries where these participants were educated include India (N=10), Korea (N=4), New Zealand (N=3), Afghanistan (N=2), England (N=2), Iran (N=2), Philippines (N=2), South Africa (N=2), and 10 other countries each with N=1.\(^7\)

11) The language of instruction while in education overseas was most commonly reported as English (N=24) (in combination with another language for 7 of these participants). The second most common language reported here was Chinese (N=13) followed by Korean (N=5), and ‘Indian’/Hindi (N=3, all in combination with English). Another 13 languages were reported, each with N=1.\(^8\)

12) Fifteen participants reported studying Chinese overseas. The reported durations of study ranged from 1 (N=7) to 6 years (N=1) occurring at year levels 1–7, with the most common duration being 1 year, and a mean of 2.6 years (SD=1.8).

Language learning at school in Australia

13) a. Of the total 249 participants in this group, the most participants (N=82, 32.9%) had studied Chinese in Australia for 6 years. The mean duration of study was 3.82 years (Min.=1, Max.=8, SD=2.3), and this study occurred in different combinations of years P/R/K to 7.

  b. Fifty participants reported studying Chinese outside school hours, with a mean duration of study of 3.5 years (Min.=1, Max.=7, SD=2.2). Only 23 participants provided information on the highest year level they had reached and these participants reported reaching year levels six (N=8), five (N=6), two (N=3), seven (N=2), eight (N=2), one (N=1), and three (N=1).

14) Fourteen participants (5.6%) had been taught other subjects in Chinese, while 209 (83.9%) said they had not, and 26 (10.4%) did not answer the question. The year levels taught encompassed the full range from Prep to Year 7 and was most common for the three years from Prep to Year 2 (N=6). The mean duration of this type of study was 2.46 years (Min.=1, Max.=5, SD=1.1).

15) One hundred and thirteen (45.4%) participants reported learning at least one other language than Chinese or English at school, while 128 (51.4%) had not done so and 8 did not answer the question. Sixteen participants reported learning two other languages. Of the seventeen other languages studied, French was the most common, with 54 overall instances of study, followed by Italian (N=27), Greek, (N=11), Indonesian (N=8), Japanese (N=8), German (N=3), Hindi (N=3), and Arabic (N=2). Armenian, Farsi, Korean, Malay, Urdu, Welsh, Khmer, Punjabi, and Spanish all had 1 instance each. While other languages were studied in all years from P/R/K to 7, they were most commonly only studied for 1 year (N=35), followed by 6 years (N=18), 2 years (N=17), 3 years (N=14), 4 years (N=13), 5 years (N=7), and 7 years (N=5).

---

\(^5\) Excluding 2 who did not respond to the question.

\(^6\) Two participants did not answer this question.

\(^7\) 19 participants did not answer this question.

\(^8\) 14 participants did not answer this question.
Chinese Year 10

Of the 123 participants studying Chinese at this level, 65 (52.8%) were male and 56 (45.5%) were female. One hundred and sixteen (94.3%) were in Year 10, 4 (3.3%) were in Year 11, and 3 (2.4%) were in Year 8.

Country of birth

4) Of the 123 participants, 79 (64.2%) were born in Australia, 15 (12.2%) were born in China, and 3 (2.4%) were born in Hong Kong. The remainder were born in 12 other countries, including Korea (N=8), Malaysia (N=3), New Zealand (N=3), Indonesia (N=2), Japan (N=2), Singapore (N=2), USA (N=2), and Bolivia, England, India, and Nepal, each of which had N=1.

Country of birth – parents

Thirty-one participants (25.2%) had parents who were both born in China, and 26 (21.1%) had parents who were both born in Australia.

5) The mothers of 35 (28.5%) participants were born in China, while those of 30 (24.4%) were born in Australia, of 5 (4.1%) in Hong Kong, and those of 11 (8.9%) were born in Malaysia. The remainder had mothers who were born in Korea (N=10), Vietnam (N=8), England (N=5), Indonesia (N=2), Singapore (N=2), USA (N=2), and 13 other countries each of which had N=1.

6) The fathers of 34 participants were born in China (25.2%), while those of 29 (23.6%) were born in Australia, and those of 7 (5.7%) in Hong Kong. The remainder had fathers who were born in England (N=9), Korea (N=9), Malaysia (N=9), Vietnam (N=6), Singapore (N=4), USA (N=3), Indonesia (N=2), and 8 other countries each of which had N=1.

Living/schooling in countries where Chinese is spoken – Australian-born participants

7) Of the 29 Australian-born participants 13 (16.4%) reported having spent time in a country where Chinese is spoken. Most of these had spent time in China (N=10, 12.7%), with 2 having spent time in Hong Kong (2.5%), and 1 having spent time in Malaysia (1.3%). The mean amount of time spent in these countries was 8.1 months (Min.=1, Max.=48, SD=13.6), and the most common amount of time spent was 1 month (N=5).

Overseas-born participants

Arrival

8) The 44 overseas-born participants arrived in Australia between 1994 and 2009. The most common year of arrival was 2009 (N=7). Overseas-born participants arrived in Australia between 1 and 16 years ago, with a mean duration of residence in Australia of 6.5 years (SD=4.6).

9) The mean age at arrival in Australia was 9.8 years (Min.=1, Max.=17, SD=4.8) with the most common ages at arrival being 5 and 13 years (N=5 each).

Overseas education

10) The longest duration of overseas education was 9 years, and the most common durations were 9 and 2 years (N=5 each).

9 2 did not provide their gender.
Appendix 9

Thirteen (29.5%) of the overseas-born participants were educated in China, 2 (4.5%) were educated in Hong Kong, and 3 (6.8%) were educated in Singapore, with the remainder educated in a variety of other Asian countries and English-speaking countries.

11) The language of instruction while in education overseas was most commonly reported as Chinese (N=18, including Cantonese, Mandarin, and Putonghua), with 10 educated in English, and the remainder educated in Korean, Bahasa Indonesia, Nepali, Japanese, Malaysian, and Spanish.

12) Seventeen participants (38.6%) reported studying Chinese overseas. The reported durations of study ranged from 1 (N=5) to 9 years (N=3), occurring at year levels between 1 and 10. The mean duration of Chinese study overseas was 4.8 years (SD=3.4).

Language learning at school in Australia

13) a. Of the total 123 participants in this group, the most participants (N=36, 29.3%) had studied Chinese in Australia for 3 years, followed by 4 years (N=26, 21.1%), 1 year (N=17, 13.8%), and 2 years (N=13, 10.6%). The mean duration of study was 3.7 years (Min.=1, Max.=10, SD=2.2).

14) Four participants were taught other subjects in Chinese within Australia. ¹⁰

15) Ninety-four participants (76.4%) reported learning at least one other language than Chinese or English at school, while 24 (19.5%) had not done so. Thirty-five participants (28.5%) reported learning two other languages. Of the twelve other languages studied, French was the most common, with 38 overall instances of study, followed by Japanese (N=32), Italian (N=18), Indonesian (N=16), and German (N=11). While other languages were studied in different combinations from all years from P/R/K to 10, they were most commonly studied for 1 year (N=37), followed by 2 years (N=25), and 3 years (N=15). The mean duration was 14 years.

Language use at home

16) When asked what the first language(s) used before going to school was/were, English was listed first by 60 participants (48.8%). English was followed by Chinese (N=42, 34%; including Cantonese, Mandarin, and a variety of dialects), Korean (N=8, 6.5%), Vietnamese (N=3, 2.4%), and eight other (mostly Asian) languages with N=1 each.

17) For this question, 31 participants reported using two languages before going to school. The languages used were English (N=16), Chinese (N=7, including Cantonese and Mandarin), French (N=2), Malay (N=2), and 5 other languages each with N=1.

Of the 123 participants, 115 (93.5%) reported listening to English at home, 107 (87.0%) spoke it, 114 (92.7%) read it, and 116 (94.3%) wrote it at home.

For Mandarin, 38 (30.9%) listened to it at home, 28 (22.8%) spoke it, and 12 (9.8%) read and wrote it at home.

For Cantonese, 22 (17.9%) listened, 23 (18.7%) spoke it, and 4 (3.3%) read and wrote it at home.

A variety of other languages were used at home, and these are reported in the frequency tables below.

¹⁰ NB this question was poorly answered, with a large number of participants reporting overseas study in Chinese.
### Listen Other

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Per cent</th>
<th>Valid Per cent</th>
<th>Cumulative Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>93</td>
<td>75.6</td>
<td>75.6</td>
<td>75.6</td>
</tr>
<tr>
<td>Korean</td>
<td>8</td>
<td>6.5</td>
<td>6.5</td>
<td>82.1</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>3.3</td>
<td>3.3</td>
<td>85.4</td>
</tr>
<tr>
<td>Vietnamese</td>
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<td>2.4</td>
<td>87.8</td>
</tr>
<tr>
<td>French</td>
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<td>1.6</td>
<td>89.4</td>
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<td>Indonesian</td>
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<td>1.6</td>
<td>91.1</td>
</tr>
<tr>
<td>Korean, Japanese</td>
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<td>1.6</td>
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<td>95.1</td>
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<td>Japanese (animation)</td>
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<td>95.9</td>
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<td>Japanese (J pop)</td>
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<td>96.7</td>
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### Speak Other

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<th>Frequency</th>
<th>Per cent</th>
<th>Valid Per cent</th>
<th>Cumulative Per cent</th>
</tr>
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### Language use at home

18) When asked what the first language(s) used before going to school was/were, English was listed first by 132 participants (53.0%). English was followed by Chinese (N=53, 21.6%), including Cantonese, Mandarin, Hakka, and Putonghua), Hindi (N=5), Korean (N=5), Vietnamese (N=5), Greek (N=4), Punjabi (N=4), Arabic (N=3), Farsi/Persian (N=3), and Dari (N=2), Bangla, Cuchi, Filipino, French, Italian, Japanese, Khmer, Kinyruanda, Marathi, Shona, Tagalog, Tamil, Thai, and Urdu were listed first by one participant each. 18 participants did not respond to this question. For this question, a total of 60 participants reported using two languages before going to school. The most common language listed second was English (N=36), followed by Chinese (N=8), including Cantonese and Putonghua), Greek (N=5), Croatian (N=2), and Malay (N=2). The remainder of languages listed second, with N=1 each, were Hindi, Indonesian, Italian, Farsi/Persian, Sindhi, Tagalog, and Vietnamese.

19) Of the 249 participants, 234 (94.0%) reported listening to English at home, 219 (88.0%) spoke English at home, 239 (96.0%) read English at home, and 238 (95.6%) wrote in English at home. Use of Mandarin at home was most frequently reported for speaking (N=37, 14.9%), followed by listening (N=34, 13.7%), writing (N=22, 8.8%), and reading (N=21, 8.4%). Similarly, for Cantonese speaking was most commonly reported (N=30, 12.0%), followed by listening (N=21, 8.4%), writing (N=6, 2.4%), and reading (N=4, 1.6%). A variety of other languages were used in the home and these are summarised in the tables below.

11 According to Ethnologue, also known as Kachchi and is a language of India.
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Chinese Year 12

Of the 23 participants studying Chinese at this level, 12 (52.2%) were female and 11 (47.8%) were male. Sixteen (69.6%) were in Year 12, and 5 (21.7%) were in Year 11.\textsuperscript{12}

Country of birth

4) Of the 23 participants, 17 (73.9%) were born in Australia, 4 (17.4%) were born in China, and 1 (4.3%) was born in Hong Kong and 1 was born in the Philippines.

Country of birth – parents

5) Nine participants (39.1%) had parents who were both born in Australia, 4 (17.4%) had parents who were both born in China, 3 (13.0%) had parents who were both born in England, 2 (8.7%) had parents who were both born in Hong Kong, and 1 (4.3%) had parents who were both born in Malaysia. The mothers of 12 (52.2%) participants were born in Australia, while those of 4 (17.4%) were born in China, of 2 (8.7%) in Hong Kong, and that of 1 (4.3%) was born in Malaysia. A further 4 (17.4%) participants had mothers born in England. The fathers of 9 participants were born in Australia (39.1%), while those of 4 (17.4%) were born in China, of 2 (8.7%) in Hong Kong and in Malaysia. A further 5 (21.7%) participants had fathers born in England.\textsuperscript{13}

Living/schooling in countries where Chinese is spoken – Australian-born participants

6) Of the Australian-born participants, none reported having spent time in a country where Chinese is spoken.

Overseas-born participants

Arrival

7) The 6 overseas-born participants arrived in Australia between 1998 and 2008. The most common year of arrival was 2006 (N=4). Overseas-born participants arrived in Australia between 2 and 12 years ago, with a mean duration of residence in Australia of 5.50 years (SD=3.45).

8) The mean age at arrival in Australia was 13.33 years (Min.=6, Max.=17, SD=3.88), with the most common age at arrival being 14 years (N=2).

Overseas education

9) The longest duration of overseas education was 10 years (N=2), but the most common was 8 years (N=3).

10) Four of the overseas-born participants were educated in China, and 1 was educated in Hong Kong.\textsuperscript{14}

11) The language of instruction while in education overseas was most commonly reported as Chinese (N=5) and one participant (16.7%) was educated overseas in Tagalog.

12) Five participants reported studying Chinese overseas. The reported durations of study ranged from 1 (N=1) to 8 years (N=2), occurring at year levels between 1 and 10. One participant studied Chinese overseas for 7 years, and one did so for 10 years.

\textsuperscript{12} 2 (8.7%) did not provide their current year level.

\textsuperscript{13} 1 (4.3%) did not provide his/her father’s country of birth.

\textsuperscript{14} 1 (16.7%) did not answer the question on country of overseas education, but was born in the Philippines and was educated in Tagalog.
Language learning at school in Australia

13) Of the total 23 participants in this group, the most participants (N=7, 30.4%) had studied Chinese in Australia for 8 years, followed by 2 years and 5 years (N=3, 13.0% each), 9 years, 11 years, and 12 years (N=2, 8.7% each), and 1 participant (4.3%) had studied Chinese in Australia for each of 1, 3, and 10 years.\(^{15}\)

14) Only 1 participant (4.3%) reported studying Chinese outside school hours. This was for 2 years and the highest year level reached was 5.

15) No participants were taught other subjects in Chinese in Australia.

16) Fourteen participants (60.9%) reported learning at least one other language than Chinese or English at school, while 9 (39.1%) had not done so. Three participants (13%) reported learning two other languages. Of the seventeen other languages studied, French was the most common, with 11 overall instances of study, followed by Italian (N=3), Indonesian (N=2), and Japanese (N=1). While other languages were studied in different combinations from all years from P/R/K to 10, they were most commonly studied for 2 and 4 years (N=4 each), followed by 1 year (N=3), 3 and 5 years (N=2 each), and 8 years (N=1).

Language use at home

17) When asked what the first language(s) used before going to school was/were, English was listed first by 14 participants (60.9%), English was followed by Chinese (N=4, 17.4%; including Cantonese (N=2), Putonghua (N=1), and Mandarin (N=1)), and Tagalog (N=1).

18) For this question, 3 participants reported using two languages before going to school. The languages used were Chinese (N=2, 8.6%; including Cantonese and Putonghua) and Ilocano (N=1, 4.3%).

19) Of the 23 participants, 18 (78.3%) reported listening to, speaking, reading, and writing in English at home. Four participants (17.4%) reported listening to, speaking, reading, and writing in Mandarin. For Cantonese, listening and speaking at home was reported by 3 participants (13%), with just 2 participants (8.7%) reporting reading it and writing it. No other languages were reported to be used at home.

\(^{15}\) 1 participant (4.3%) did not answer the question.
Appendix 9b: Indonesian reading and writing cohort

Indonesian Year 6/7

Of the 119 participants studying Indonesian at this level, 66 (53.5%) were female and 52 (43.7%) were male. Ninety-four participants were in Year 7 (79%), 12 were in Year 6 (10.1%), and 7 were in Year 8 (5.9%).

Country of birth

4) Of these 119 participants, 110 (92.4%) were born in Australia and none was born in Indonesia. Three participants were born in the UK (2.5%), and two participants were born in Taiwan (1.7%). The remainder were born in Afghanistan, Canada, and South Africa (N=1 each).

Country of birth – parents

Seventy-four (62.2%) of these participants had parents who were both born in Australia, and none had parents who were both born in Indonesia.

5) The mothers of 88 (73.9%) participants were born in Australia, and no participants reported that their mothers were born in Indonesia. The remainder of the participants’ mothers were born in England (N=10, 8.4%), Greece (N=2, 1.7%), New Zealand (N=2), South Africa (N=2), and Taiwan (N=2), and ten other countries each with N=1.

6) The fathers of 79 (66.4%) were reported to have been born in Australia, and just one participant (.8%) reported that his/her father was born in Indonesia. The remainder of the participants’ fathers were born in England (N=11, 9.2%), South Africa (N=3, 2.5%), Canada (N=2, 1.7%), and Taiwan (N=2), and fourteen other countries each with N=1.

Living/schooling in countries where Japanese is spoken – Australian-born participants

7) Of the 110 Australian-born participants, only 1 (.8%) had spent time in a country where Indonesian is spoken. This was reported as being in Indonesia (‘Bali’) and for a duration of 1 month. One hundred and two participants (85.7%) had not spent any time in a country where Indonesian is spoken.

Overseas-born participants

Arrival

8) The 9 overseas-born participants arrived in Australia between 1998 and 2008. The most common year of arrival was 2006 (N=3), followed by 2008 (N=2).
One participant arrived in Australia in each of 1998, 1999, and 2007. Overseas-born participants arrived in Australia between 2 and 12 years ago, with a mean duration of residence in Australia of 5.3 years (SD=4).  

9) The mean age on arrival in Australia was 8.3 years (Min.=1, Max.=12, SD=4.1).

**Overseas education**

10) The mean duration of overseas education was 3.3 years (Min.=1, Max.=6, SD=2.3). The countries were this took place were England (N=2) and Taiwan (N=2), and Afghanistan, South Africa, and Canada (N=1 each).

11) The languages of overseas education were English (N=5), Dari (N=1), and Mandarin (N=2).

12) None of the participants reported having studied Indonesian overseas.

**Language learning at school in Australia**

13) a For the total 119 participants in this group, the mean duration of studying Indonesian at school in Australia was 4 years (Min.=1, Max.=7, SD=2.5), with the most common durations being 1 year (N=40, 33.6%), followed by 7 years (N=30, 25.2%), 6 years (N=20, 16.8%), 3 years (N=10, 8.4%), 5 years (N=8, 6.7%), 4 years (N=4, 3.4%), and 2 years (N=3, 2.5%).

b. Just 4 participants (3.4%) reported studying Indonesian outside school hours. This was done for periods of 3 years (N=2), 5 years (N=1), and 7 years (N=1), but none of these participants supplied the year level reached.

14) Seven participants (5.9%) had been taught other subjects in Indonesian and 105 participants responded that they had not. This occurred in Years 1 and 7 for one participant, and the other 6 participants did not provide year level(s) but indicated the name of the subject, Human Society and its Environment.

15) Forty-three participants (36.1%) reported learning at least one other language than Indonesian or English at school, while 63 (53%) said they had not. Two participants had studied 3 other languages, 6 had studied 2 other languages, and 34 had studied just one other language. Of the other languages studied, Japanese was the most common, with 19 overall instances of study, followed by Italian (N=9), German (N=9), French (N=5), Spanish (N=3), and Afrikaans, Arabic, Etalin, Greek, and Chinese, each of which had N=1. These languages were studied in a variety of years from K/P/R to Year 7, with most participants having studied them for 1 year (N=17) and 2 years (N=10).
Language use at home

16) When asked what the first language(s) used before going to school was/were, 92 (77.3%) participants reported having spoken English as the only first language before school, and 12 (10%) reported English and other language as their first languages including French (N=2) and Dari, Greek, Arabic, Maori, Timorese, Portuguese, Russian, Maltese, Dutch, Italian, and Mandarin, each of which had N=1, as their first languages. Three (2.5%) participants reported Mandarin, Spanish, and Vietnamese as their first language.

One hundred and three participants (95%) reported listening to English at home, 110 (92.4%) speaking it, 112 (94.1%) reading it, and 111 (93.3%) writing it at home. Use of Indonesian at home was only reported by one participant (.8%) for listening, reading, and writing, and 3 (2.5%) reported speaking Indonesian at home. Other languages used at home include Italian (N=2), and Croatian, Dari, Mandarin, Serbian, and Vietnamese (N=1 each) for listening; French (N=3), Italian (N=2), Mandarin (N=2), and Arabic, Dari, Dutch, Gaelic, German, Greek, Maori, Spanish, Vietnamese (N=1 each) for speaking; Chinese, Dari, Dutch, Italian, Japanese, and Mandarin (N=1 each) for reading; and Dari, Japanese, and Mandarin (N=1 each) for writing.
Indonesian Year 10

Of the 62 participants studying Indonesian at this level, 52 (83.9%) were female and 10 (16.1%) were male. All 62 participants were in Year 10.

Country of birth

4) Of the 62 participants, 53 (85.5%) were born in Australia and none was born in Indonesia. The remainder were born in 8 other countries, including Malaysia (N=2, 3.2%), and Afghanistan, China, Fiji, Philippines, Scotland, Serbia, and Sri Lanka, each of which had N=1 (1.6%).

Country of birth – parents

Twenty-three participants (37.1%) had parents who were both born in Australia, and none had parents who were both born in Indonesia.

5) Twenty-six participants (41.9%) reported that their mothers were born in Australia and the mother of 1 (1.6%) was born in Indonesia. The remainder of the participants' mothers were born in 15 other countries including Malaysia (N=10, 16.1%), China (N=4, 6.5%), and Vietnam (N=3, 4.8%). Afghanistan, England, India, and Sri Lanka each had N=2 (3.2%), and Bangladesh, East Timor, Fiji, Hong Kong, Ireland, Philippines, Scotland, and Serbia each had N=1 (1.6%).

6) Twenty-seven participants (43.5%) reported that their fathers were born in Australia and none was born in Indonesia. The remainder of the fathers were born in 13 other countries including Malaysia (N=9, 14.5%), China (N=5, 8.1%), England (N=3, 4.8%) and Vietnam (N=3, 4.8%). Afghanistan, India, and Sri Lanka each had N=2 (3.2%), and Bangladesh, Hong Kong, Italy, Samoa, Scotland, and Serbia each had N=1 (1.6%).

Living/schooling in countries where Indonesian is spoken – Australian-born participants

7) Of the Australian-born participants (N=53), none reported having spent time in a country where Indonesian is spoken.

Overseas-born participants

Arrival

8) The nine overseas-born participants arrived in Australia between 1994 and 2007. The most common years of arrival were 2002, 2005, and 2006 (N=2 each). Overseas-born participants thus arrived in Australia between 3 and 16 years ago, with a mean duration of residence in Australia of 6.9 years (SD=4.0).

9) The mean age at arrival in Australia was 10.1 years (Min.=7, Max.=13, SD=2.32).

Overseas education

10) The mean duration of education overseas was 3 years (Min.=1, Max.=6, SD=2.1), and the most common duration was 1 year (N=3, 33.3%).

---

30 2 participants did not answer the question.
31 3 participants did not answer the question.
32 1 participant did not answer the question.
None of the overseas-born participants was educated in Indonesia. Two (22.2%) of the overseas-born participants were educated in Malaysia, and one (11.1%) was educated in each of Afghanistan, China, Philippines, Serbia, and the USA.\textsuperscript{33}

11) None of these participants was educated overseas in Indonesian. The most common language of overseas education was English, which was the language of instruction for 2 participants (22.2%). Other languages of instruction were Chinese, Dari, Filipino, Malay, Mandarin, and Serbian, each of which had N=1 (11.1%).\textsuperscript{34}

12) Only 1 participant reported studying Indonesian overseas. The duration of this study was 4 years.

**Language learning at school in Australia**

13) a. Of the total 62 participants, the mean duration of studying Indonesian at school in Australia was 4.7 years (Min.=2, Max.=10, SD=2.4), with the most common duration being 4 years (N=26, 41.9%), followed by 2 years (N=11, 17.7%), and 8 years (N=10, 16.1%). Participants reported studying Indonesian in different combinations of year levels ranging from Year 1 to Year 10.

   b. Five participants reported studying Indonesian outside school hours, with 3 having done so for 8 years, 1 for 1 year, and 1 for 4 years. All 5 reported reaching Year 10 level.

   None of the participants reported having been taught other subjects in Indonesian.\textsuperscript{35}

14) Forty-nine participants reported learning at least one other language than Indonesian or English at school, while 12 reported not having done so.\textsuperscript{36} Twenty-one participants had studied at least two other languages, and 28 had studied just one other language. Of the other languages studied, French was the most common, with 27 overall instances of study, followed by Chinese (N=20), Italian (N=15), German (N=9), and Japanese (N=3). Vietnamese, Spanish, and Malay each had N=1 instances of study. While these languages were studied in all years from P/R/K to 10, and for between 1 and 11 years, they were most commonly studied for just 1 year (N=27).

**Language use at home**

15) When asked what the first language(s) used before going to school was/were, English was listed first by 49 participants (79.0%), and Indonesian was listed first by none. English was followed by Chinese (N=3), Cantonese (N=2), Dari (N=2), and Filipino, Serbian, Sinhalese, and Vietnamese (each with N=1).

   For this question, 13 participants reported using two languages before going to school. The most common language listed second was Italian (N=3), followed by Cantonese and Chinese (N=2 each), and Bengali, English, Hindi, Indonesian, Mandarin, and Vietnamese (N=1 each).

16) Of the 62 participants, 59 reported listening to English at home, 56 spoke English at home, 60 read English at home, and 60 wrote English at home. Use of Indonesian at home was most frequently reported for reading and writing (N=9 each), followed by speaking (N=4) and listening (N=1). Another 10 languages were used at home, and these are summarised below.

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\textsuperscript{33} 2 did not answer the question.

\textsuperscript{34} 1 did not answer the question.

\textsuperscript{35} 5 did not answer the question.

\textsuperscript{36} 1 did not answer the question.
<table>
<thead>
<tr>
<th>Language</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7</td>
<td>10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Dari</td>
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<tr>
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<tr>
<td>French</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
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<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serbian</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sinhalese</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indonesian Year 12

Of the 29 participants studying Indonesian at this level, 21 (72.4%) were female and 8 (27.6%) were male. Twenty-five (86.2%) participants were in Year 12, and 2 were in Year 11.\(^3\)

Country of birth

4) Of these 29 participants, 23 (79.3%) were born in Australia, and 2 (6.9%) were born in Indonesia. The remainder were born in four other countries — India, Korea, Malaysia, and Ukraine, each of which had N=1 (3.4%).

Country of birth – parents

Seven (24.1%) of these participants had parents who were both born in Australia, and 3 (10.3%) had parents who were both born in Indonesia.

5) The mothers of 11 (37.9%) participants were born in Australia, and 4 participants reported that their mothers were born in Indonesia. The remainder of the participants’ mothers were born in 8 other countries, including Malaysia (N=4), China (N=2), India (N=2), and Korea (N=2). Macedonia, Philippines, Ukraine, and Vietnam each had N=1.

6) The fathers of 7 (24.1%) were reported to have been born in Australia, while those of 3 (10.3%) were born in Indonesia. The remainder of the participants’ fathers were born in 11 other countries, including Malaysia (N=4), India (N=2), Korea (N=2), UK (N=2), and Vietnam (N=2). China, Italy, Papua New Guinea, Scotland, Singapore, and Ukraine each had N=1. One participant did not answer the question.

Living/schooling in countries where Indonesian is spoken – Australian-born participants

7) Of the 23 Australian-born participants, 3 (13%) had spent time in a country where Indonesian is spoken and 20 (87%) had not. Only 2 (8.7%) provided the name of the country, which was Indonesia for both. The periods of time spent in Indonesian-speaking countries by these participants were reported as .5 of a month, 36 months, and 72 months.

Overseas-born participants

Arrival

8) The 6 overseas-born participants arrived in Australia between 1995 and 2006. The most common year of arrival was 2001 (N=2), and one participant arrived in each of 1995, 1996, 1997, and 2006. Thus, the mean duration of residence in Australia was 10.7 years (Min.=4, Max.=15, SD=4.1).

9) The mean age at arrival in Australia was 7.6 years (Min.=3, Max.=14, SD=4.1).

Overseas education

10) The question about years of education completed at school overseas appears to have been poorly answered by two participants, who just circled a single year (8 and 4). Given these participants’ quite recent arrival in Australia, it might be implied that they completed years below that which they have circled. Two other overseas-born participants studied overseas for 1 year (in Kindergarten) and 3 years (in Years 1, 2, and 3), and the other two were not of school age when they arrived here.

\(^3\) 2 did not answer the question.
The four participants who were born and educated overseas were educated in Indonesia (N=2), Korea (N=1), and Ukraine (N=1).

11) Only 1 participant was educated overseas in Indonesian, and 1 was educated in English. The other participants were educated in Korea, Ukraine, and Russia (all N=1).

12) Two participants reported studying Indonesian overseas. The durations of this study were 3 years (Years 1–3), and 8 years (Years 1–8).

Language learning at school in Australia

13) a. For the total 29 participants in this group, the mean duration of studying Indonesian at school in Australia was 5.4 years (Min.=1, Max.=9, SD=1.8), with the most common durations being 6 years (N=15), followed by 3 years (N=3), 4 years (N=3), 5 years (N=2), and 9 years (N=2).

b. Four participants reported studying Indonesian outside school hours. Two had done so for 1 year, 1 had done so for 2 years, and the other for 6 years. Two participants reached Year 12 level, one reached Year 8 level, and the other reached Year 9 level.

14) Only 1 participant had been taught other subjects in Indonesian (in Kindergarten) and the remaining 28 participants responded that they had not been.

15) Twenty-five participants (86.2%) reported learning at least one other language than Indonesian or English at school, while 4 said they had not. One participant had studied three other languages, 8 had studied two other languages, and 14 had studied just one other language. Of the other languages studied, French was the most common, with 16 overall instances of study, followed by Italian (N=8), Chinese (N=4), Mandarin (N=3), German (N=2), and Japanese (N=2). These languages were studied in a variety of years from K/P/R to Year 12, with the majority of participants having studied them for 1 year (N=11). The mean duration of study was 2.8 years (Min.=.5, Max.=10).

Language use at home

16) When asked what the first language(s) used before going to school was/were, English was listed first by 19 participants (65.5%), and Indonesian was listed first by 2 participants (10.3%). The other languages listed first were Cantonese (N=3), Korean (N=2), Hindi (N=1), Hokkien (N=1), and Russian (N=1). For this question, 4 participants reported using two languages before going to school, and those languages listed second were Indonesian (N=2), English (N=1), and Ukrainian (N=1).

17) All 29 participants reported listening to, speaking, reading, and writing English at home. Of the 29 participants, 8 reported listening to and writing in English at home, while 7 read English at home, and 4 spoke it at home. Use of Indonesian at home was most frequently reported for writing (N=7), followed by reading (N=6), listening (N=5), and speaking (N=5). Eight other languages were used in the home, and these are summarised in the table below.

<table>
<thead>
<tr>
<th>Language</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonese</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hokkien</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Korean</td>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Macedonian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix 9c: Japanese reading and writing cohort

Japanese Year 6/7

Of the 173 participants studying Japanese at this level, 111 (64.2%) were female and 62 (35.8%) were male. Fourteen (8.1%) were in Year 5, 128 (74.0%) were in Year 6, and 30 (17.3%) were in Year 7.  

Country of birth

4) Of the 173 participants studying Japanese, 140 (80.9%) were born in Australia and 2 (1.2%) were born in Japan. The remainder came from other countries, including Korea (N=5), India (N=4), Sri Lanka (N=4), England (N=2), Malaysia (N=2), the Philippines (N=2), New Zealand (N=2), the Netherlands (N=2), Bosnia and Herzegovina (N=1), Indonesia (N=1), Kenya (N=1), Pakistan (N=1), Serbia (N=1), Taiwan (N=1), and USA (N=1).

Country of birth – parents

Eighty-one participants (46.8%) had parents who were both born in Australia, and 1 (.6%) had parents who were both born in Japan.

5) Ninety-five participants (54.9%) reported that their mothers were born in Australia and the mothers of 6 participants (3.5%) were born in Japan. The remainder of the participants’ mothers were born in England (N=8), Vietnam (N=6), India (N=6), Sri Lanka (N=6), Korea (N=5), the Philippines (N=4), Serbia (N=3), Albania (N=2), Greece (N=2), Malaysia (N=2), and twenty-two other countries each with N=1.

6) Ninety-seven participants (56.1%) reported that their fathers were born in Australia and 2 (1.2%) were reported as born in Japan. The remainder of the fathers were born in England (N=7), Sri Lanka (N=7), India (N=6), Korea (N=5), Serbia (N=4), Vietnam (N=4), New Zealand (N=3), the Philippines (N=3), Japan (N=2), Albania (N=2), Fiji (N=2), Malaysia (N=2), and twenty-three other countries each with N=1.

Living/schooling in countries where Japanese is spoken – Australian-born participants

7) Of the Australian-born participants (N=140), 6.4% (N=9) reported having spent time in a country where Japanese is spoken. Of these, 5 reported spending time in Japan, while the remaining 4 did not report which country they had spent time in. Only 4 participants provided the duration spent in the Japanese-speaking country: 1 participant reported spending 1 month, 1 reported spending 23 months, one 24 months, and another 36 months. No student reported spending time in a second country where Japanese is spoken.  

Overseas-born participants

Arrival

8) The 33 overseas-born participants (excluding 4 cases who answered the question incorrectly) arrived in Australia between 1997 and 2009. 

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38 1 participant did not provide a response to this question, and the question about country of birth in the next paragraph.

39 3 participants provided invalid responses to this question (e.g. listing Australia as a Japanese-speaking country).
The most common years of arrival were 2000 and 2008 (both N=4), followed by 2001 and 2009 (both N=3). Overseas-born participants arrived in Australia between 1 and 13 years ago, with a mean duration of residence in Australia of 6.4 years (SD=3.8).

9) The mean age at arrival in Australia was 6.9 years (Min.=0, Max.=12, SD=3.54) with the three most common ages at arrival being 4 years, 10 years, and 11 years (N=4 for each). Three participants did not answer this question.

Overseas education

10) The longest duration of education overseas was 6 years (N=1), but the most common was 1 year (N=8), ranging from Kindergarten to Year 7. Three of the overseas-born participants were educated in Japan (one of whom was also educated for some time in the USA). The other countries where participants were educated included Korea (N=3), Sri Lanka (N=3), New Zealand (N=2), the Philippines (N=2), and seven other countries with N=1.

11) Similarly, the language of instruction for 3 of these participants was Japanese (as well as English for one participant). The most common language of overseas education was English, which was the language of education for 11 participants. For four of these participants, another language was also the language of education (including the one participant mentioned who had Japanese and English). There were 9 other languages of overseas education, each with N=1, and 9 participants did not report the language of their overseas education.

12) Only 3 participants reported studying Japanese overseas. This was for a duration of between 1 (N=2) and 3 years (N=1).

Language learning at school in Australia

13) a. For the 173 participants, the mean duration of study of Japanese in Australia was 4.4 years (Min.=1, Max.=7, SD=1.9), with the most common duration of study being 6 years (N=80, 46.2%).

b. Fifteen participants reported studying Japanese outside school hours, with six having done so for 7 years, three for 3 years, three for 1 year, two for 2 years, and one for 4 years. Only three participants responded to the part of the question about the highest year level reached and these participants reported reaching Year 3, 6, and 7 levels.

14) Forty-eight participants (27.7%) had been taught other subjects in Japanese, while 113 (65.3%) said they had not, and 12 did not answer the question. The year levels taught encompassed the full range of primary school from Prep to Year 6 with the most common duration of study being 1 year (N=10). The mean duration of study was 3.4 years (Min.=1, Max.=7, SD=2.1).

15) Fifty-three participants reported learning at least one language other than Japanese or English at school, while 109 had not done so, and 11 did not answer the question. Two participants had studied three other languages, 18 had studied two other languages, and 33 had studied one other language. Of all the other languages studied, French was the most common, with 29 overall instances of study, followed by Italian (N=12), Chinese (N=10), German (N=4), Indonesian (N=4), Arabic (N=2), Hindi (N=2), and Spanish (N=2). Bosnian, Dutch, Korean, Mandarin, Sindhi, Sri Lankan, Talian, Vietnamese, Tamil, and Telugu all had 1 instance each. Although these languages were studied in all years from P/R/K to 7, they were most commonly only studied for 1 year (N=20), followed by 2 years (N=15), and 4 years (N=13). Five participants studied other languages for 7 years, 4 participants studied other languages for 3, 5, and 6 years, and 1 participant studied another language for 8 years.

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40. 4 participants provided invalid responses to this question.

41. One participant’s response ‘3 months’ was converted to 0 years. One participant’s response ‘2–3 years’ was converted to 2.5 years. Three participants did not answer the question.

42. As with most of the other groups, this question was generally answered poorly, with a large number selecting just 1 year, which might imply that they had completed the year levels below the year circled.

43. 1 participant provided an invalid response to this question (i.e. the school was in Japan, not Australia).
Appendix 9

Language use at home

16) When asked what the first language/s used before going to school was/were, English was listed first by 124 participants.

   English was followed by Vietnamese (N=6), Korean (N=4), Chinese and Hindi (both N=3). Albanian, Bosnian, Dutch, Greek, and Japanese were listed first by two participants each. The remainder of the languages listed first, with N=1 each, were Bahasa Melayu, Farsi, Nuer, Punjabi, Serbian, Sinhalese, Slovak, Spanish, Tagalog, Tamil, Turkish, and Urdu. Eleven participants did not respond to this question. For this question, a total of 38 participants reported using two languages before going to school. The most common language listed second was English (N=12), followed by Japanese (N=4), Croatian (N=2), and Serbian (N=2). The remainder of languages listed second, with N=1 each, were Chinese, Filipino, French, Greek, Hakka, Korean, Laos, Lebanese, Macedonian, Maltese, Maori, Sinhalese, Slovak, Spanish, Sri Lankan, Syrian, Tagalog, and Thai.

17) Of the 173 participants, 157 (90.8%) reported listening to English at home, 152 (87.9%) spoke English at home, 163 (94.2%) read English at home, and 162 (93.6%) wrote in English at home. Use of Japanese at home was most frequently reported for listening (N=12, 6.9%), with 8 participants (4.6%) reporting speaking Japanese at home, 6 (3.5%) reading Japanese at home, and 5 (2.9%) writing Japanese at home. Another 29 languages were used at home, and these are summarised in the table below.

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44 One, who provided an invalid response, was excluded.
<table>
<thead>
<tr>
<th>Language</th>
<th>Listen</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
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</thead>
<tbody>
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<td>0</td>
</tr>
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<td>Bahasa Melayu</td>
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<td><strong>Total</strong></td>
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<td>21</td>
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</table>
Japanese Year 10

Of the 111 participants studying Japanese at this level, 77 (69.4%) were female and 34 (30.6%) were male. Ninety-five participants (85.6%) were in Year 10 and 6 (5.4%) were in Year 11.45

Country of birth

4) Of these 111 participants, 82 (73.9%) were born in Australia and none was born in Japan. The remainder came from 11 other countries, including China (N=8), Korea (N=7), Hong Kong (N=5), and Taiwan (N=2). England, France, the Netherlands, the Philippines, Russia, Scotland, and Sri Lanka were the countries of birth of 1 participant each.

Country of birth – parents

Thirty participants (27.0%) had parents who were both born in Australia, and none had parents who were both born in Japan.

5) Thirty-six participants (32.4%) reported that their mothers were born in Australia and the mother of 1 (0.9%) was born in Japan. The remainder of the participants' mothers were born in 19 other countries including China (N=12), Vietnam (N=14), Korea (N=11), Hong Kong (N=7), England (N=6), Taiwan (N=4), Poland (N=2), and Sri Lanka (N=2). Cambodia, Croatia, Finland, France, India, Indonesia, Macao, New Zealand, the Philippines, Russia, Scotland, Singapore, and Zimbabwe were the countries of birth of 1 participant's mother each.

6) Thirty-seven participants (33.3%) reported that their fathers were born in Australia and none was born in Japan. The remainder of the fathers were born in 20 other countries including China (N=16), Vietnam (N=14), Korea (N=11), Hong Kong (N=6), England (N=4), Taiwan (N=3), Malaysia (N=2), Poland (N=2), Russia (N=2), Scotland (N=2), and Sri Lanka (N=2). Cambodia, Croatia, Cyrus, France, Indonesia, the Netherlands, the Philippines, Singapore, and South Africa each had N=1.46

Living/schooling in countries where Japanese is spoken – Australian-born participants

7) Of the Australian-born participants (N=72), 147 (13.4%) reported having spent time in Japan. Five of these reported spending 2.5 months in Japan, with three having spent 2 months, two having spent 1 month, and one having spent 3 months. No participants reported spending time in a second country in which Japanese is spoken.

Overseas-born participants

Arrival

8) Twenty-four of the 29 overseas-born participants arrived in Australia between 1994 and 2008.48 The most common year of arrival was 2007 (N=6). Overseas-born participants arrived in Australia between 2 and 16 years ago, with a mean duration of residence in Australia of 6.6 years (SD=4.5).

9) The mean age at arrival in Australia was 10.3 years (Min.=1, Max.=16, SD=4.4), with the most common age of arrival being 14 (N=6).

45 10 participants did not answer this question.
46 1 participant did not answer the question.
47 This excludes 4 participants whose invalid answers to subsequent questions rendered their response to this question invalid (i.e. participants who had only spent a few days in Japan, or who listed Vietnam, America, Italy, and Australia as Japanese-speaking countries.
48 5 participants either did not answer the question or gave an invalid response.
10) The greatest duration of education overseas for overseas-born participants was 9 years (N=2), but the most common was 1 year (N=9), and the year levels studied overseas ranged from Year 1 to Year 9.

Countries where participants were educated were Korea (N=6), China (N=5), Hong Kong (N=4), New Zealand (N=2), Taiwan (N=2), and Belgium, England, Netherlands and Scotland having N=1 each. One participant was educated in both Russia and Korea and another was educated in both Singapore and Finland.

11) Only 1 participant was educated overseas in Japanese (in combination with English and Chinese). The most common language of overseas education was English, which was the language of instruction for 10 participants (in combination with Chinese for 2, and Sinhalese for 1 participant). Other participants were educated overseas in Chinese (N=7), Korean (N=6), and Dutch, French, Mandarin, and Russian (each with N=1).

12) Only 4 participants (13.8%) reported studying Japanese overseas. The duration of this study was 1 (N=2), 3 (N=1), and 4 years (N=1).

Language learning at school in Australia

13) a. Of the total 111 participants, the mean duration of studying Japanese at school in Australia was 3.7 years (Min.=1, Max.=10, SD=2.3), with the most common duration being 3 years (N=61), followed by 2 years (N=15), 4 years (N=9), 1 year (N=7), 10 years (N=10), 8 years (N=6), 6 years (N=2) and 5, 7, and 9 years (each with N=1). Participants reported studying Japanese in different combinations of year levels ranging from Year 1 to Year 10.

b. Four participants reported studying Japanese outside school hours, with two having done so for 2 years, one for 3 years, and one for 1 year. Two of these participants reached Year 10 level and one reached Year 3 level.

14) No participants reported having been taught other subjects in Japanese.

15) Ninety-five participants (85.6%) reported learning at least one language other than Japanese or English at school, while 13 (11.7%) reported not having done so. Thirty-three participants had studied two other languages, and 62 had studied one other language. Of the other languages studied, French was the most common, with 45 overall instances of study, followed by Chinese (N=22), Italian (N=22), Spanish (N=9), German (N=9), Greek (N=5), Vietnamese (N=5), Mandarin (N=3), Indonesian (N=3), Korean (N=2), and Latin, Sinhalese, Croatian, Russian, and Taiwanese each with N=1. Although these languages were studied in all years from P/R/K to 10, and for between 1 and 9 years, they were most commonly studied for just 1 year (N=34).

Language use at home

16) When asked what the first language(s) used before going to school was/were, English was listed first by 55 participants (49.5%) and Japanese was listed first by none. English was followed by Chinese (N=24, including Cantonese (N=9), Mandarin (N=2), and Teochew (N=1)), Korean (N=10), Vietnamese (N=7), Polish (N=2), and Russian (N=2). Cebuano, Croatian, Dutch, French, Indonesian, and Sinhalese were listed first by one participant each.

17) For this question, 25 participants reported using two languages before going to school. The most common language listed second was English (N=11), followed by Chinese (N=4, including Cantonese N=1, Mandarin N=1 and both Cantonese and Mandarin N=1), Vietnamese (N=3), Greek (N=2), and Cambodian, Korean, Spanish, Taiwanese, and Visayan, each with N=1 each.

Of the 111 participants, 102 reported listening to English at home, 88 spoke English at home, 102 read English at home, and 103 wrote English at home. Use of Japanese at home was most frequently reported for listening (N=30), followed by reading (N=10), writing (N=8), and speaking (N=3). Another 8 languages were used at home, and these are summarised below.

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1 participant did not answer the question summarised in this paragraph.

3 did not answer the question.
<table>
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<tr>
<th>Language</th>
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<th>Write</th>
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</tbody>
</table>
Japanese Year 12

Of the 59 participants studying Japanese at this level, 43 (72.9%) were female and 15 (25.4%) were male.\(^{51}\) Thirty-six (61.0%) were in Year 12, 19 (32.2%) were in Year 11, and 1 (1.7%) was in Year 13.\(^{52}\)

Country of birth

4) Of these 59 participants, 48 (81.4%) were born in Australia and 1 (1.7%) was born in Japan. The remainder came from six other countries, including China, Hong Kong, Korea, and Malaysia, each of which had N=2 (3.4%). Scotland and Taiwan each had N=1 (1.7%).

Country of birth – parents

Thirty-two participants (54.2%) had parents who were both born in Australia, and 1 (1.7%) had parents who were both born in Japan.

5) Thirty-two participants (54.2%) reported that their mothers were born in Australia and the mother of 1 (1.7%) was born in Japan. The remainder of the participants’ mothers were born in 11 other countries including Hong Kong (N=4), England (N=4), Korea (N=4), China (N=3), New Zealand (N=3), and Malaysia (N=2). Italy, Poland, Sri Lanka, Taiwan, and Vietnam were the countries of birth of the mother of 1 participant each.\(^{53}\)

6) Thirty-six participants (61.0%) reported that their fathers were born in Australia and 1 (1.7%) was reported as born in Japan. The remainder of the fathers were born in 10 other countries including Korea (N=4), China (N=3), England (N=3), Hong Kong (N=3), Malaysia (N=2), and Sri Lanka (N=2). Poland, Scotland, Taiwan, and Vietnam each had N=1.

Living/schooling in countries where Japanese is spoken – Australian-born participants

7) Of the 48 Australian-born participants, 11 (22.9%) reported having spent time in a country where Japanese is spoken, and for each of these the country they had spent time in was Japan. The mean number of months spent there was 2.4 months (Min.=0.5, Max.=11, SD=3.82), while the most common amount of time spent there was 0.5 months (N=7, 14.6%). No students reported spending time in a second country where Japanese is spoken.

Overseas-born participants

Arrival

8) Seven of the 11 overseas-born participants arrived in Australia between 1994 and 2007.\(^{54}\) The most common years of arrival were 2004 (N=2) and 2007 (N=2). One participant arrived in Australia in each of 1994, 1996, and 1999. Thus overseas-born participants arrived in Australia between 3 and 16 years ago, with a mean duration of residence in Australia of 8.4 years (SD=5.3).

9) The mean age at arrival in Australia was 11.4 years (Min.=2, Max.=16, SD=5.8), with the most common age of arrival being 16 (N=4). The remainder of the participants arrived in the country at ages 2, 4, 6, 12, and 15 (N=1 each).\(^{55}\)

\(^{51}\) 1 participant did not give his/her gender.

\(^{52}\) 1 participant reported having graduated ‘last year’ and one did not answer the question.

\(^{53}\) 1 participant did not answer the question.

\(^{54}\) 4 participants did not answer the question or provided an invalid response.

\(^{55}\) 2 participants did not answer this question.
Appendix 9

Overseas education

10) The greatest duration of education overseas for overseas-born participants was 9 years (N=3, 27.3%), but the most common was 1 year (N=5, 45.5%), and the year levels studied overseas ranged from Year 1 to Year 9.56 Two of the overseas-born participants were educated in Japan (one of whom was also educated for some time in Saudi Arabia and Korea). The other countries where participants were educated were China (N=2), Hong Kong (N=2), Malaysia (N=2), and Korea (N=1).57

11) Only 1 participant was educated overseas in Japanese. The most common language of overseas education was English, which was the language of instruction for 6 participants (in combination with Cantonese for 2, Malay for 1, and Malay and Chinese for 1 participant). Chinese, Korean, and Mandarin were the sole languages of instruction for 3 participants.58

12) Only 3 participants reported studying Japanese overseas. The duration of this study was 1, 3, and 4 years (N=1 each).

Language learning at school in Australia

13) a. Of the 59 participants, the mean duration of studying Japanese at school in Australia was 4.1 years (Min.=1, Max.=12, SD=2.8), with the most common duration being 2 years (N=14), followed by 5 years (N=11), and 1 year (N=10). Participants reported studying Japanese in different combinations of year levels ranging from Year 1 to Year 12.59

b. Seven participants reported studying Japanese outside school hours, with three having done so for 1 year, three for 2 years, and one for 9 years. Only three participants provided the highest year level reached and these participants reported reaching Year 11 (N=2) and Year 12 (N=1) levels.

14) No participants reported studying other subjects in Japanese in Australia.

15) Thirty-nine participants (66.1%) reported learning at least one language other than Japanese or English at school, while 19 (32.2%) reported not having done so. Ten participants had studied two other languages, and 29 had studied one other language. Of the other languages studied, French was the most common, with 15 overall instances of study, followed by Italian (N=12), Indonesian (N=9), German (N=7), and Chinese (N=3, including Mandarin N=2). Malay, Maltese, and Spanish each had N=1 instances of study. Although these languages were studied in all years from P/R/K to 12, and for between 1 and 9 years, they were most commonly studied for just 1 year (N=24).

Language use at home

16) When asked what the first language/s used before going to school was/were, English was listed first by 43 participants (72.9%) and Japanese was listed first by just one participant (1.7%). English was followed by Chinese (N=8, including Cantonese (N=4) and Mandarin (N=2)) and Korean (N=4). Malaysian, Polish, and Vietnamese were listed first by one participant each.

17) For this question, 9 participants reported using two languages before going to school. The most common language listed second was English (N=5), followed by Chinese (N=2, including Mandarin (N=1)), and Hokkien and Sinhalese, each with N=1. Of the 59 participants, 58 (98.3%) reported listening to English at home, 53 (89.8%) spoke English at home, 56 (94.9%) read English at home, and 57 (96.6%) wrote English at home. Use of Japanese at home was most frequently reported for listening (N=26), followed by reading (N=12), writing (N=8) and speaking (N=3). Another 8 languages were used at home, and these are summarised below.

56 2 participants did not answer this question.
57 2 participants did not answer this question.
58 1 participant did not answer this question.
59 2 participants did not answer the question summarised in this paragraph.
60 1 participant did not answer this question.
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</table>
Appendix 9d: Korean reading and writing cohort

Korean Year 6/7

Of the 78 participants studying Korean at this level, 39 (50.0%) were male and 38 (48.7%) were female.\textsuperscript{61} Thirty-nine (50.0%) were in Year 6, and 35 (44.9%) were in Year 7.\textsuperscript{62}

Country of birth

4) Fifty-nine participants (75.6%) were born in Australia, 17 (21.8%) were born in Korea, and one (1.3%) was born in New Zealand.\textsuperscript{63}

Country of birth – parents

Thirty-eight participants (48.7%) had parents who were both born in Australia and 30 (38.5%) had parents who were both born in Korea.

5) The mothers of 33 participants (42.3%) were born in Korea, those of 40 (51.3%) were born in Australia, and those of 1 (1.3%) were born in each of Japan, England, and Indonesia.\textsuperscript{64}

6) The fathers of 31 participants (39.7%) were born in Korea, those of 42 (53.8%) were born in Australia, and those of 1 (1.3 %%) was born in each of Japan and Portugal.

Living/schooling in countries where Korean is spoken – Australian-born participants

7) Of the Australian-born participants (N=59), 16.9% (N=10) reported having spent time in a country where Korean is spoken. Five reported the country as Korea and the other five did not report the country. Six participants reported the time spent in a country where Korean is spoken, and the times were 2 months (N=2), and 12 months, 36 months, 40 months, and 108 months (N=1 each).

Overseas-born participants

Arrival

8) Sixteen of the 19 overseas-born participants\textsuperscript{65} arrived in Australia between 1997 and 2008. The most common year of arrival was 2006 (N=4). These participants thus arrived in Australia between 2 and 13 years ago, with a mean duration of residence in Australia of 5.69 years (SD=3.1).

9) The mean age at arrival in Australia was 7.1 years (Min.=1, Max.=11, SD=3.0) with the most common ages at arrival being 6 years and 9 years (N=3 each).\textsuperscript{66}

\textsuperscript{61} 1 did not answer the question.
\textsuperscript{62} 3 did not answer the question and one provided an invalid response (i.e., ‘2’).
\textsuperscript{63} 1 did not answer the question
\textsuperscript{64} 2 did not answer the question.
\textsuperscript{65} 2 did not answer the question
\textsuperscript{66} 2 did not answer the question.
Overseas education

10) The longest duration of overseas education was 5 years (N=1), but the most common was 1 year (N=6). The mean duration was 2 years (Min.=1, Max.=5, SD=1.3). Ten of the overseas-born participants were educated in Korea, and one was educated in New Zealand.

11) The language of instruction while in education overseas was most commonly reported as Korean (N=15), followed by English (N=1).

12) Twelve participants (63.2% of overseas born participants) reported studying Korean overseas, with duration of study ranging from 1 (N=3) to 5 years (N=1) occurring at year levels 1–5, with the most common duration being 3 years (N=4) and the mean being 2.4 years (SD=1.2).

Language learning at school in Australia

13) a. Of the 78 participants in this group, most (N=38, 48.7%) had studied Korean in Australia for 1 year, followed by 2 years (N=14, 17.9%). The mean duration was 2.3 years (Min.=1, Max.=7, SD=1.7). Korean study occurred in all years from 1 to 7.

b. Thirty participants (38.5%) reported studying Korean outside school hours, with a mean duration of 2.4 years (Min.=1, Max.=7, SD=1.9). Only 16 participants provided information on the highest year level they had reached and these participants reported reaching Years 7 (N=8), 6 (N=6), 3 (N=1), and 5 (N=1).

14) Seven participants reported being taught other subjects in Korean, but only 4 provided the year levels of this study. The duration of studying other subjects in Korean was 1 year (N=3) and 2 years (N=1).

15) Fifteen participants (19.2%) reported learning at least one language other than Korean or English at school, while 57 participants (73.1%) reported that they had not done so. Two participants reported learning two other languages and 1 reported learning three other languages. Of the six other languages studied, Italian was the most common, with 7 overall instances of study, followed by Chinese (N=5), French (N=4), Indonesian (N=1), and Japanese (N=1). These other languages were studied in Years 3, 4, 6, and 7. The most common length of study was 1 year (N=8), followed by 2 years (N=1), 3 years (N=1), and ½ a year (N=1).

Language use at home

16) When asked what the first language/s used before going to school was/were, English was listed first by 38 participants (48.7%), and Korean was listed first by 28 participants (35.9%). One participant (1.3%) reported Indonesian as his/her first language. Nine participants reported using two languages before going to school and the language most commonly listed second here was Korean (N=5) followed by English (N=3) and Japanese (N=1).

17) Of the 78 participants, 58 (74.4%) reported listening to English at home, 57 (73.1%) spoke English at home, 69 (88.5%) read English at home, and 70 (89.7%) wrote in English at home. Use of Korean at home was most frequently reported for speaking (N=33, 42.3%), followed by listening (N=29, 37.2%), reading (N=12, 15.4%) and writing (N=9, 11.5%). The other languages used in the home were Indonesian and Japanese. Indonesian was used in all four modes by 1 participant (1.3%) and Japanese was listened to and spoken by 1 participant (1.3%).

67 8 did not answer these questions.
68 7 did not answer the question.
69 10 did not answer the question and one provided an invalid response (i.e. ‘Pig latin’).
Korean, Year 10

Of the 20 participants studying Korean at this level, 14 (70%) were male and 6 (30%) were female. All participants were in Year 10.

Country of birth

4) Eleven participants (55.0%) were born in Australia, 6 (30.0%) were born in Korea, and one (5.0%) was born in each of Cambodia, Germany, and the Philippines.

Country of birth – parents

Eight participants (40.0%) had parents who were both born in Korea and none had parents who were both born in Australia.

5) The mothers of 8 participants (40.0%) were born in Korea, those of none were born in Australia, those of 7 (35.0%) were born in Vietnam, of 3 (15.0%) in Cambodia, and of 1 (5.0%) in each of Samoa and China.

6) The countries of birth of fathers were distributed identically to those of the mothers.

Living/schooling in countries where Korean is spoken – Australian-born participants

7) Of the Australian-born participants (N=11), 18.2% (N=2) reported having spent time in Korea. The time reported were 3 and 12 months.

Overseas-born participants

Arrival

8) Of the 9 overseas-born participants, 7 (77.8%)70 arrived in Australia between 1994 and 2008. The most common year of arrival was 2005 (N=2). These participants thus arrived in Australia between 2 and 16 years ago, with a mean duration of residence in Australia of 7.4 years (SD=5.0).

9) The mean age at arrival in Australia was 9.4 years (Min.=1, Max.=15, SD=4.5) with the most common age at arrival being 11 years (N=2).71

Overseas education

10) The longest duration of overseas education was 9 years (N=1), and the mean was 5 years (Min.=2, SD=2.8).72 Five (55.5%) of the overseas-born participants were educated in Korea (one in combination with China), and one was educated in each of Cambodia and Vietnam.73

11) The language of instruction while in education overseas was most commonly reported as Korean (N=5, one of whom was also educated in English and Chinese), followed by Vietnamese (N=2) and Khmer (N=1).74

70 2 participants did not answer this question.
71 1 participant did not answer this question.
72 2 participants did not answer this question.
73 2 participants did not answer this question.
74 1 participant did not answer this question.
12) Four participants (44.4%) reported studying Korean overseas, with the duration of study ranging from 1 (N=2) to 6 years (N=2) occurring at year levels 1–6, with the most common duration being 2 years (N=2) and the mean being 4 years (SD=2.4).

Language learning at school in Australia

13) a. Of the 20 participants in this group, the majority (N=13) had studied Korean in Australia for 2 years, followed by 1 year and 10 years (N=2 each), and 5 and 6 years (N=1 each).

b. Seven participants (35%) reported studying Korean outside school hours, with four having done so for 4 years, two for 1 year, and one for 6 years. Five participants (25.0%) reported reaching Year 10 level.

14) Three participants reported studying other subjects in Korean within Australia, two for 1 year and one for 2 years.

15) Fourteen participants (70.0%) reported learning at least one language other than Korean or English at school, while 6 participants (30.0%) reported that they had not done so. Two participants reported learning two other languages. Of the five other languages studied, Vietnamese was the most common, with six overall instances of study, followed by Chinese (N=4), French (N=3), German (N=1), and Japanese (N=1). These other languages were studied in various years between P/R/K and 10. The most common duration of study was 2 years (N=7), followed by 1 year (N=2) and 3 years (N=2).

Language use at home

16) When asked what the first language/s used before going to school was/were, Korean was listed first by 8 participants (40.0%). The second most common first language reported was Vietnamese (N=4), followed by Cantonese (N=2), English (N=2), Khmer (N=2) and Chinese (N=1). Five participants reported using two languages before going to school and the language most commonly listed second was English (N=3) followed by Cantonese (N=1) and Samoan (N=1).

17) Of the 20 participants, 19 reported listening to English at home, 13 spoke English at home, 19 read English at home, and 19 wrote in English at home. Use of Korean at home was most frequently reported for listening (N=15), followed by speaking (N=8), reading (N=6), and writing (N=5). Three other languages were used in the home. For listening, these were Vietnamese (N=3), Japanese (N=3, including N=2 in combination with Chinese), and Chinese (N=3, including N=2 in combination with Japanese). For speaking, the languages were Vietnamese (N=4), Chinese (N=2, including N=1 in combination with Japanese), and Japanese (N=1, including N=1 in combination with Chinese). Only Vietnamese was read (N=2) or written (N=3) in the home.

75 1 participant did not answer this question.
Korean Year 12

Of the 9 participants studying Korean at this level, 5 (55.6%) were female and 4 (44.4%) were male. All 9 participants were in Year 12.

Country of birth

4) Of these 9 participants, only 1 (11.1%) was born in Australia and 4 (44.4%) were born in Korea. The remainder came from four other countries, which were China, Hong Kong, Japan, and Taiwan, each of which had N=1 (11.1%).

Country of birth – parents

None of these participants had parents who were both born in Australia, and 4 (44.4%) had parents who were both born in Korea.

5) No participant had a mother born in Australia, and 4 reported that their mother was born in Korea. The remainder of the participants' mothers were born in 5 other countries, which were China, Ghana, Hong Kong, Japan, and Taiwan, each of which had N=1.

6) Similarly, none reported having a father born in Australia and 4 (4.4%) reported that their father was born in Korea. The distribution of the countries of birth of the remaining participants' fathers was the same as for the mothers.

Living/schooling in countries where Korean is spoken – Australian-born participants

7) The single participant who was born in Australia did not report having spent time in a country where Korean is spoken.

Overseas-born participants

Arrival

8) Of the 8 overseas-born participants in this group, 7 arrived between 2004 and 2008. The most common years of arrival were 2004, 2006, and 2008 (N=2 each). One participant arrived in Australia in 2007. Thus, the mean duration of residence in Australia was 3.86 years (Min.=2, Max.=6, SD=1.7). The mean age at arrival in Australia was 15.1 years (Min.=12, Max.=17, SD=2.0), with the most common age at arrival being 16 (N=3), followed by 12 (N=2), 17 (N=2), and 15 (N=1).

9) The other four overseas-born participants studied overseas for between 6 (N=3) and 9 (N=1) years, and the year levels studied overseas ranged from Year 1 to Year 9.

Overseas education

10) The question about years of education completed at school overseas appears to have been poorly answered by three participants, who just circled a single year. Given these participants' quite recent arrival in Australia, it might be implied that they completed years below that which they have circled. The other four overseas-born participants studied overseas for between 6 (N=3) and 9 (N=1) years, and the year levels studied overseas ranged from Year 1 to Year 9.

Three of the overseas-born participants were educated in Korea (one of whom was also educated for some time in Japan, Bangladesh, and Britain). The other countries in which participants were educated were China (N=1), Hong Kong (N=1), Japan (N=1), and Taiwan (N=1).

76 One participant provided an invalid response to this question.
11) Five participants were educated overseas in Korean (one of whom was also educated in English and Japanese, and another of whom was also educated in Cantonese). A further two participants were educated in Chinese, and one was educated in Japanese.

12) Four participants reported studying Korean overseas for 3 years (N=1), 6 years (N=2), and 8 years (N=1).

Language learning at school in Australia

13) a. For the total 9 participants in this group, the mean duration of studying Korean at school in Australia was 2 years (Min.=1, Max.=3, SD=.5), with the most common duration being 2 years (N=6), followed by 1 year and 3 years (N=1 each).77

b. Two participants reported studying Korean outside of school hours. One had done so for 1 year (in 2008) and the other for 2 years (in 2008 and 2009). Only one provided the highest year level reached, and that was given as ‘Beginner’.

14) Only 2 participants had been taught other subjects in Korean, while 6 had not.78 Only one of the participants who had been taught other subjects in Korean reported the year in which this occurred, which was Year 8. Neither gave the name of the school at which this occurred.

15) Six participants reported learning at least one language other than Korean or English at school, while 1 said they had not and two did not answer the question. One participant had studied three other languages, three had studied two other languages, and two had studied just one other language. Of the other languages studied, Japanese was the most common, with 5 overall instances of study, followed by Chinese (N=3), German (N=1), Indonesian (N=1), and Spanish (N=1). These languages were studied in a variety of years from Year 3 to Year 12, with 3 participants having studied them for 1 year, followed by 2 years, 3 years, and 4 years (N=1 each).

Language use at home

16) When asked what the first language/s used before going to school was/were, English was listed first by 2 participants (22.2%) and Korean was listed first by just 3 participants (33.3%). Korean was followed by Chinese (N=2), Cantonese (N=1), and Japanese (N=1). For this question, 2 participants reported using two languages before going to school, and those languages listed second were English and Korean.

17) Of the 9 participants, 8 reported listening to and writing in English at home, while 7 read English at home and 4 spoke it at home. Use of Korean at home was most frequently reported for listening (N=4), followed by speaking (N=3), reading (N=3), and writing (N=2). Other languages used in the home were Chinese, which was used in each of the four modes by 2 participants: Ghanaian, which was listened to by only one participant; Japanese, which was used in all four modes by one participant; and Cantonese, which was spoken by only one participant.

77 1 participant did not answer the question.
78 1 participant did not answer the question.
Chinese Year 10 Oral

Of the 35 participants studying Chinese at this level, 10 (28.6%) were female and 25 (71.4%) were male. Twenty-five (71.4%) were in Year 10 and 10 (28.6%) were in Year 11.

Country of birth

4) Of the 35 participants, 25 (71.4%) were born in Australia and one (2.9%) was born in China. The remainder were born in 8 other countries, Malaysia (N=2), Bolivia, England, India, Indonesia, New Zealand, Singapore, and the USA (each of which had N=1).

Country of birth – parents

Seven participants (20%) had parents who were both born in China, 1 (2.9%) had parents who were both born in Hong Kong, and 1 (2.9%) had one parent born in Hong Kong and one in China. Seven participants (20%) had parents who were both born in Australia.

5) The mothers of 11 (31.4%) participants were born in Australia. Eight (22.9%) participants had mothers who were born in China and 2 (5.7%) had mothers who were born in Hong Kong. The remainder had mothers who were born in Malaysia (N=5), England, India, Indonesia, Korea, Papua New Guinea, Scotland, Singapore, the USA, and Vietnam (each of which had N=1).

6) The fathers of 7 (20%) participants were born in Australia, while those of 8 (22.9%) were born in Hong Kong. The remainder had fathers who were born in England (N=5), Malaysia (N=5), Singapore (N=2), and India, Indonesia, Papua New Guinea, the USA, and Vietnam (each of which had N=1).

Living/schooling in countries where Chinese is spoken – Australian-born participants

7) Of the 25 Australian-born participants 9 (36%) reported having spent time in a country where Chinese is spoken. Most of these had spent time in China (N=6, 24%), with 2 having spent time in Hong Kong (8%), and 1 having spent time in Malaysia (4%). The mean amount of time spent in these countries was 2.3 months (Min.=1, Max.=5, SD=1.7), and the most common amount of time spent in these countries was 1 month (N=4).

Overseas-born participants

Arrival

8) The 10 overseas-born participants arrived in Australia between 1994 and 2008. The overseas-born participants arrived in Australia between 2 and 16 years ago, with a mean duration of residence in Australia of 8.8 years (SD=4.4).

9) The mean age at arrival in Australia was 6.4 years (Min.=1, Max.=13, SD=3.7) with the most common age at arrival being 5 (N=4).

Overseas education

10) Duration of overseas education was between 1 and 8 years, with a mean duration being 3.8 years. Two of the overseas-born participants were educated in England and the remainder were educated in Indonesia, New Zealand, Singapore, and the USA (each of which had N=1).

11) The language of instruction for education overseas was most commonly reported as English (N=6), and the remainder educated in Spanish, Indonesian, and Malaysian (each of which had N=1).

12) None of the participants reported studying Chinese overseas.
Language learning at school in Australia

13) a. Of the 35 participants in this group, the most participants (N=10, 28.6%) had studied Chinese in Australia for 4 years, followed by 3 years (N=8, 22.9%), 2 years (N=5, 14.3%), 5, 6, and 7 years (N=3, 8.6% each), and 1 and 10 years (N=1, 2.9% each). The mean duration of study was 4.1 years (Min.=1, Max.=10, SD=1.9).  

b. Ten (28.6%) reported studying Chinese outside school hours. The mean duration of this study was 4.9 years (Min.=1, Max.=9, SD=3.0). The mean year level reached was 7.8 (Min.=5, Max.=11, SD=2.9).  

14) Only one participant was taught other subjects in Chinese, at Year 4.  

15) Thirty participants (85.7%) reported learning at least one language other than Chinese or English at school, while 5 (14.3%) had not done so. Twelve participants (40%) reported learning two other languages. Of the 9 other languages studied, French was the most common, with 13 overall instances of study, followed by Latin (N=8), Indonesian (N=7), Italian (N=6), Japanese (N=6), and German, Greek, Malay, and Vietnamese (N=1 each). While other languages were studied in different combinations from all year levels from 1 to 10, they were most commonly studied for 1 year (N=13), followed by 2 years (N=9), 3 and 5 years (N=5), 4, 6, 7, 8 years (N=2 each), and 10 years (N=1). The mean duration was 3.2 years.

Language use at home

16) When asked what was/were the first language/s used before going to school, English was listed first by 23 participants (65.7%). English was followed by Chinese (N=8, 22.9%; including Cantonese and Mandarin), and Indonesian, Gujarati, Spanish, and Vietnamese (N=1 each). Seven participants reported using two languages before going to school. The languages used were English (N=4) and Cantonese, Indonesian, and Malay each with N=1.  

17) Of the 35 participants, all reported listening, reading, and writing in English at home and 22 reported speaking English at home. For Mandarin, 9 listened to it at home and 2 spoke it at home. For Cantonese, 6 listened to it, 7 spoke it, and 1 read it at home. Another 5 languages were used at home, and these are summarised below.

<table>
<thead>
<tr>
<th>Language</th>
<th>Listen</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malay</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

5 participants did not answer the question.
Indonesian Year 10 Oral

Of the 26 participants studying Indonesian at this level, 22 (84.6%) were female and 4 (15.4%) were male. Eleven (42.3%) were in Year 10 and 15 (57.7%) were in Year 11.

Country of birth

4) Of these 26 participants, 25 (96.1%) were born in Australia and none was born in Indonesia. One participant was born in Sri Lanka.

Country of birth – parents

Fourteen participants (53.8%) had both parents born in Australia, and none had parents who were both born in Indonesia.

5) Fifteen participants (57.7%) reported that their mothers were born in Australia and none was born in Indonesia. The remainder of the participants’ mothers were born in 6 other countries, Malaysia (N=6, 23%), China, England, Hong Kong, Sri Lanka, and Vietnam (N=1 each).

6) Sixteen (61.5%) reported that their fathers were born in Australia and none was born in Indonesia. The remainder of the fathers were born in 6 other countries, Malaysia (N=5, 19.2%), China, England, Hong Kong, Sri Lanka, and Vietnam (N=1 each).

Living/schooling in countries where Indonesian is spoken – Australian-born participants

7) Of the Australian-born participants (N=25), 4 participants reported having spent time in a country where Indonesian is spoken. Three of them spent time in Malaysia for 1 week and one of them reported having spent time in Indonesia but did not provide the duration.

Overseas-born participants

Arrival

8) The one overseas-born participant arrived in Australia in 1994 and has been in Australia for 16 years.

9) The one Sri Lankan-born participant reported arriving in Australia at the age of 1 or 2.

Overseas education

10) None of the participants was educated in Indonesia.

11) None of these participants was educated overseas in Indonesian.

12) None of these participants reported studying Indonesian overseas.

Language learning at school in Australia

13) a. Of the 26 participants, the mean duration of studying Indonesian at school in Australia was 5.3 years (Min.=1, Max.=10, SD=3.2), with the most common duration being 3 years (N=7, 26.9%), followed by 10 years (N=5, 19.2%), 2 and 4 years (N=4, 15.4% each), 8 and 9 years (N=2, 7.7% each), and 1 and 7 years (N=1, 3.8%). Participants reported studying Indonesian in different combinations of year levels from Year 1 to Year 10.

b. None of the participants reported studying Indonesian outside of school hours.

14) None of the participants reported having been taught other subjects in Indonesian.
15) Nineteen participants (73.1%) reported learning at least one language other than Indonesian or English at school, while 7 reported not having done so. Eight participants had studied at least two other languages, and 11 had studied one other language. Of the other languages studied, Chinese (including Mandarin and Cantonese) was the most common, with 11 overall instances of study, followed by Italian (N=7), Japanese (N=5), French (N=4), German (N=3), and Vietnamese (N=2). These languages were studied in all years from K to Year 11, and for between 1 and 11 years. They were most commonly studied for 2 years (N=7), followed by 1 year (N=6).

Language use at home

16) When asked what was/were the first language(s) used before going to school, English was listed first by 23 participants (88.5%), and Indonesian was listed first by none. Other languages used at home were Vietnamese, Cantonese, and Sinhalese (N=1 each). Two participants reported using two languages before going to school. These were Chinese and Sign language.

17) Of the 26 participants, all reported listening to, reading, and writing English and 25 spoke it at home. Two participants reported listening to Indonesian at home and one read and wrote it at home. Use of Indonesian at home was most frequently reported for reading and writing (N=9 each), followed by speaking (N=4) and listening (N=1). Other languages used at home are summarised below.

<table>
<thead>
<tr>
<th>Language</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sinhalese</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sign language</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Japanese Year 10 Oral

Of the 19 participants studying Japanese at this level, 3 (15.8%) were female and 16 (84.2%) were male. All the participants were in Year 11.

Country of birth

4) Of these 19 participants, 15 (78.9%) were born in Australia and none was born in Japan. The remainder were born in 3 other countries, Taiwan (N=2), Indonesia (N=1), and the USA (N=1).

Country of birth – parents

Seven participants (36.8%) had parents who were both born in Australia, and none had parents who were both born in Japan.

5) Eight participants (42.1%) reported that their mothers were born in Australia and none was born in Japan. Five participants (26.3%) reported that their mothers were born in Taiwan, and the remainder of the participants’ mothers were born in 6 other countries: Britain, Bulgaria, Cambodia, Hong Kong, Indonesia, and Sri Lanka (N=1 each).

6) Nine participants (47.4%) reported that their fathers were born in Australia and none was born in Japan. Five participants (26.3%) reported that their fathers were born in Taiwan, and the remainder of the participants’ mothers were born in 5 other countries: Bulgaria, Cambodia, New Zealand, Singapore, and Sri Lanka (N=1 each).

Living/schooling in countries where Japanese is spoken – Australian-born participants

7) Of the Australian-born participants (N=15), none of them reported having spent time in Japan or in a second country in which Japanese is spoken.

Overseas-born participants

Arrival

8) Four of the overseas-born participants arrived in Australia in 1996, 1997, 1999, and 2002 respectively, between 8 and 14 years ago, with a mean duration of residence in Australia of 11.5 years (SD=2.6).

9) The mean age at arrival in Australia was 4.5 years (Min.=2, Max.=8, SD=2.5).

Overseas education

10) Only 1 participant reported having been educated overseas, in Singapore, for 2 years.

11) The language of instruction for the one participant was English.

12) None of the participants reported studying Japanese overseas.

Language learning at school in Australia

13) a. Of the total 19 participants, the mean duration of studying Japanese at school in Australia was 4.7 years (Min.=3, Max.=10, SD=2.1), with the most common duration being 3 years (N=7), followed by 4 years (N=6), 8 years (N=2), and 5, 6, 7 and 10 years (each with N=1). Participants reported studying Japanese in different combinations of year levels from Year 1 to Year 10.
b. Five participants reported studying Japanese outside school hours, with two having done so for 4 years, two for 3 years, and one for 1 year. One of these participants reached Year 11 level and the other participants did not answer the question.

14) Only one participant reported having been taught other subjects in Japanese in Year 7.

15) Fourteen participants (73.7%) reported learning at least one language other than Japanese or English at school, while 5 (26.3%) reported not having done so. Four participants had studied two other languages, and 10 had studied one other language. Of the other languages studied, French was the most common, with 7 overall instances of study, followed by Indonesian (N=4), Chinese (N=4), and German, Italian, and Latin (each with N=1). Five participants studied other languages for 1 year, four participants for 3 years, three participants for 4 years, two participants for 7 years, and one participant for 7 years.

Language use at home

16) When asked what was/were the first language/s used before going to school, English was listed first by 11 participants (57.9%). No participants listed Japanese as their first language. English was followed by Chinese (N=5), and Cambodian and Sinhalese were listed as their first language by one participant each. Five participants reported using two languages before going to school. English and Chinese were listed as the second first language by 2 participants, followed by Indonesian by 1 participant.

17) Of the 19 participants, all of them reported listening to English at home, 16 spoke English at home, 18 read English at home, and all of them wrote English at home. Only 4 participants reported listening to Japanese at home. Another 8 languages were used at home. These are summarised below.

<table>
<thead>
<tr>
<th>Language</th>
<th>Listen</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Khmer</td>
<td>1</td>
<td></td>
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<tr>
<td>Indonesian</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Sinhalese</td>
<td>1</td>
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</tr>
</tbody>
</table>
Appendix 10: Rasch item difficulty reading maps

10a: Chinese Year 6/7 and Year 10
10b: Indonesian Year 6/7, Year 10
10c: Japanese Year 6/7, Year 10
10d: Korean Year 6/7, Year 10
Appendix 10a: Chinese item difficulty reading maps

CHINESE YEAR 6/7 RASCH ITEM DIFFICULTY READING MAP

<table>
<thead>
<tr>
<th>PERSON</th>
<th>MAP</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;more able&gt;</td>
<td>&lt;more difficult&gt;</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>####</td>
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<td></td>
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<tr>
<td></td>
<td>.##</td>
<td>4a</td>
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<td></td>
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<td>-3</td>
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<td>-4</td>
<td>###</td>
<td>+</td>
</tr>
</tbody>
</table>

EACH "#" IS 2. EACH "." IS 1.
### Table 12.2

<table>
<thead>
<tr>
<th>PERSON - MAP - ITEM</th>
<th>&lt;more able&gt;</th>
<th>&lt;more difficult&gt;</th>
</tr>
</thead>
<tbody>
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Appendix 10b: Indonesian item difficulty reading maps

INDONESIAN YEAR 6/7 RASCH ITEM DIFFICULTY READING MAP

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<less able> | <easier>
### TABLE 12.2 dataIndonesian10.xls  
ZOU073WS.TXT  Jun 30 18:37 2010

<table>
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**Notes:**
- Public: public
- Ad: ad
- M: M
TABLE 12.5 dataIndonesian10.xls                  ZOU073WS.TXT  Jun 30 18:37 2010
INPUT: 62 PERSON 12 ITEM MEASURED: 62 PERSON 12 ITEM 35 CATS WINSTEPS 3.69.1.16
-------------------------------------------------------------------------
PERSON - MAP - ITEM - Expected score zones (Rasch-half-point thresholds)

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<td>B-4 .25</td>
</tr>
<tr>
<td>XXX</td>
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<td>ad - 2 .15</td>
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<td>XXX</td>
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### Table 12.6 Data

**Indonesian10.xls**

**ZOU073WS.TXT**  Jun 30 18:37 2010

**INPUT:** 62 PERSON  12 ITEM  MEASURED: 62 PERSON  12 ITEM  35 CATS WINSTEPS 3.69.1.16

**PERSON - MAP - ITEM - 50% Cumulative probabilities (Rasch-Thurstone thresholds)**

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**<more>**

|       | XXX  |      |                                                           |
|       | XX   |      |                                                           |
|       | T    |      |                                                           |

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</table>
Appendix 10c: Japanese item difficulty reading maps

JAPANESE YEAR 6/7 RASCH ITEM DIFFICULTY READING MAP

INPUT: 173 PERSON 23 ITEM MEASURED: 173 PERSON 23 ITEM 66 CATS WINSTEPS 3.69.1.16

PERSON - MAP - ITEM

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<td>S</td>
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<tr>
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<td>S</td>
<td>1c, 1d, le, 3c</td>
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Each "#" is 2. Each "." is 1.
Appendix 10

JAPANESE YEAR 10 ITEM DIFFICULTY READING MAP

INPUT: 111 PERSON 17 ITEM MEASURED: 111 PERSON 17 ITEM 43 CATS WINSTEPS 3.69.1.16

PERSON - MAP - ITEM
<more>|<rare>

6
X +
X

5
+
T
X

4
+T

=XXXXXXXX

3
+ 4e
XXXXXXXXX S 3b 4f
XXXXXXXXX

2
+ 1g
S
XXX
X

1

S
XXX
X

0
M 1d
XX S
XXX
XX

-1
XX + 1c 4c
XX
XX

-2
X +S
X

-3
+

-4
+T

-5
<less> +

1b

<less>|<frequ>
### Appendix 10d: Korean item difficulty reading maps

**KOREAN YEAR 6/7 RASCH ITEM DIFFICULTY READING MAP**

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EACH "#" IS 2. EACH "." IS 1.
### KOREAN YEAR 10 RASCH ITEM DIFFICULTY READING MAP

#### Table 12.2: Data

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<td>S</td>
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<tr>
<td></td>
<td>S</td>
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<tr>
<td></td>
<td>1d</td>
<td>1e</td>
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<tr>
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<td>4b</td>
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*Appendix 10*

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