

Submission  
No 96

**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES  
SCHOOL CURRICULUM**

**Name:** Name suppressed

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Partially  
Confidential

I am a parent of two children who took HSC Japanese in Context course in 2016 and 2019 respectively. Unfortunately my younger child had little motivation to study Japanese during her entire HSC course. The main reason for this was that the course was too difficult for her.

When she was in year 10, she wanted to take Japanese Continuers course as Continuers was suitable for her language level. However she was told by the Japanese teacher of her high school that she cannot take the Continuers course and needs to take the Japanese in Context. Because her mother is Japanese, even her father is Australian and doesn't speak in Japanese.

When my younger daughter was in high school, she talked to me at home mainly in English. She didn't read any Japanese magazines, manga etc at home apart from her Japanese course materials. She didn't write any Japanese at home either. She talked to me at home in Japanese for only basic things such as greetings (eg. good morning) and kitchen languages like "what time will we have dinner?" "what is today's dinner?". I strongly believe that the level of Japanese in Context course is too difficult for her.

I am aware that Beginners, Continuers (and Extension), In Context and Literature courses exist for Chinese, Korean, Japanese and Indonesian courses in the HSC in NSW. The eligibility to take a course in these languages are based on the language environment of students rather than their proficiency in the language. This has led to a situation where students (like my daughter) are discouraged from extending their proficiency in the language of their parent(s) as they are often deemed ineligible for the course which matches their proficiency. This means that they either take a course that they know would be too difficult for them or decide not to study their heritage language.

The course structure for the four HSC Asian languages (administered by NESA) are different from European and other languages in that the eligibility criteria are based on the language used at home. In my opinion, this is very unfair. I would like to know the clear reason why this happens. Some students (like my younger daughter) who are Y10 and wish to study Japanese as an HSC subject are confronted with the reality of being considered ineligible to take the course which they think to be the most suitable for them. Why do the children from these Asian background get penalized to take the language course which is much higher level than their language ability?

In summary, I would like to see HSC language eligibility criteria system to be reviewed because I believe this system is very unfair. I would like to know clear reason for " Why does the course structure for the four HSC Asian languages are different from European and other languages ?"