

# Tranche 1 – Phase 3 – Initial Draft Course

## Chinese Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 5 individuals)	1

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No feedback provided.	No response required.

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The course rationale makes a good case for the importance of language study within contemporary education.	No response required.
Suggestion to broaden reference to include other countries and regions where Chinese is spoken.	Curriculum Leader will review the wording of the rationale to reflect inclusion of Chinese language and culture from other countries and regions.

## Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Respondents strongly agreed that critical and creative thinking and intercultural understanding are essential capabilities.	No response required.

## Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Respondents emphasised the importance of ensuring cohesion and balance between Level 2 and Level 3 courses.	The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure strategies for cohesion across learning outcomes, knowledge, skills and content elaborations between levels of the proposed courses.
Request for exemplars to help clarify and promote links to other fields such as Hospitality.	Resources provided through Canvas will help identify possible transdisciplinary links.

## Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No feedback provided.	No response required.

# Course Structure, Delivery and Progression

## Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some concern that the proposed course is a little too aspirational for beginning language learners.	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure that the content elaborations and tasks prescribed are manageable for beginning learners of Chinese.
Structure: Concern that the table and relationships between elements are unclear at present. There is a lack of clarity in the relationship between the module concepts, topics and perspectives and some respondents requested the removal of the perspectives from the course document altogether.	<p>The Curriculum Leader will review the course structure diagram to ensure all elements are clearly reflected and clarify the role of Perspectives in the Combined Curriculum and Assessment Framework for Languages (CCAFL).</p> <p>The Curriculum Leader will work with Critical Friends and Sponsor Schools to articulate the relationship between the perspectives, concepts and topics.</p> <p>The Course Implementation Guide and resources to be shared on Canvas will help to clarify these relationships.</p>
Some respondents were unsure about some terms.	The final version of the course document will include a glossary.
Respondents emphasised concern that modules must be taught in numerical order to ensure appropriate language learning. Query whether it would be better to introduce the topic of “free time” in Module 1 or 2 instead of Module 3.	This was referred to Years 9 to 12 Learning and the concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to ensure appropriate development of knowledge, skills and content.

## Module Content

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some topics and knowledge seem too difficult for beginning language learners.	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure that the content elaborations and tasks prescribed are manageable for beginning learners of Chinese. The Content Elaborations and the resources prepared for Canvas will assist teachers to identify an appropriate level of language complexity for the topics in each Module.
Query regarding inclusion of topics such as the environment, technology and social media.	Suggested topics have been noted and the intention is to include more complex topics such as the environment, technology, social media in the proposed Level 3 course.
Teachers would like more clarification and examples for the topics in Module 3.	The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to refine knowledge, skills and content elaborations and to ensure that the language included in the content elaborations is of an appropriate degree of complexity for beginning language learners.
Some perceived inconsistency between learning outcomes, course knowledge and skills and content elaborations.	The Curriculum Leader will continue to work with critical friends and sponsor schools to ensure consistency across learning outcomes, knowledge, skills and content elaborations, so that learners have the language structures they need to demonstrate their knowledge and skills for each module.
Confusion about a potential lack of content elaborations suggests it might be helpful to include the content elaborations in the module, so that it is easy to check what needs to be taught.	Refer discussion of the location of content elaborations back to Years 9 to 12 Learning to ensure consistency.

# Criteria and Standards

## Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Unsure of some of the terminology used.	The final version of the course document will include a glossary.
Unclear how the criteria will be assessed in each module.	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to develop strategies for using the final version of the criteria developed for this proposed course.
Unclear about the difference between “spontaneous” and “prepared” situations.	The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to unpack the proposed assessment processes for this course. Assessment processes can be addressed in the Course Implementation Guidelines and the resources prepared for the modules on Canvas.
Would like to see the macro skills of reading, writing, speaking and listening assessed separately. Concern that listening and reading are included in the one criterion.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve these challenges.
Concern about inclusion of visual texts.	The Curriculum Leader will work with teachers to develop strategies for incorporating visual texts into learning activities. Course Implementation guidelines and the resources prepared for Canvas will also assist to clarify the use of visual texts with beginning language students.
Concern about the requirement for beginning languages students to understand inferred information and ideas in a second language.	The Curriculum Leader will continue to work with Critical Friends and School Sponsors to ensure criterion elements are set at an appropriate level of demand for beginning language students.

Concerns that the level of performance required may be too high without a key phrase to limit performance to the knowledge, skills and content outlined in this course document.

Concern about a perceived “uneven” progression from C to B to A in some criteria.

This was referred to the Years 9 to 12 Project Team to consider introductory wording for each criterion.

The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure criterion elements are set at an appropriate level of demand for beginning language students.

Wording of all criteria will be reviewed before completion of the course documents to ensure consistency.

## Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No feedback provided.	No response required.

## Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No feedback provided.	No response required.

## Appendix 3 – Work Requirements

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that one of the work requirements is too difficult and that the character count for one of the requirements is too high.	<p>The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure that work requirements for each module reflect the skills and knowledge required and represent an appropriate degree of challenge for beginning language learners.</p> <p>Appropriate guidance will be included in the Course Implementation Guide and on Canvas for managing the work requirements.</p> <p>The final course document will contain a glossary and the Course Implementation Guidelines will support understanding of the nature of assessment tasks.</p>
Unsure about the nature of a folio in Level 2 Chinese.	<p>The final course document will contain a glossary and the Course Implementation Guidelines and Canvas resources will support an understanding of the assessment tasks.</p>

## Further Appendices

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Respondents emphasised the need for a glossary.	<p>A glossary will be included in the final course document.</p>

Key themes	Years 9 to 12 Learning Response
Request to ensure current, appropriate Chinese language is included in the course document.	The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to review the content elaborations to ensure proposed language structures and characters are the most appropriate for use in this course. This will be considered when developing resources for Canvas.
Respondents provided a range of observations, suggestions and queries regarding proposed knowledge, skills and content for the content elaborations in Appendix 6.	Respondents' contributions have been noted and are appreciated. The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure module content represents an appropriate degree of challenge for beginning language learners.

## Further Feedback and General Comments

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that the relative demands of learning Chinese need to be acknowledged in this course document.	The CL will continue to work with Chinese Critical Friends and Sponsor Schools to clarify each learning outcome within the parameters of the knowledge, skills and content elaborations identified for each module, acknowledging the added complexity of learning to communicate in a scripted language.
There was a request for the terms: “interacting in language”, “analysing language” and “creating language” to be clarified.	A glossary will be included in the final course document.