

Tranche 1 – Phase 4 – Chinese Level 2

Total Responses = 1

Organisations represented	Group	Individual
1	0	1

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
One respondent wondered whether the content listed is quite substantial for Level 2.	Further consultation with critical friend and sponsor school for Chinese indicates satisfaction with the current amount of content. A small number of items have been removed to make the content more manageable but still allow students to demonstrate the knowledge and skills outlined for each module and achieve the course learning outcomes.

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
One respondent suggests the character counts for the work requirements are quite high.	Further consultation with critical friend and sponsor school for Chinese indicates satisfaction with the current maximum

The work requirements were considered a good balance of different learning tasks.

character counts. They are calculated on an average character -to-word count, then rounded down, to ensure parity with the demands of the other languages. The character counts in the work requirements remain aspirational maxima.

No response required.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Request for some work samples and examples of expectations, especially around the Writing aspects of the course.	<p>The Course implementation guide will include guidance for developing work requirement tasks and strategies for helping students build their writing skills. The course outlines in Appendix 7 the role of dictionaries and online translation tools that students should be taught to use to their benefit in writing tasks.</p> <p>The character counts are recommended maxima, not minimum requirements and that there is no element of any criterion that provides scope for punishment for students who produce pieces of writing for internal assessment that fall well short of the suggested maximum character count each time.</p>

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
One respondent wondered whether terminology and wording will be assessable?	Standards do not indicate a requirement for any assessment of terminology or wording.