

# Tranche 1 – Phase 3 – Initial Draft Course

## French Level 2

Total Responses = 6

Organisations represented	Group	Individual
3	1 (representing 5 individuals)	5

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that there is insufficient detail, and generic Focus Area terms are unclear.	Curriculum Leader will review wording to incorporate both the Focus Area terminology and related language-specific terminology as well as reviewing content for clarity.

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The rationale is appropriate.	No response required.

## Integration of General Capabilities

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

Key themes	Years 9 to 12 Learning Response
Literacy should be identified as one of the General Capabilities addressed in Languages.	The correct title for what is commonly referred to as 'the literacy tick' is the TASC 'Everyday adult reading, writing and communication (in English)' Standard. Therefore, it cannot be applied to courses in languages other than English.
Concern regarding the incorporation of Cross-Curriculum Priorities in French Level 2.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to identify when it may be appropriate to include Cross-Curriculum Priorities in language courses.

## 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 learning areas and industries.	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 concerns raised.	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
<p>Strong opposition to modularisation as it is not appropriate for learning a language.</p> <p>Query whether students will be able to “opt into” the course in Module 2 or 3 as this is not suitable for language-learning.</p> <p>Concern there will be overlap in the content of modules because of the nature of language-learning. Unsure how language can be separated successfully into modules.</p>	<p>Referred to Years 9 to 12 Learning.</p>
<p>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>	<p>The Curriculum Leader will review the course structure diagram to reflect the role of all elements and clarify the role of Perspectives in the Combined Curriculum and Assessment Framework for Languages (CCAFL). The Curriculum Leader will work with Critical Friends and Sponsor Schools to articulate the relationship between the perspectives, concepts and topics. The Course Implementation Guide and resources to be shared on Canvas will help to clarify these relationships.</p>
<p>Unsure of some of the terminology used to define the structure.</p>	<p>The final version of the proposed course document will contain a glossary and the Course Implementation Guidelines and accompanying Canvas resources will assist with clarification.</p>

## Module Content

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

Key themes	Years 9 to 12 Learning Response
Some concern that the proposed course is too aspirational for beginning language learners.	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure the content elaborations and tasks prescribed are manageable for beginning learners of French.

## Criteria and Standards

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

Key themes	Years 9 to 12 Learning Response
Concern about Tasmania's continued use of criterion-based assessment and the resulting lack of parity with a national curriculum.	Referred to Years 9 to 12 Learning.
All 6 criterion should be available and assessed in each module/throughout the course to respect the nature of language learning.	Referred to Years 9 to 12 Learning.
Concern that the fixed number of criteria allocated to each module has resulted in the need to artificially create criteria, which is detrimental to language teaching and learning.	Referred to Years 9 to 12 Learning.
Unclear about the difference between "spontaneous" and "prepared". Some respondents do not believe this structure will work for learning languages.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to respond to this challenge.
Query about overlap between Criterion 1 and 4 etc. (speaking in both, for example) and the combination of reading and listening into one criterion.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve these challenges.

Key themes	Years 9 to 12 Learning Response
Concern that the standards may be too challenging without a clarifying statement limiting them to the course contents.	Referred to Years 9 to 12 Learning.
Concern about the degree of difficulty presented in some criteria.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure module skills and knowledge represent an appropriate degree of challenge for beginning language learners.
Concern about the use of visual texts in a proposed Level 2 course.	Concern about visual texts noted. The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to include tasks in the Canvas resources to develop strategies for building skills to manage visual texts.
Request that exemplars be provided to clarify assessment terminology.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure the Course Implementation Guidelines and accompanying Canvas resources will assist with articulating appropriate assessment strategies.

## Appendix I - Line of Sight

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

Key themes	Years 9 to 12 Learning Response
Concern that the wording for the standards is not close enough to the wording of the Learning Outcomes.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve this challenge.

## Appendix 2 – Alignment to Curriculum Frameworks

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

Key themes	Years 9 to 12 Learning Response
Some respondents requested that the terms: ‘interacting in language’, ‘analysing language’ and ‘creating language’ be clarified. Request for exemplars for these also.	Concerns and requests noted. The final version of the proposed course document will contain a glossary and the Course Implementation Guidelines and accompanying Canvas resources will help to clarify these CCAFL objectives.

## Appendix 3 – Work Requirements

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

Key themes	Years 9 to 12 Learning Response
There was general support for the Work Requirements.	No response required.
A few respondents feel the work requirements need more detail.	Referred to Years 9 to 12 Learning.

## Further Appendices

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

Key themes	Years 9 to 12 Learning Response
The inclusion of Appendices 6 and 7 was supported. 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.
Concern about the lack of a discipline-specific glossary.	The final version of the proposed course document will contain a glossary.

## Further Feedback and General Comments

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

Key themes	Years 9 to 12 Learning Response
Query about loss of individual subject integrity and why award requirements are the same for every course.	Referred to Years 9 to 12 Learning.
Concern that the rigidity of the modular structure limits teachers' opportunities to support students coming into the course regardless of background. This could cause some attrition. Reduced flexibility disadvantages students.	Referred to Years 9 to 12 Learning.