

## Tranche 1 – Phase 4 – French Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	0	2

### Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One respondent noted: the content [...] provides students with structured opportunities to think about language, how it works and how it can help them to understand their own language better. The content acknowledges the complexity and cognitive demand of learning an additional language.</p>	<p>Noted. No response required.</p>
<p>One respondent appreciated the incorporation of language and culture in one criterion instead of having a separate culture criterion that doesn't demonstrate attainment of language skills.</p>	<p>Noted. No response required.</p>

# Work Requirements

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

Key themes	Years 9 to 12 Learning Response
<p>One respondent suggested the word counts for the work requirements are quite high.</p>	<p>The word counts are suggested maximum sizes, not minimum requirements, so they are intended to act as a goal that students can aim for. The word counts gradually increase as the course progresses, reflecting the increasing range of vocabulary and structures that the student is developing.</p> <p>Setting an aspirational target of 150 words in written French by the end of 150 hours, provides a sound foundation for students to then be able to write approximately 250 words in more complex French by the end of the Level 3 course.</p>
<p>One respondent queried what some of the work requirements will look like and felt that it would be important for all teachers have a clearly agreed understanding. This will require the development of agreed exemplars.</p>	<p>The word counts are recommended maxima, not minimum requirements and that there is no element of any criterion that provides scope for penalising students who produce pieces of writing for internal assessment that fall well short of the suggested maximum word count each time.</p>
<p>Support for the use of a folio for the summation of student performance in Module 3.</p>	<p>The Course implementation guide will include guidance for developing work requirement tasks and assisting students to build the necessary skills to create appropriate responses.</p> <p>Noted. No response required.</p>
<p>Teachers will need clear and graduated exemplars for the new work requirements. “We will especially need exemplars and PL</p>	<p>The Course implementation guide will include guidance for developing work requirement tasks and strategies for helping students build their</p>

sessions for the integrated task (criterion 5 and a work requirement for each module)”.

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.

## Support for Implementation

### Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Criteria are much improved. Thank you.	Noted. No response required.
Request for support to develop resources, exemplars etc	The Course implementation guide will include guidance for developing appropriate tasks and strategies for helping students build their 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.

## Further Feedback and General Comments

### Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Request for CLs to lead and inform teachers of best practice: to be much more visible leaders to teachers and schools.	Observation noted and passed on to Years 9 to 12 Learning leadership. Curriculum Leaders will engage with sponsor schools and resource developers to ensure quality and consistency of guidance and exemplars.