

Tranche 1 – Phase 3 – Initial Draft Course

German Level 2

Total Responses = 1

Organisations represented	Group	Individual
1	1 (representing 5 individuals)	0

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
Support for the Rationale.	No response required.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
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
Emphasised the importance of ensuring cohesion and balance between Level 2 and Level 3 courses. Need to ensure adequate preparation for Level 3.	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to monitor relationship and ensure cohesion and balance when developing a potential Level 3 course.
Request for exemplars to help clarify and promote links to other fields like Hospitality.	Course Implementation Guidelines and Canvas resources will provide additional support.

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
<p>Structure: Concern that the table and relationships between elements are unclear at present.</p> <p>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>Curriculum Leader will review 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>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>

Key themes	Years 9 to 12 Learning Response
Some concern that the proposed course is a bit too aspirational for beginning language learners.	Curriculum Leader will continue to work with Critical Friends and School Sponsors to ensure the content elaborations and tasks prescribed are manageable for beginning learners of German.
Concern that some terms need clarification.	The final version of the proposed course document will contain a glossary.
Respondents emphasised concern that modules must be taught in numerical order to ensure appropriate language learning.	Concern noted. Referred to Years 9 to 12 Learning. Curriculum Leader will continue to work with Critical Friends and School Sponsors to ensure appropriate development of knowledge and skills.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some ideas for topics in Module 3 seem too difficult for beginning language students.	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 German.
Some perceived inconsistency between learning outcomes, course knowledge and skills and content elaborations.	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure consistency across learning outcomes, knowledge, skills and content elaborations, so learners have the language structures needed to demonstrate knowledge/ skills for each module.
There was some confusion about a potential lack of content elaborations, which suggests it might be helpful to include the content elaborations within each module rather than as an appendix, so that it is easy to check what needs to be taught.	Referred to Years 9 to 12 Learning.

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 contain a glossary.
Unclear how the criteria will be assessed in Module 1.	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 course.
Unclear about the difference between “spontaneous” and “prepared” situations.	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.
Respondents would like to see the macro skills of reading, writing, speaking and listening assessed separately and concern about the combination of reading and listening into one criterion.	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to address this challenge.
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 Sponsor Schools to ensure standard descriptors are set at an appropriate level of demand for beginning language students.

Appendix I - 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
Request for clarification of the terms: 'interacting in language', 'analysing language' and 'creating language and for exemplars to support their understanding.	Concern 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
Concern that the word count for some of the work requirements might be slightly too high and that the multimodal format is too difficult.	The Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure work requirements for each module reflect the skills and knowledge required and represent an appropriate degree of challenge for beginning language learners. Appropriate resources will be included in the Course Implementation Guide and on Canvas for managing the work requirements.
Unsure about the nature of a folio in Level 2 German.	The final course document will contain a glossary and the Course Implementation Guidelines and Canvas resources will support an understanding of the assessment tasks.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Emphasised need for a glossary.	A glossary will be included in the final course document.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

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