

Tranche 1 – Phase 3 – Initial Draft Course

Italian Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	0	2

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Generic terminology is not helpful. Discipline-specific language should be used.	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
Concern that some aspects of the rationale are missing.	Concern noted. The Curriculum Leader will continue to work with Critical Friends and School Sponsors to review wording of the Rationale.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that literacy has not been included as it is a fundamental component of learning a language.	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 that not all Cross-Curriculum Priorities are always relevant to Italian.	Concern noted. 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
No comments provided.	No response required.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No comments 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
Modularisation does not work for learning a language. If used, each module should be assessed against all criteria.	Referred to Years 9 to 12 Learning.

Module Content

Summary of key themes and way forward from feedback

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

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that it is not clear who the criteria and standards are intended for without a clarifying statement limiting them to the course contents.	Referred to Years 9 to 12 Learning. Curriculum Leader will request the addition of a statement to directly tie the standards to the concepts, topics, perspectives and content outlined in the course document, as is the case with current course documents.

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

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

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Appendix 5 – concern that the course document lacks a subject-specific glossary.	The final version of the proposed course document will contain a glossary.
Appendix 6 – Content Elaborations, is very useful but would like to see more feedback from teachers.	Curriculum Leader will work with Critical Friends and Sponsor Schools to review the contents elaborations for each module in of Appendix 6.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Document needs to be simplified to be accessible to all. The document is now twice the length of the current course document but no more useful.</p> <p>Modularisation is not appropriate for learning a language.</p> <p>Concern that this curriculum renewal process closely resembles <i>Tasmania Tomorrow</i> and that it is feared it will suffer the same fate.</p> <p>Concern that schools have submitted overarching questions about aspects of the Project such as modularisation but have not received answers, which raises further questions about the process.</p> <p>Concern that award requirements are now so generic that they do not acknowledge the double cognitive load involved in learning a language.</p>	<p>Concerns have been referred to Years 9 to 12 Learning.</p>