

Tranche 1 – Phase 3 – Initial Draft Course

Japanese Level 2

Total Responses = 6

Organisations represented	Group	Individual
3	2 (representing 7 individuals)	4

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Respondents were unclear about what the Focus Area terms mean for language-learning.	Curriculum Leader will review wording to incorporate both the Focus Area terminology and related languages-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.
Concern that generic terminology is unhelpful and unnecessary as Languages already has its own specialist terminology.	Curriculum Leader will review wording to incorporate both the Focus Area terminology and related languages-specific terminology.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Lack of clarity about inclusion of CCP in all courses.	Referred to Years 9 to 12 Learning.
Concern that Literacy is not 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 those delivered in English.
Concern regarding the incorporation of all Cross-Curriculum Priorities in Japanese Level 2.	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
Emphasised the importance of ensuring cohesion and balance between Level 2 and Level 3 courses. Some concern that the proposed course is a bit too aspirational for beginning language learners.	Concerns noted. 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 Japanese.
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 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>Strong opposition to modularisation for Languages: Modularisation is not appropriate for a Language course.</p> <p>Concerns about whether students will receive recognition for a part-module and whether students will be able to “opt in” at Modules 2/3.</p>	<p>Referred to Years 9 to 12 Learning. 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.</p>
<p>Concern about the lack of clarity behind the modules.</p>	<p>Concern noted.</p> <p>Curriculum Leader will continue to work with Critical Friends and School Sponsors to build clarity around the structure of the course.</p>
<p>Concern about a lack of clarity for some of the terminology used.</p>	<p>The final version of the proposed course document will contain a glossary.</p>
<p>Concepts, topics, perspectives, skills and knowledge per se are fine but the table and relationships between elements are unclear at present.</p>	<p>Curriculum Leader will review layout of table to ensure a clear relationship between the individual module concepts (Identity, Responsibility and Legacy) and the perspectives (Personal, Community and Global).</p> <p>The Course Implementation Guide and Canvas materials will provide opportunities to clarify and expand details and relationships for each of the topics.</p>
<p>Respondents identified a lack of clarity in some of the core text explaining developmental progression and culminating performance.</p>	<p>All concerns referred to Years 9 to 12 Learning.</p>

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern about the use of visual texts in a proposed Level 2 course.	Concern noted about visual texts. 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.
There were several requests for more detail.	The Course Implementation Guidelines will provide further clarification, as will the resources prepared for the module on Canvas.
Concern about a potential overlap for some knowledge and skills.	Concern noted. Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to review knowledge and skills for all three modules to ensure sufficient detail and no repetition, omissions or overlap.
Concern that some knowledge and skills are too difficult for beginning language learners.	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 that time to teach, practise and master script has not been factored in.	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve this challenge.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern about Focus Criteria: All criteria must be available for assessment in all modules.	Referred to Years 9 to 12 Learning. Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve this challenge.
Concern that there is a lack of clarity in some criteria.	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to review wording for each criterion to ensure clarity.
Request for exemplars to model expected student performance for some criteria. This would also assist with clarifying the notion of simple and complex structures.	Course Implementation Guidelines will support and clarify assessment processes, as will the resources prepared for the module on Canvas.
Concern that the degree of progression between standard descriptors is not always clear (Criterion 2, 5).	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to ensure precise wording for each criterion.
Concern about combining reading and listening and the perceived imbalance between reading, writing, speaking and listening. Emphasis that all macro skills should be given equal emphasis.	Referred to Years 9 to 12 Learning.
Concern about the meaning of “spontaneous” and “prepared” and what this might look like for a beginning language student.	Concern noted. Curriculum Leader will continue to work with Critical Friends and School Sponsors to resolve this challenge.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concerned about not assessing every criterion in every module as all macro skills need to be regularly taught and assessed in Languages.	Referred to Years 9 to 12 Learning.

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 the terms: ‘interacting in language’, ‘analysing language’ and ‘creating language’ to be clarified. And request for exemplars of these.	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
Concern that the role of Work Requirements is unclear: ‘some of what learners do’. Shouldn’t this be ‘what learners need to do’?	Referred to Years 9 to 12 Learning.
Concern that many of the Work Requirements are to be carried out in the last two weeks of the module, making for repeated ‘testing periods’.	Curriculum Leader will review the advice regarding timing for the Work Requirements to provide as much flexibility for teachers as possible when scheduling the work requirements.

Key themes	Years 9 to 12 Learning Response
Concerns expressed about the length of time that individual assessment will take out of a 50-hour module.	Concern noted. Curriculum Leader will work with Critical Friends and Sponsor Schools to review work requirements and devise guidance to be included in the Course Implementation Guidelines and Canvas materials.
Uncertainty about the term “folio” and how it is assessed.	The final version of the proposed course document will contain a glossary.
Concern that the character count for some of the work requirements might be too high. Concern that there are too few Work Requirements.	Concern noted. Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to develop strategies for addressing the work requirements within the parameters of each module. Appropriate resources will be included on Canvas for managing the work requirements.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Strong support for the content elaborations (Appendix 6)	Noted.
Concerns about some inconsistencies between the three modules and Appendix 6	Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure all Work Requirements consistently align with learning outcomes, knowledge, skills and content elaborations.
Concern that there is not enough detail in the content elaborations for each module.	Concern noted. Curriculum Leader will continue to work with Critical Friends and Sponsor Schools to ensure sufficient detail is provided for contents elaborations for each module.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Queries about provision of Professional Learning to support teachers in the implementation of significant change.	Referred to Years 9 to 12 Learning.
Respondents emphasised the need for a subject-specific glossary.	The final version of the proposed course document will contain a glossary.
Respondents provided a range of observations, suggestions and queries regarding proposed knowledge, skills and content for the course.	Respondents' contributions have been noted and are appreciated. 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.
Some respondents emphasised the proposed course must consider the motivations of the student cohort.	Feedback noted. 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 learners of Japanese.