Tranche 1 – Phase 4 – Japanese Level 2

Total Responses = 4

Organisations represented	Group	Individual
4	1 (representing 2 individuals)	3

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
Each Module has a clear outline of what is required in the content - including the skills and knowledge required. These actually help with making sense of the module names (especially Legacy).	Noted. The interpretation of the concepts for each module will continue to be unpacked through the Course Implementation Guide and preparation of resources.
One school asked for some of the language in the content elaborations to be adjusted. An accompanying email was provided indicating specific details for this request.	Content of proposed Level 2 course has compared against current L2 Japanese content elaborations and found to be less demanding. Consultation with sponsor schools to build the range of structures to a similar level of demand as the other languages at Level 2 and identify potential for elements to be labelled for 'recognition only' at Level 2.
This version has a more practical timeline for content/script learning	Noted. No response required.

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
Two respondents and one group asked for support materials, including exemplars to help teachers to understand the work requirements and the new criteria. Request for further clarification for Criterion 5 (the integrated task).	The Course Implementation Guide will include guidance for developing work requirement tasks and strategies for helping students build their skills to work with visual texts and integrated tasks, both of which are quite new to Languages teaching and learning in Tasmania.
Request for time to allow teachers to meet to develop resources and a shared understanding of the work requirements.	Request noted and passed on to Years 9 to 12 Learning leadership.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Essential to provide well-structured, clear exemplars and facilitate significant workshop style cross sectoral PL so that language teachers can work collaboratively with curriculum writers to create exemplars. This will assist in teacher understanding of all parts of the new curriculum, working towards consistency.	Request noted. Course-specific PL is planned to support implementation of the course.
One school requested a vocabulary list, PL on course implementation and relief to have time to engage with the new course given it takes time to develop supporting materials.	With regard to a vocabulary list, prescribed kanji for production and for recognition have already been included in the content elaborations; however, it is not appropriate to list all the vocabulary that individual schools and students might need for their interactions as

this would reduce the opportunity for student and teacher agency.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Assistance to unpack and interpret the new criteria, especially criteria 6, 7 and 8.	Request noted. The Course Implementation Guides will assist with unpacking of all criteria, especially those that differ in some way from the current course criteria.
Workshop style cross sectoral PL in language-specific groups so that language teachers can work collaboratively with curriculum writers to create exemplars. This will assist in teacher understanding of all parts of the new curriculum, working towards consistency.	Request noted and passed on to Years 9-12 Learning leadership.