**Modern Languages Framework**

**Response to Feedback**

**Date:** August 2018

|  |  |  |
| --- | --- | --- |
| **Page Reference** | **Issue/Recommendation** | **Panel response** |
| **Framework**  **Rationale** | * No mention of employment opportunities with languages. | The global economy is constantly changing. Inclusion of employment opportunities may date the document. A college may include a statement on employment opportunities. |
| **Framework Goals** | * Generally good - but intercultural competence needs to be defined and given more prominence in the document. | This will be addressed in the courses. |
| * We find the following should not be only limited to one course: language courses at Advanced level should also enable students to: analyse and respond to literature and global issues in the target language. | This point is addressed in the assessment section in the framework. |
| * Dot point 3 add and in the World of Employment | Students are considered as global citizens which encompasses employment. |
| **Content** | * In the Languages Course Framework document the Recommended Content (page 6) is limited. The detailed content is in the specific language frameworks. More detail is needed in the framework to ensure consistency across the languages. | Consistency across languages courses is addressed in the Shape Paper. |
| * It is good that the content is open and not prescriptive. Allowing scope for differentiation. Being in an Australian context, the Aboriginal and Torres Strait Islander perspectives need to be better established in the framework. | Aboriginal and Torres Strait Islander perspectives is mentioned on page 2 of the Framework. In addition, courses will mention Aboriginal and Torres Strait Islander perspectives in the General capabilities. |
| * Upper case letters for topics eg The Individual's Experiences should be Lifestyles and Traditions. | Refer to the Shape Paper for unit titles. |

|  |  |  |
| --- | --- | --- |
| **Assessment Task Type Table** | * The layout of the Assessment Task Types is confusing - it is easily misinterpreted. |  |
| * The following should be the first to be mentioned: Every task must enable students to demonstrate higher order thinking skills. We agree with the weightings. We do not agree that Poetry could be a mandatory writing item in Cont and Adv - it should be in responding. The interpretation of the assessment table is not very clear and has been interpreted differently. |  |
| * But you need differentiated time allocations for Beginning/Continuing/Advanced interviews. Bold print every task must enable students to demonstrate higher order thinking skills. |  |
| * Confusing when it comes to calculating mandatory percentages. |  |
| * Explanations of mandatory and option tasks are confused, e.g. whether listening and reading items can be tested separately. It does not clarify whether class test or home task for mandatory assessment items. |  |
| **Achievement Standards** | * Generally good. | Noted. |
| * The first grade descriptor in Understanding seems to be too esoteric - students seem to be confused e.g. explain or describe language rather than using it. | Developers reviewed the language and conclude that the words (identify, explains and describes) is clear. Appendix B defines verbs. |
| * Could benefit from another look- some areas are not clear. | The comment as interpreted by the developers there is confusion about how to apply the Achievement Standards to an overall grade. Professional learning is planned in 2019. |
| * Some issues - for example unit grade descriptors for year 11 Beginning should be differentiated between semester 1 and semester 2. | Rubrics for specific tasks should differentiate student achievement in Semester 1 and Semester 2.  The achievement standards are informed by ACARA design specifications (i.e. year 11/12). Professional learning on Achievement Standards is planned for 2019. |
| * As above the first grade descriptor in understanding needs to be clarified. All the others are great. | Developers confirm that the first grade descriptor in Understanding is clear if reference is made to Appendix B. |
| * Could benefit from a revisit with regard to the wording. | Refer to Appendix B. |