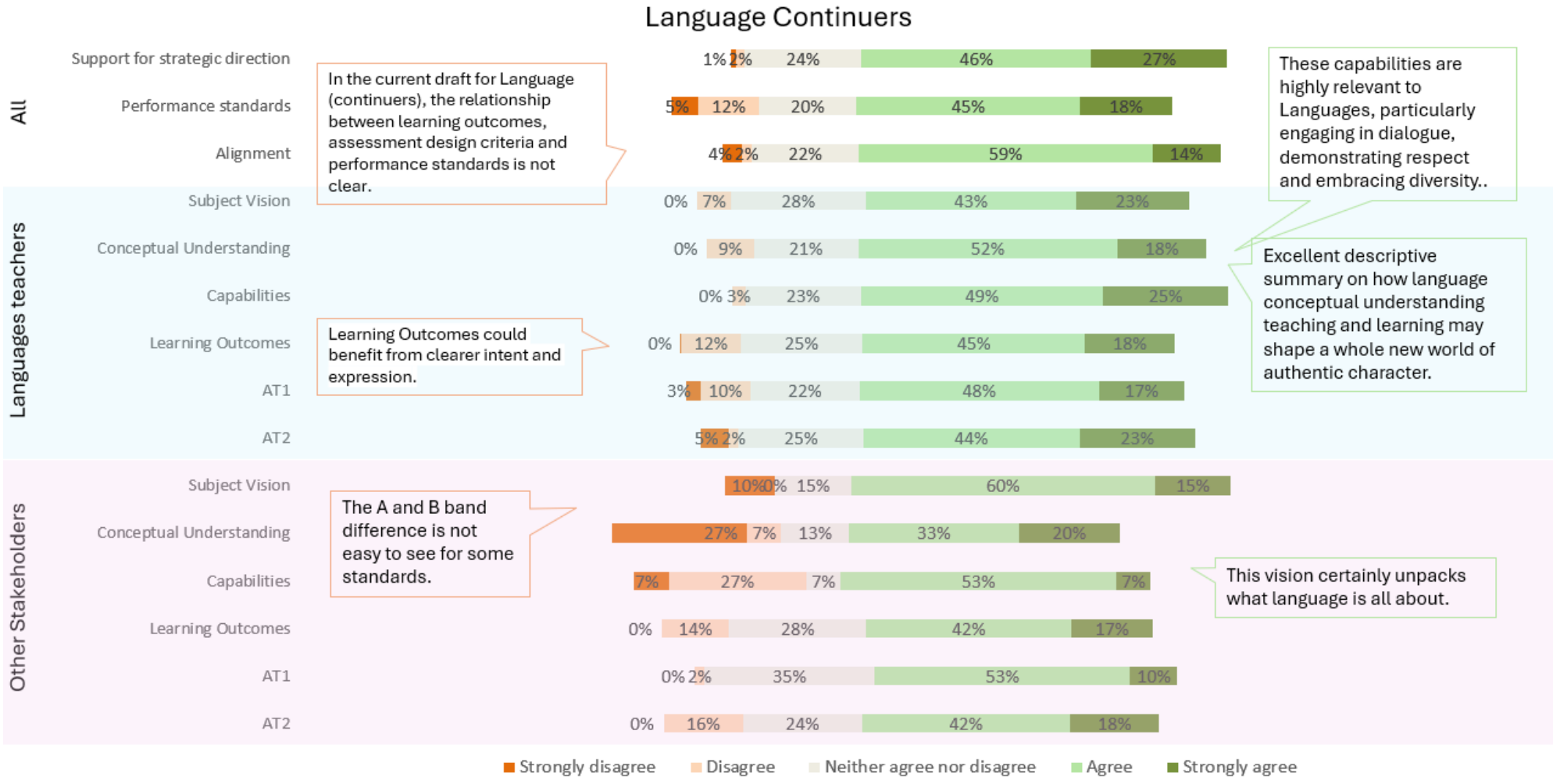
Public consultation summary | date: 23/11/2026 **SUBJECT: LANGUAGE CONTINUERS (Stage 1)**

Respondents were supportive of the proposed direction of Stage 1 Languages Continuers. Many recognised alignment with contemporary language education and welcomed the emphasis on authentic communication, intercultural understanding, learner agency and purposeful language use. The conceptual understandings, vision for learning and flexibility within the assessment model were generally well received.

Alongside this, respondents highlighted areas where further clarification and exemplification would strengthen understanding. These findings have informed targeted refinements and will shape the development of implementation and support resources, while retaining the core intent and direction of the proposed Languages Continuers subject.



Deep Authentic Learning

Student Agency

Natural Evidence of Learning

Metacognition

Capabilities

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WHAT WE HEARD	HOW WE'RE RESPONDING
Theme 1: Respondents supported the overall vision for language learning and identified opportunities to strengthen expression of the distinctive value of language learning. Respondents considered the Vision and Subject Context to provide a strong account of language learning as purposeful, reciprocal and intercultural meaning-making. At the same time, they sought a clearer, more learner-centred articulation of how learning additional languages enables learners to understand themselves, others and the world, and how language, culture and identity are interconnected.	• Revising the Vision and Subject Context to communicate more clearly the distinctive value and purpose of language learning for students. • Strengthening references to how language is learnt, used and developed in diverse linguistic and cultural contexts.
Theme 2: Respondents sought greater clarity about how the elements of the subject work together. While the Conceptual Understandings, Capabilities and Learning Outcomes were mostly well supported, respondents sought greater clarity about their distinct purposes and relationships. Feedback also requested further elaboration of key concepts and greater visibility of how capabilities are developed through language learning and language use.	• Refining Learning Outcomes to clarify their distinct focus while maintaining their interconnected nature. • Revising capability descriptors to better reflect learners actively using language. • Retaining the Conceptual Understandings as an interconnected set while providing implementation support to illustrate how concepts, capabilities and Learning Outcomes work together in practice.
Theme 3: Respondents sought greater clarity about assessment expectations and how learning is evidenced. Respondents mostly welcomed the flexibility of the assessment model and the opportunities it provided for student agency, authentic communication and recognition of the learning and development process. At the same time, respondents sought greater clarity about the place and purpose of mediation, the role of reflection and how natural evidence of learning could be shown across the assessment types.	• Repositioning mediation within the assessment design to provide a more purposeful, supported and assessable context for interpreting and reshaping meaning. • Strengthening clarity around the role of reflection within the assessment design to foreground evidence of learning and development. • Providing implementation guidance and exemplification to support consistent understanding of purposeful intercultural and metacognitive reflection.
Theme 4: Respondents sought greater clarity about how achievement and language proficiency are recognised within assessment. Respondents mostly supported the breadth of learning assessed and the holistic nature of the assessment design. Feedback sought clearer distinctions between achievement levels and more observable progression across the Performance Standards. Some respondents also requested greater clarity about how linguistic knowledge, language systems and conventions, and the accuracy and effectiveness of language use are recognised within assessment alongside the emphasis on meaning-making	• Further refining the Performance Standards to make progression across achievement levels clearer and more observable. • Providing implementation guidance to demonstrate how linguistic knowledge, accuracy and language use are assessed through the integrated use of linguistic resources to communicate meaning, and how these are represented across the Performance Standards.