



12 March, 2019

CCEA Symposium for Modern Languages




Jayne FitzGerald
Education Manager for Languages

Languages Insight 2018

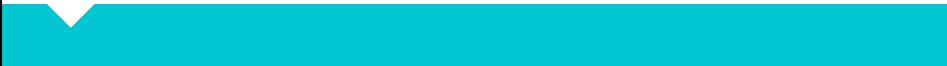


GCSE

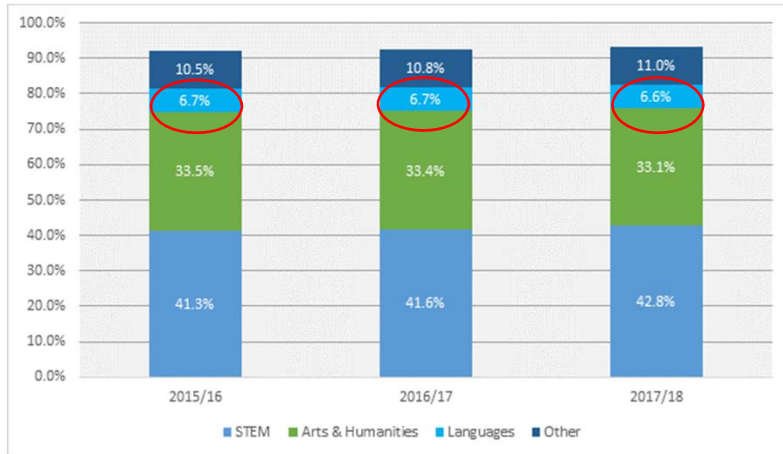


Overall GCSE Entry

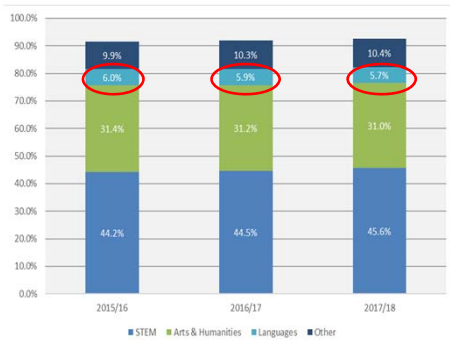
- Across NI, the 2018 entries for GCSE have declined since 2017, falling by 0.4%.
- This follows a decline of 3.2% between 2016 and 2017.
- These declines in entries are in-line with the falling population age.
- The total number of GCSEs taken across the Three Countries was 5,470,076, (an increase of 0.2% since 2017), making Northern Ireland candidates accountable for 3.1% of the overall entries.



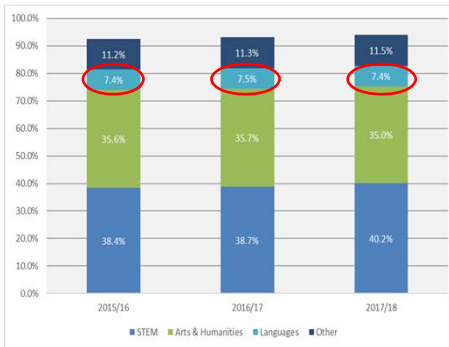
GCSE Entries



GCSE Gender Comparison

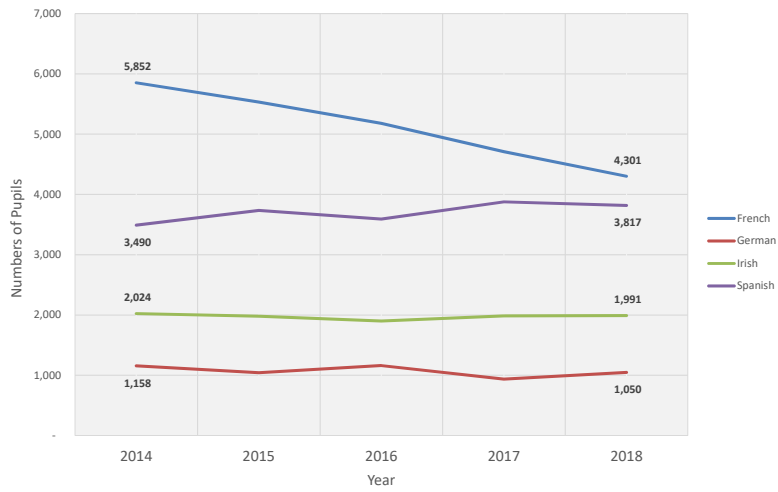


Male

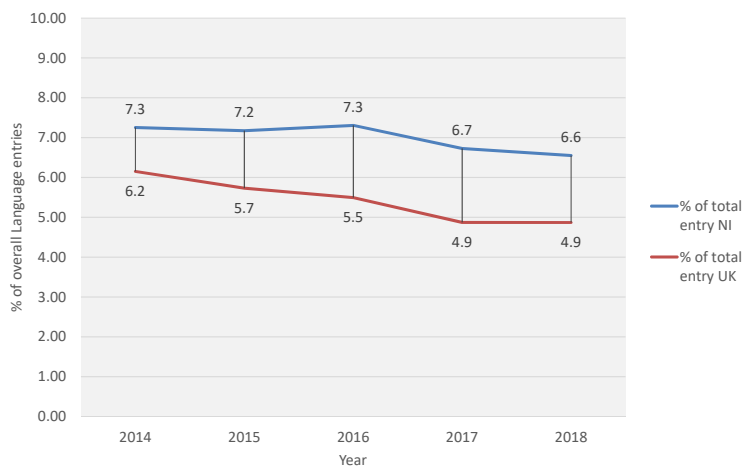


Female

GCSE Languages Entry 2014-2018



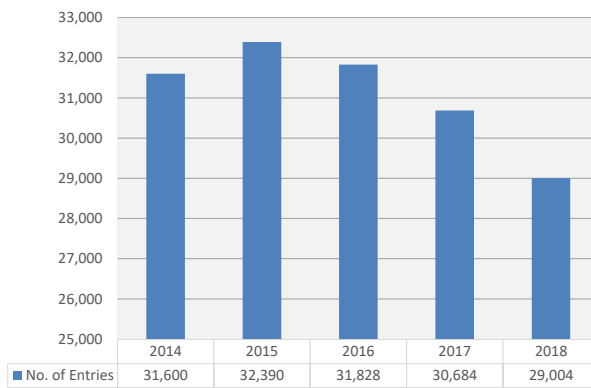
GCSE Languages Proportional Entry





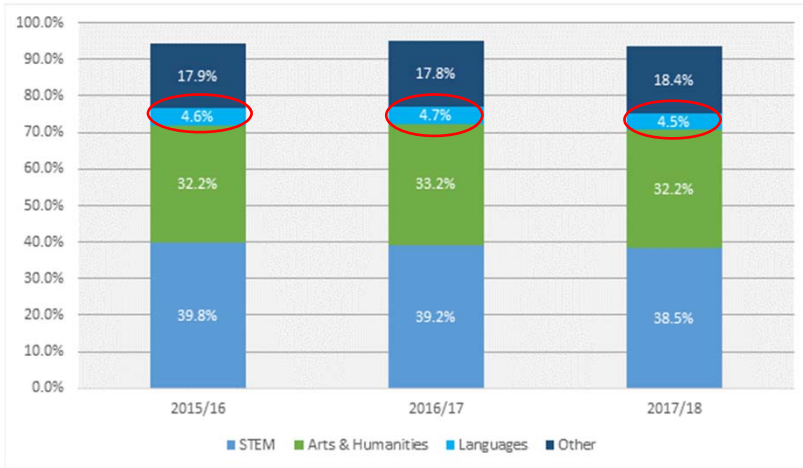
GCE A Level

Overall A Level Entry

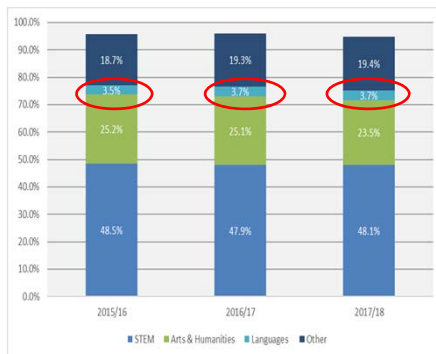


Decrease in Entry of 5.5%, similar to population trend.

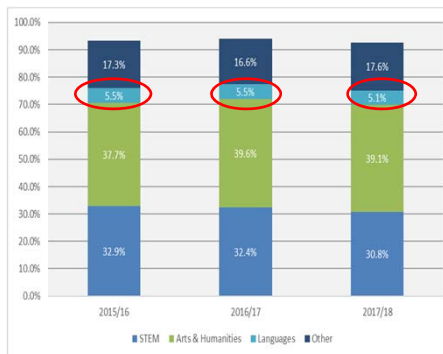
A Level Entries



A Level Gender Comparison

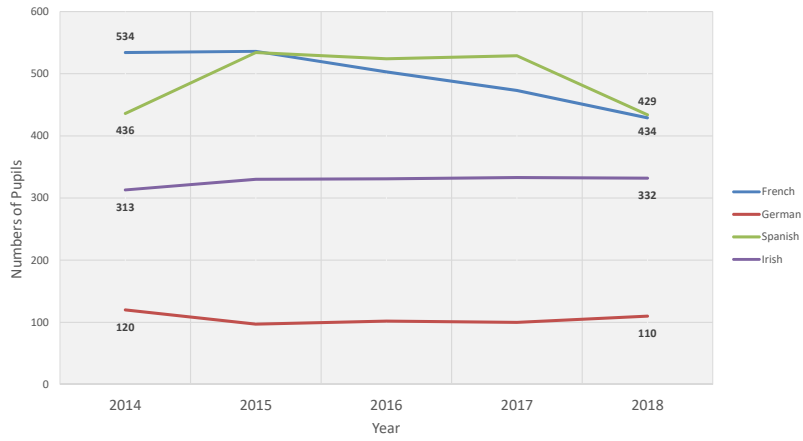


Male

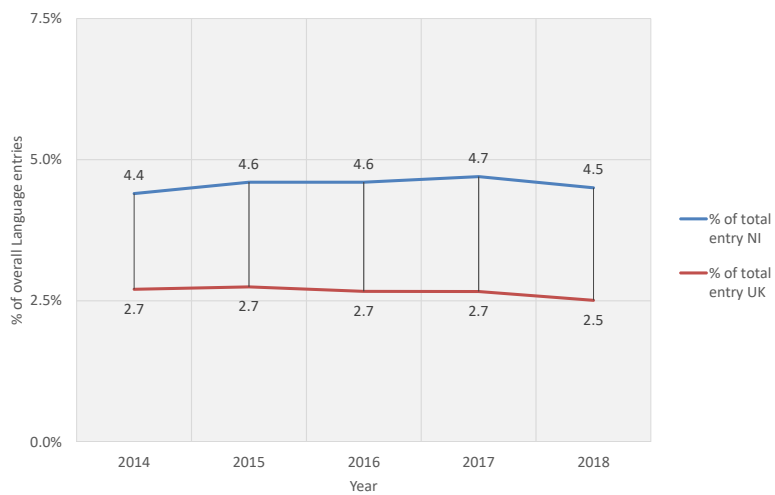


Female

A Level Languages Entry 2014-2018



A Level Languages Proportional Entry





Esther Martin

Programme Manager, Qualifications Development

Qualifications Provision for Modern Languages

CCEA Languages Provision



Level	Title/Languages Available
A Level	French, German, Irish, Spanish
GCSE	French, German, Irish, Spanish
Entry Level 2 – Level 2	(Vocational) Modern Languages French, German, Irish, Italian, Spanish
Entry Level 2 – Level 2	Online Language Assessment (OLA) French
Level 1 and 2	Understanding Business Enterprise, Languages and Tourism (UBELT)

Alternative Languages Provision (examples)



Entry Level 1/2	GCSE/ Level 1/2	A Level/ Level 3
Latin, Spanish	Certificate in Languages for Business, French, German, Spanish, Irish, Polish, Mandarin, Bengali, Hebrew, Italian	French, German, Spanish, Irish, Polish, Mandarin, Bengali, Hebrew, Italian, Dutch, Persian, Portuguese, Urdu, Latin, Greek, Russian, Japanese, Arabic

- NIEFQAN
- Mainly AQA, Pearson, OCR, EDUQAS, OCN NI
- Other entry available for NI but not offered
- Mixture of 100% internal assessment and examined qualifications
- Limited uptake of business focussed language qualifications

Example of Vocational Languages



SQA Modern Languages for Life and Work Awards

Level 3 equivalent available in:

Cantonese, French, Gaelic (Learners), German, Italian, Mandarin, Polish, Russian, Spanish and Urdu.

Using one modern language, or two, to develop learners' language and employability skills in practical and relevant contexts.

Update: CCEA Provision



- Revision of A Level/GCSE
- Proposals with CCEA Regulation to address initial GCSE concerns
- Withdrawal of vocational languages
 - Rationale - sustainability
- Review of OLA
 - Currently not being withdrawn - how do we make it more sustainable?

CCEA Qualification Provision Policy



Consideration of:

- Potential entry;
- Cost of design, development and delivery;
- Other provision;
- Market share data;
- Purpose of the qualification;
- Educational, societal, political and/or economic need the qualification supports;
- Future skills need projections;
- Operational resources, incl. subject expertise; and
- Relevant progression pathways.

Issues for Consideration



- Current provision gaps/Future skills projection
- Which qualifications are a priority?
 - Range of size (enrichment, short course)
 - Different types of qualification (more vocational/work related)
 - Wider range of languages (offered by CCEA, any growth languages that are not provided for)
 - Choice across the levels (entry, some levels have broader provision)
- Wider education review (Baccalaureate, Extended Project, smaller GCEs, wider choice)

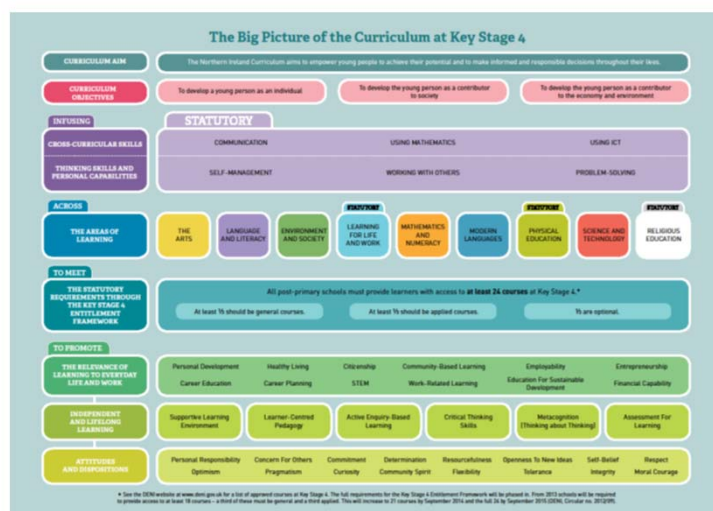


Ruth Kennedy

Business Manager, Curriculum, Assessment and Reporting

Languages Progression Pathway

The 'Big Picture'



Purpose(s) of a Pathway



- To provide an **overview** for stakeholders of **learning progression** in Modern Languages;
- To provide **key information** about languages at each key stage/phase, including **'big ideas'** (core concepts, key experiences);
- To **map knowledge, understanding** and **skills** from Pre-school to Key Stage 5;
- To centralise **statutory requirements** and **learning outcomes** related to core content and skills at each stage/phase to enable effective curriculum planning;
- To provide links to **guidance, resources, exemplars and support**;
- To provide information on **opportunities** for learners leading into HE/FE/ employment.

Potential Structure and Content



Layer 1 Snapshot	Public	Key high level overview
Layer 1a	Public/Schools/Pupils	Progression Routes/ Opportunities
Layer 2 Overview Key Aspects	Public/Schools/Pupils	Core information: the 'big ideas', statutory requirements, pupil experience
Layer 3 Detailed Progression	Schools	Continuum of knowledge, understanding and skills
Layer 4 Support	Schools	Guidance, Resources, Support, Links

Progression Pathway: Modern Languages

	Pre School	Foundation	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16
Overview: Statutory Provision	Modern Languages are not statutory at Primary. The value of learning a second language is promoted through the area of learning of Language and Literacy and schools are encouraged to provide access to additional languages.						
Key Aspects	Listening	<ul style="list-style-type: none"> Listen attentively and for enjoyment Listen and respond to stimuli both live and recorded, including adults' and children's voices and, where possible, native speakers Listen and remember Develop an awareness of sounds 					
	Speaking (Talking)	<ul style="list-style-type: none"> Talking (to convey information, to interact with others and to express feelings and opinions) 					
	Reading	<ul style="list-style-type: none"> Reading 					
	Writing	<ul style="list-style-type: none"> Write simple sentences using their knowledge of words and sounds or finding/selecting the appropriate words 					
	Knowledge about Language	<ul style="list-style-type: none"> Inter-Cultural Awareness (including Language across the Areas of Learning) 					
Find Out More: CCEA Links	Primary Languages: http://www.nicurriculum.org.uk/microsite/pl/index.asp Primary Irish: http://ccea.org.uk/curriculum/key_stage_1_2/connected_learning/biasch Ulster Scots: http://ccea.org.uk/curriculum/key_stage_1_2/connected_learning/ulster_scots						

Progression Pathway: Modern Languages

Pre School Foundation Key Stage 1 Key Stage 2 Key Stage 3 **Key Stage 4** Post-16

Speaking (Talking)

Communicate and interact effectively in speech

- communicate and interact effectively in speech for a variety of purposes;
- take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech;
- speak spontaneously, responding to questions, points of view or situations and sustaining communication, as appropriate;
- express information and narrate events coherently and confidently, using and adapting language for new purposes;
- make appropriate and accurate use of a variety of vocabulary and grammatical structures;
- make creative use of the language, as appropriate, to express and justify their own thoughts and points of view; and
- use accurate pronunciation and intonation that would be understood by a native speaker.